

## Braishfield Primary School Progression of skills in PSHE for KS1 and KS2

Year R		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Personal, Social and Emotional Development</b></p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<h3>Family and Relationships</h3>	<p>Y1/Y2 (Cycle A): Exploring how families are different to each other.</p> <p>Y1/Y2 (Cycle A): Discussing ways to show respect for different families.</p> <p>Y1: Exploring how friendship problems can be overcome. Y1: Exploring friendly behaviours.</p> <p>Y1: Recognising how other people show their feelings.</p> <p>Y1: Identifying ways we can care for others when they are sad.</p> <p>Y1: Exploring the ability to successfully work with different people.</p> <p>Y1/Y2 (Cycle B): Exploring how loss and change can affect us.</p>	<p>Y2: Understanding that families offer love, care and support.</p> <p>Y1/Y2 (Cycle A): Exploring how families are different to each other.</p> <p>Y1/Y2 (Cycle A): Discussing ways to show respect for different families.</p> <p>Y2: Learning how other people show their feelings and how to respond to them.</p> <p>Y2: Exploring the conventions of manners in different situations.</p> <p>Y1/Y2 (Cycle B): Exploring how loss and change can affect us.</p>	<p>Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.</p> <p>Y3: Exploring ways to resolve friendship problems.</p> <p>Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.</p> <p>Y3: Exploring the negative impact of stereotyping.</p> <p>Y3/Y4 (Cycle A): Identifying who I can trust.</p> <p>Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people.</p> <p>Y3/Y4 (Cycle B): Learning about the effects of non-verbal communication.</p> <p>Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.</p>	<p>Y4: Using respectful language to discuss different families.</p> <p>Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.</p> <p>Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.</p> <p>Y3/Y4 (Cycle A): Identifying who I can trust.</p> <p>Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people.</p> <p>Y3/Y4 (Cycle B): Learning about the effects of non-verbal communication.</p> <p>Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.</p>	<p>Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.</p> <p>Y5/Y6 (Cycle A): Exploring the impact that bullying might have.</p> <p>Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Y5: Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Y5: Identifying ways to challenge stereotypes.</p> <p>Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).</p> <p>Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.</p>	<p>Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.</p> <p>Y5/Y6 (Cycle A): Exploring the impact that bullying might have.</p> <p>Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Y6: Discussing how and why respect is an important part of relationships.</p> <p>Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).</p> <p>Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.</p>
	<h3>Health and Wellbeing</h3>	<p>Y1/Y2 (Cycle A): Learning how to wash hands properly. Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction.</p> <p>Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.</p> <p>Y1/Y2 (Cycle A): Exploring positive sleep habits.</p> <p>Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet.</p> <p>Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal.</p> <p>Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.</p> <p>Y1: Identifying different ways to manage feelings.</p> <p>Y1/Y2 (Cycle A): Identifying personal strengths and qualities.</p> <p>Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them.</p> <p>Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.</p>	<p>Y1/Y2 (Cycle A): Learning how to wash hands properly. Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction.</p> <p>Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.</p> <p>Y1/Y2 (Cycle A): Exploring positive sleep habits.</p> <p>Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet.</p> <p>Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal.</p> <p>Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.</p> <p>Y2: Exploring strategies to manage different emotions.</p> <p>Y2: Developing empathy.</p> <p>Y1/Y2 (Cycle A): Identifying personal strengths and qualities.</p> <p>Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them.</p> <p>Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.</p>	<p>Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth.</p> <p>Y3/Y4 (Cycle B): Developing independence in looking after my teeth.</p> <p>Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation.</p> <p>Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed.</p> <p>Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier.</p> <p>Y3/Y4 (Cycle A): Developing a growth mindset.</p> <p>Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to.</p> <p>Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others.</p> <p>Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs. Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations.</p> <p>Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth.</p> <p>Y3/Y4 (Cycle B): Developing independence in looking after my teeth.</p> <p>Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation.</p> <p>Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed.</p> <p>Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier.</p> <p>Y3/Y4 (Cycle A): Developing a growth mindset.</p> <p>Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to.</p> <p>Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others.</p> <p>Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs. Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations.</p> <p>Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun.</p> <p>Y5/Y6 (Cycle B): Discussing ways to prevent illness.</p> <p>Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals.</p> <p>Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep.</p> <p>Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Y5/Y6 (Cycle B): Exploring ways to maintain good habits.</p> <p>Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle. Y5 &amp; Y6 (Cycle A &amp; B): Understanding the relationship between stress and relaxation.</p> <p>Y5/Y6 (Cycle A): Taking responsibility for my own feelings.</p> <p>Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them.</p> <p>Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.</p>	<p>Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun.</p> <p>Y5/Y6 (Cycle B): Discussing ways to prevent illness.</p> <p>Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals.</p> <p>Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep.</p> <p>Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Y5/Y6 (Cycle B): Exploring ways to maintain good habits.</p> <p>Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle. Y5 &amp; Y6 (Cycle A &amp; B): Understanding the relationship between stress and relaxation.</p> <p>Y5/Y6 (Cycle A): Taking responsibility for my own feelings.</p> <p>Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them.</p> <p>Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.</p>
	<h3>Safety and the changing body</h3>	<p>Y1: Discussing the concept of privacy.</p> <p>Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe.</p> <p>Y1/Y2 (Cycle B): Practising what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): Identifying hazards that may be found at home.</p> <p>Y1/Y2 (Cycle B): Exploring ways to stay safe online.</p> <p>Y1 &amp; Y2 (Cycle A &amp; B): Learning how to behave safely near the road and when crossing the road.</p> <p>Y1: Learning what is and is not safe to put in or on our bodies.</p> <p>Y1/Y2 (Cycle A): Practising making an emergency phone call.</p>	<p>Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe.</p> <p>Y1/Y2 (Cycle B): Practising what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): Identifying hazards that may be found at home.</p> <p>Y1/Y2 (Cycle B): Exploring ways to stay safe online.</p> <p>Y1 &amp; Y2 (Cycle A &amp; B): Learning how to behave safely near the road and when crossing the road.</p> <p>Y2: Exploring what people can do to feel better when they are ill.</p> <p>Y2: Learning how to be safe around medicines.</p> <p>Y1/Y2 (Cycle A): Practising making an emergency phone call.</p>	<p>Y3: Identifying things people might do near roads which are unsafe.</p> <p>Y3/Y4 (Cycle A): Discussing how to seek help if I need to.</p> <p>Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online.</p> <p>Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content.</p> <p>Y3 &amp; 4 (Cycle A &amp; B): Developing skills as a responsible digital citizen.</p> <p>Y3: Exploring choices and decisions that I can make.</p> <p>Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.</p> <p>Y3: Learning what to do in a medical emergency, including calling the emergency services. Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.</p>	<p>Y3/Y4 (Cycle A): Discussing how to seek help if I need to.</p> <p>Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online.</p> <p>Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Y3 &amp; 4 (Cycle A &amp; B): Developing skills as a responsible digital citizen.</p> <p>Y4: Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.</p> <p>Y4: Discussing some physical and emotional changes during puberty.</p> <p>Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.</p>	<p>Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe.</p> <p>Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information.</p> <p>Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.</p> <p>Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.</p> <p>Y5: Learning about the emotional changes during puberty.</p> <p>Y5: Identifying reliable sources of help with puberty.</p> <p>Y5/Y6 (Cycle A): Learning how to help someone who is choking.</p> <p>Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding.</p> <p>Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.</p>	<p>Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe.</p> <p>Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information.</p> <p>Y5/Y6 (Cycle B): Exploring online relationships including dealing with problems.</p> <p>Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.</p> <p>Y6: Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Y5/Y6 (Cycle A): Learning how to help someone who is choking.</p> <p>Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding.</p> <p>Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.</p>



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	<b>Citizenship</b>	<p>Y1: Recognising why rules are necessary.</p> <p>Y1: Exploring the differences between people.</p> <p>Y1/Y2 (Cycle A): Recognising the groups that we belong to.</p> <p>Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment.</p> <p>Y1/Y2 (Cycle A): Identifying ways to help look after the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the contribution people make to the local community.</p> <p>Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets.</p> <p>Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me.</p>	<p>Y2: Explaining why rules are in place.</p> <p>Y1/Y2 (Cycle A): Recognising the groups that we belong to.</p> <p>Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment.</p> <p>Y1/Y2 (Cycle A): Identifying ways to help look after the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the contribution people make to the local community.</p> <p>Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets.</p> <p>Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me.</p>	<p>Y3: Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Y3: Identifying local community groups.</p> <p>Y3/Y4 (Cycle A): Discussing how we can help to protect human rights.</p> <p>Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community.</p> <p>Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Exploring how children's rights help them and other children.</p>	<p>Y4: Discussing how local community groups support the community.</p> <p>Y4: Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Y4: Identifying ways items can be reused.</p> <p>Y4: Explaining why reusing items is of benefit to the environment.</p> <p>Y3/Y4 (Cycle A): Discussing how we can help to protect human rights.</p> <p>Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community.</p> <p>Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Exploring how children's rights help them and other children.</p>	<p>Y5: Discussing how rights and responsibilities link.</p> <p>Y5: Exploring the right to a freedom of expression.</p> <p>Y5: Developing an understanding of how parliament and Government work.</p> <p>Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination.</p> <p>Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment.</p> <p>Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised.</p> <p>Y5/Y6 (Cycle B): Identifying ways people can bring about change in society.</p> <p>Y5/Y6 (Cycle B): Learning about environmental issues relating to food.</p>	<p>Y6: Discussing how education and other human rights protect us.</p> <p>Y6: Identifying causes which are important to us.</p> <p>Y6: Discussing how people can influence what happens in parliament.</p> <p>Y6: Identifying appropriate ways to share views and ideas with others.</p> <p>Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination.</p> <p>Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment.</p> <p>Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised.</p> <p>Y5/Y6 (Cycle B): Identifying ways people can bring about change in society.</p> <p>Y5/Y6 (Cycle B): Learning about environmental issues relating to food.</p>
	<b>Economic wellbeing</b>	<p>Y1: Developing an understanding of how banks work.</p> <p>Y1: Identifying whether something is a want or need.</p> <p>Y1/Y2 (Cycle A): Discussing how to keep money safe.</p> <p>Y1/Y2 (Cycle B): Exploring choices people make about money.</p> <p>Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money.</p> <p>Y1 &amp; Y2 (Cycle A &amp; B): Discussing what to do if we find money.</p>	<p>Y2: Exploring the reasons why people choose certain jobs.</p> <p>Y1/Y2 (Cycle A): Discussing how to keep money safe.</p> <p>Y1/Y2 (Cycle B): Exploring choices people make about money.</p> <p>Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money.</p> <p>Y1 &amp; Y2 (Cycle A &amp; B): Discussing what to do if we find money.</p>	<p>Y3: Discussing the range of feelings which money can cause.</p> <p>Y3: Discussing the different attitudes people have to money.</p> <p>Y3: Exploring the impact our spending can have on other people.</p>	<p>Y4: Exploring the factors which affect whether something is value for money.</p> <p>Y4: Discussing some impacts of losing money.</p> <p>Y4: Identifying negative and positive influences that can affect our career choices.</p>	<p>Y5/Y6 (Cycle A): Discussing risks associated with money.</p> <p>Y5/Y6 (Cycle A): Making a budget based on priorities.</p> <p>Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Y5/Y6 (Cycle B): Discussing some risks associated with gambling.</p>	<p>Y6: Identifying jobs which might be suitable for them.</p> <p>Y5/Y6 (Cycle A): Discussing risks associated with money.</p> <p>Y5/Y6 (Cycle A): Making a budget based on priorities.</p> <p>Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Y5/Y6 (Cycle B): Discussing some risks associated with gambling.</p>
	<b>Identity (Y6 only)</b>						<p>Y6: Discussing the factors that make our 'identity'.</p> <p>Y6: Recognising the difference between how we see ourselves and how others see us.</p> <p>Y6: Exploring how the media might influence our identity.</p>
	<b>Transition</b>	<p>Y1: Recognising our own strengths.</p>	<p>Y2: Identifying people who can help us when we are worried about changes.</p>	<p>Y3: Being able to set goals.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Recognising our own achievements.</p>	<p>Y4: Learning strategies to deal with change.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Recognising our own achievements.</p>	<p>Y5: Recognising own skills and how these can be developed.</p>	<p>Y6: Exploring a greater range of strategies to deal with feelings associated with change.</p>