



St. Margaret's C.E. Junior School



Progression of Skills in PSHE

	Year 3	Year 4	Year 5	Year 6
Preparing to play an active role as citizens and economic well-being	<ul style="list-style-type: none"> Children understand what being part of a community means They understand what harms their local, natural and built environments, make suggestions to improve this They develop skills to take part in small discussions about community issues Children show they value the contributions of others in discussions They understand why rules are needed and that there are consequences when rules are broken 	<ul style="list-style-type: none"> Children understand why and how rules and laws that protect them and others are made and enforced They continue to develop negotiating strategies & know when to compromise Understand that there are responsibilities as well as rights They use different ways to communicate and express personal and group views about an issue Understand that their actions affect themselves and others 	<ul style="list-style-type: none"> Children understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment and continue to develop the skills to exercise these responsibilities They develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' Understand why different rules are needed in different situations and how to take part in making and changing rules 	<ul style="list-style-type: none"> Children understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media They understand about the varied institutions that support communities locally and nationally Understand that there are basic human rights shared by all peoples and all societies They demonstrate how to look after and save money
Developing a healthy, safer lifestyle	<ul style="list-style-type: none"> Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities) Understand good and not so good feelings, extending their vocabulary to enable them to explain both the range and intensity of their feelings to others Children know what keeps them healthy (for example exercise and rest). They can follow simple, safe routines to reduce the spread of bacteria/viruses 	<ul style="list-style-type: none"> Children can talk about the harmful aspects of some household products and medicines They can describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely) Children can extend strategies to cope with risky situations and personal safety They recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these 	<ul style="list-style-type: none"> Children can make their own, informed choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise) They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions) They can identify and explain how to manage the risks in different familiar situations Understand the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) 	<ul style="list-style-type: none"> Children can explain how to stay physically and mentally healthy They can make informed choices to maintain their health and well-being, and can explain reasons for these choices They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being Children can list the commonly available substances and drugs that are legal and illegal They understand how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request
Developing good relationships and respecting the	<ul style="list-style-type: none"> Children recognise that bullying is wrong and can list some ways to get help in dealing with it. 	<ul style="list-style-type: none"> Children can describe the nature and consequences of bullying, and can express ways of responding to it. 	<ul style="list-style-type: none"> Children can respond to, or challenge, negative behaviours such as stereotyping and aggression 	<ul style="list-style-type: none"> Children can describe some of the different beliefs and values in society, and can demonstrate respect and

<p>differences between people</p>	<ul style="list-style-type: none"> • They can recognise the effect of their behaviour on other people, and can co-operate with others • They can identify and respect differences and similarities between people 	<ul style="list-style-type: none"> • Children can explain how their actions have consequences for themselves and others • They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring) 	<ul style="list-style-type: none"> • They can describe some of the different beliefs and values in society • Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves 	<p>tolerance towards people different from themselves.</p> <ul style="list-style-type: none"> • They can recognise difference and diversity and can demonstrate understanding and empathy towards others who live their lives in different ways
<p>Developing confidence and responsibility and making the most of their abilities</p>	<ul style="list-style-type: none"> • Children can demonstrate that they begin to recognise their own worth by identifying positive things about themselves • They begin to share their views and opinions • They recognise the need to ask for support sometimes, understanding who to ask and how • They can set themselves simple goals 	<ul style="list-style-type: none"> • Children can demonstrate that they recognise their own worth and that of others - identifying positive things and achievements • They can express their views confidently and listen to and show respect for the views of others • They begin to demonstrate respect for differences between people • They are able to express their feelings in different ways and recognise the impact on others 	<ul style="list-style-type: none"> • Children can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way • They demonstrate respect for differences between people • They can talk about a range of jobs and the skills needed • They are able to reflect on their mistakes and make amends 	<ul style="list-style-type: none"> • Children set high aspirations and goals • They can identify positive ways to face new challenges (for example the transition to secondary school) • They can talk about a range of jobs and explain how they will develop skills to work in the future
<p>Relationships</p>	<ul style="list-style-type: none"> • Children recognise different types of relationships, including those between acquaintances, friends, relatives and families • They realise the nature and consequences of negative behaviour • Develop their skills needed for relationships e.g. listening, supporting and showing care • Children initiate friendships with others 	<ul style="list-style-type: none"> • Children understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy • They can empathise with the lives of people living in other places and times, and people with different values and customs • They able to identify strategies to respond to negative behaviour constructively and ask for help • Children understand the different strategies available in school and the wider community to support people with physical disabilities 	<ul style="list-style-type: none"> • Children develop strategies to resolve disputes and conflict through negotiation and appropriate compromise • Understand how to give rich and constructive feedback and support to benefit others and themselves • Understand that differences and similarities between people arise from many factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability • Demonstrate tolerance and respect for others 	<ul style="list-style-type: none"> • Children recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • Understand the concept of 'keeping something confidential or secret', when they should/should not agree to this and when it is right to 'break a confidence' or 'share a secret' • Understand that differences and similarities between people arise from a number of factors, including gender identity and sexual orientation • Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (e.g. cyber bullying, using prejudicial language & 'trolling') and know how to respond and ask for help