



RSE and PSHE Progression of Skills

Theme		3 and 4 year olds	ELG		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self Regulation	My feelings	<ul style="list-style-type: none"> - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Develop appropriate ways of being assertive. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally - Show an understanding of their own feelings and those of others, and begin to regular their behaviour accordingly. 	Safety and the changing body	<ul style="list-style-type: none"> - Practising what to do if I get lost. - Identifying hazards that may be found at home. - Understanding people's roles within the local community that help keep us safe. - Learning what is and is not safe to put in or on our bodies. - Practising making an emergency phone call. 	<ul style="list-style-type: none"> - Discussing the concept of privacy. - Exploring ways to stay safe online. - Learning how to behave safely near the road and when crossing the road. - Exploring what people can do to feel better when they are ill. - Learning how to be safe around medicines. 	<ul style="list-style-type: none"> - Exploring ways to respond to cyberbullying or unkind behaviour online. - Developing skills as a responsible digital citizen. - Identifying things people might do near roads which are unsafe. - Beginning to recognise unsafe digital content. - Exploring that people and things can influence me and that I need to make the right decision for me. - Exploring choices and decisions that I can make. - Learning what to do in a medical emergency, including calling the emergency services. 	<ul style="list-style-type: none"> - Discussing how to seek help if I need to. - Exploring what to do if an adult makes me feel uncomfortable. - Learning about the benefits and risks of sharing information online. - Discussing the benefits of being a non-smoker. - Discussing some physical and emotional changes during puberty. - Learning how to help someone who is having an asthma attack. 	<ul style="list-style-type: none"> - Developing an understanding of how to ensure relationships online are safe. - Learning to make 'for' and 'against' arguments to help with decision making. - Learning about the emotional changes during puberty. - Identifying reliable sources of help with puberty. - Learning about how to help someone who is bleeding. 	<ul style="list-style-type: none"> - Developing an understanding about the reliability of online information. - Exploring online relationships including dealing with problems. - Discussing the reasons why adults may or may not drink alcohol. - Discussing problems which might be encountered during puberty and using knowledge to help. - Learning how to help someone who is choking. - Placing an unresponsive patient into the recovery position.
	Listening and following instructions	<ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. 	<ul style="list-style-type: none"> - Listen attentively and respond to what they hear - Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions - Be confident to try new activities and show independence, 	Citizenship	<ul style="list-style-type: none"> - Recognising why rules are necessary and the consequences of not following rules. - Discussing how to meet the needs of different pets. - Exploring the differences between people. - Recognising the groups that we belong to. 	<ul style="list-style-type: none"> - Explaining why rules are in place in different settings. - Identifying positives and negatives about the school environment. - Learning how to discuss issues of concern to me. - Recognising the importance of looking after the school environment. - Identifying local community groups and discussing how these support the community. - Recognising the 	<ul style="list-style-type: none"> - Exploring how children's rights help them and other children. - Considering the responsibilities that adults and children have to maintain children's rights. - Discussing ways we can make a difference to recycling rates at home/school. - Identifying local community groups and discussing how these support the community. 	<ul style="list-style-type: none"> - Discussing how we can help to protect human rights. - Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. - Identifying the benefits different groups bring to the local community. - Discussing the positives diversity brings to a community. 	<ul style="list-style-type: none"> - Explaining why reducing the use of materials is positive for the environment. - Discussing how rights and responsibilities link. - Exploring the right to a freedom of expression. - Identifying the contribution people make to the community and how this is recognised. - Developing an understanding of how parliament and 	<ul style="list-style-type: none"> - Learning about environmental issues relating to food. - Discussing how education and other human rights protect us. - Identifying causes which are important to us. - Discussing how people can influence what happens in parliament. - Discussing ways to challenge prejudice and discrimination. - Identifying

			resilience and perseverance in the face of challenges. - Explain the reasons for rules, know right from wrong and try to behave accordingly - Show sensitivity to their own and to others' needs			contribution people make to the local community.			- Government work. Identifying ways people can bring about change in society.	appropriate ways to share views and ideas with others.
Building relationships	Special relationships	- Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Play with one or more other children, extending and elaborating play ideas.	- See themselves as a valuable individual - Think about the perspective of others - Talk about members of their immediate family and community - Name and describe people who are familiar to them - Build constructive and respectful relationships	Family and relationships	- Exploring how families are different to each other. Exploring how friendship problems can be overcome. - Exploring friendly behaviours. - Recognising how other people show their feelings. - Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	- Understanding ways to show respect for different families. - Understanding that families offer love, care and support. - Understanding difficulties in friendships and discussing action that can be taken. - Learning how other people show their feelings and how to respond to them. - Exploring the conventions of manners in different situations. - Exploring how loss and change can affect us.	- Learning that problems can occur in families and that there is help available if needed. - Exploring ways to resolve friendship problems. - Developing an understanding of the impact of bullying and what to do if bullying occurs. - Identifying who I can trust. Learning about the effects of non verbal communication. - Exploring the negative impact of stereotyping.	- Using respectful language to discuss different families. - Exploring physical and emotional boundaries in friendships. - Exploring how my actions and behaviour can affect other people. - Discussing how to help someone who has experienced a bereavement.	- Identifying ways families might make children feel unhappy or unsafe. - Exploring the impact that bullying might have. - Exploring issues which might be encountered in friendships and how these might impact the friendship. - Exploring and questioning the assumptions we make about people based on how they look. - Exploring our positive attributes and being proud of these (self-respect).	- Identifying ways to challenge stereotypes. - Exploring the process of grief and understanding that it is different for different people. - Identifying ways to resolve conflict through negotiation and compromise. - Discussing how and why respect is an important part of relationships
	My family and friends	- Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Play with one or more other children, extending and elaborating play ideas.	Build constructive and respectful relationships Think about the perspective of others Show sensitivity to their own and to others' needs Work and play cooperatively and take turns with others Explain the reasons for rules, know right from wrong and try to behave accordingly Form positive attachments to adults and friendship with peers Show sensitivity to their own and to others' needs							
Managing self	Taking on challenges	- Select and use activities and resources with help when needed. Achieve a goal they have chose, or one which is suggested to them - Show more confidence in new social situations. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow	- Identifying and moderate their own feelings socially and emotionally - Show resilience and perseverance in face of challenges - Explain the reasons for rules, know right from wrong and try to behave accordingly - Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.	Transition and identity	- Recognising our own strengths.	- Identifying people who can help us when we are worried about changes.	- Learning strategies to deal with change.	- Recognising our own achievements. - Being able to set goals.	- Recognising own skills and how these can be developed.	- Exploring a greater range of strategies to deal with feelings associated with change.

		<p>rules, understanding why they are important.</p> <ul style="list-style-type: none"> - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. 								
	My wellbeing	<ul style="list-style-type: none"> - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and teeth brushing. 	<p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Manage their own needs: personal hygiene</p> <p>Know and talk about the different factors that support their overall wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', have a good sleep routine, being a safe pedestrian</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	Health and wellbeing	<ul style="list-style-type: none"> - Learning how to wash my hands properly. - Learning how to deal with an allergic reaction. - Exploring positive sleep habits. - Exploring two different methods of relaxation: progressive muscle relaxation and laughter. - Exploring health-related jobs and people who help look after our health. - Identifying personal strengths and qualities. - Identifying different ways to manage feelings. 	<ul style="list-style-type: none"> - Exploring the effect that food and drink can have on my teeth. - Exploring some of the benefits of exercise on body and mind. - Exploring some of the benefits of a healthy balanced diet. - Suggesting how to improve an unbalanced meal. - Learning breathing exercises to aid relaxation. - Exploring strategies to manage different emotions. - Developing empathy. - Identifying personal goals and how to work towards them. - Exploring the need for perseverance and developing a growth mindset. - Developing an understanding of self respect. 	<ul style="list-style-type: none"> - Discussing why it is important to look after my teeth. - Learning stretches which can be used for relaxation. - Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. - Exploring my own identity through the groups I belong to. - Identifying my strengths and exploring how I use them to help others. - Being able to breakdown a problem into smaller parts to overcome it. 	<ul style="list-style-type: none"> - Developing independence in looking after my teeth. - Identifying what makes me feel calm and relaxed. - Learning visualisation as a tool to aid relaxation. - Exploring how my skills can be used to undertake certain jobs. - Explore ways we can make ourselves feel happy or happier. - Developing the ability to appreciate the emotions of others in different situations. - Learning to take responsibility for my emotions by knowing that I can control some things but not others. - Developing a growth mindset. 	<ul style="list-style-type: none"> - Developing independence for protecting myself in the sun. - Understanding the relationship between stress and relaxation. - Considering calories and food groups to plan healthy meals. - Developing greater responsibility for ensuring good quality sleep - Taking responsibility for my own feelings. 	<ul style="list-style-type: none"> - Considering ways to prevent illness. - Identifying some actions to take if I am worried about my health or my friends' health. - Identifying a range of relaxation strategies and situations in which they would be useful. - Exploring ways to maintain good habits. - Setting achievable goals for a healthy lifestyle. - Exploring my personal qualities and how to build on them. - Developing strategies for being resilient in challenging situations.
				Economic wellbeing	<ul style="list-style-type: none"> - Discussing how to keep money safe. - Discussing what to do if we find money. - Exploring choices people make about money. - Developing an understanding of how banks work. 	<ul style="list-style-type: none"> - Identifying whether something is a want or need. - Recognising that people make choices about how to spend money. - Exploring the reasons why people choose certain jobs. 	<ul style="list-style-type: none"> - Discussing the range of feelings which money can cause. - Discussing the different attitudes people have to money. - Exploring the impact our spending can have on other 	<ul style="list-style-type: none"> - Exploring the factors which affect whether something is value for money. - Discuss some impacts of losing money. - Identifying negative and positive influences that can affect our career 	<ul style="list-style-type: none"> - Discussing risks associated with money. - Making a budget based on priorities. - Discussing the role of money in selecting a job. - Discussing how 	<ul style="list-style-type: none"> - Recognising differences in how people deal with money and the role of emotions in this. - Discussing some risks associated with gambling. - Identifying jobs which might be suitable for

							- people. Considering the advantages and disadvantages of different payment methods.	choices	income can change and the feelings associated with this.	them.
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