

Joy

Compassion

Respect

Perseverance



Hunton
C of E Primary School
Life in all its fullness - John 10:10

Progression of Skills in PSHE/ RSE

PSHE/ RSE			
Devas	Bannerman	Porteous	Borton
Self-regulation: My Feelings	Cycle A Families and Relationships	Cycle A Families and Relationships	Cycle A Families and Relationships
Self-regulation: Listening and following instructions	Health and wellbeing	Health and wellbeing	Health and wellbeing
Building relationships: Special relationships	Safety and the changing body	Safety and the changing body	Safety and the changing body
Managing self: My wellbeing	Citizenship	Citizenship	Citizenship
	Economic Wellbeing	Economic Wellbeing	Economic Wellbeing
Building relationships: My family and friends	Cycle B Families and Relationships	Cycle B Families and Relationships	Cycle B Families and Relationships
Managing self: Taking on challenges	Health and wellbeing	Health and wellbeing	Health and wellbeing
	Safety and the changing body	Safety and the changing body	Safety and the changing body
	Citizenship	Citizenship	Citizenship
	Economic Wellbeing	Economic Wellbeing	Economic Wellbeing



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Families and relationships						
Devas	Bannerman		Porteous		Borton	
<p>30-50 months</p> <ul style="list-style-type: none"> - I can build relationships with special people. - I can explore new situations with support and encouragement from a familiar adult. - I can play alone, alongside and with others. - I can invite others to play and can attempt to join other's play. <p>40-60+ months</p> <ul style="list-style-type: none"> - I can develop strategies to help me when trying to share with others. - I can think about the perspectives of others in my class. - I can explore diversity through thinking about similarities and differences. - I can think about why it might be difficult for others to be a good friend all of the time. - I can think about why it is important to support each other by being kind. - I can express a wide range of feelings in my interactions with others. - I can talk about how others may be feeling and respond accordingly. - I can seek ways to manage conflict, for example by holding back, sharing and compromise. <p>ELG</p> <p>PSED; Self-Regulation:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <p>PSED; Building Relationships;</p> <ul style="list-style-type: none"> - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs. <p>Understanding the World; Past and Present:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. 	<p>Year 1</p> <p>I can explore how families are different to each other.</p> <p>I can explore how friendship problems can be overcome.</p> <p>I can explore friendly behaviours.</p> <p>I can recognise how other people show feelings.</p> <p>I can identify ways we care for others when they are sad.</p> <p>I can successfully work with different people.</p>	<p>Year 2</p> <p>I can understand ways to show respect to different families.</p> <p>I can understand that families offer love, care and support.</p> <p>I can understand difficulties in friendships and actions that can be taken.</p> <p>I can recognise how other people show their feelings and how to respond to them.</p> <p>I can explore the conventions of manners in different situations.</p> <p>I can explore how loss and change can affect us.</p>	<p>Year 3</p> <p>I can show an awareness that problems occur in families and that there is help available if needed.</p> <p>I can explore ways to resolve friendship problems.</p> <p>I can understand of the impact of bullying and what to do if bullying occurs.</p> <p>I can identify who I can trust.</p> <p>I can show an understanding about the effects of non-verbal communication.</p> <p>I can explore the negative impact of stereotyping.</p>	<p>Year 4</p> <p>I can use respectful language to discuss different families.</p> <p>I can explore physical and emotional boundaries in friendships.</p> <p>I can explore how my actions and behaviour can affect other people.</p> <p>I can discuss how to help someone who has suffered a bereavement.</p>	<p>Year 5</p> <p>I can identify ways families might make children feel unhappy or unsafe.</p> <p>I can explore the impact that bullying might have.</p> <p>I can explore issues which might be encountered in friendships and how these might impact friendships.</p> <p>I can explore and question the assumptions we make about people based on how they look.</p> <p>I can explore our positive attributes and being proud of these (self-respect).</p>	<p>Year 6</p> <p>I can identify ways to resolve conflict through negotiation and compromise.</p> <p>I can discuss how and why respect is an important part of relationships.</p> <p>I can identify ways to challenge stereotypes.</p> <p>I can explore the process of grief and understand that it is different for different people.</p>

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People, Culture and Communities: - Know some similarities and differences between different religious cultural communities in their country, drawing on their experiences and what has been read in class.						
Take turns, share, compliment	Problems, overcome	Respect, support, manners	Impact, identify, non-verbal communication, stereotyping	Respectful, boundaries, bereavement	Conflict, resolve	Resolve, stereotype, conflict

Health and wellbeing

Devas	Bannerman		Porteous		Borton	
30-50 months - I can feed my self competently. - I can hold a cup with two hands and drink without spilling. - I can wash and dry my hands effectively. - I can observe and control my breath by taking deep breaths, scrunching and releasing a breath. - I can get dressed with help.	Year 1 I can wash my hands properly. I am learning how to deal with an allergic reaction. I can explore positive sleep habits.	Year 2 I can explore the effect that food and drink can have on my teeth. I can explore some of the benefits of exercise on body and mind. I can explore some of the benefits of a healthy balanced diet. I can suggest how to improve an unbalanced meal. I can learn breathing exercises to aid relaxation. I can explore strategies to manage different emotions. I can show empathy.	Year 3 I can discuss why it is important to look after my teeth. I can use stretches which can be used for relaxation. I can plan for a healthy lifestyle with physical activity, a balanced diet and rest. I can explore my own identity through the groups I belong to. I can identify my strengths and explore how I use them to help others. I can break down a problem into smaller parts to overcome it.	Year 4 I can show independence in looking after my teeth. I can identify what makes me feel calm and relaxed. I can use visualisation as a tool to aid relaxation. I can explore how my skills can be used to undertake certain jobs. I can explore ways we can make ourselves feel happy or happier. I can appreciate the emotions of others in different situations. I can take responsibility for my emotions by	Year 5 I can be independent when protecting myself from the sun. I can understand the relationship between stress and relaxation. I can consider calories and food groups to plan healthy meals. I can take greater responsibility for ensuring good quality sleep. I can take responsibility for my own feelings.	Year 6 I can consider ways to prevent illness. I can identify some actions to take if I am worried about my health or my friends' health. I can identify a range of relaxation strategies and situations in which they would be useful. I can explore ways to maintain good habits. I can set achievable goals for a healthy lifestyle. I can explore my personal qualities and how to build on them.
40-60+ months - I can explore how exercise affects different parts of my body. - I can explore guided meditation and relaxation. - I can complete independent tasks related to health, well-being and hygiene. - I can attend to my toileting needs most of the time independently. - I can express my feelings. - I can explore different coping strategies to help regulate my emotions. - I can identify my own feelings. - I can use adjectives to describe different feelings. - I can explore different facial expressions. - I can control my behaviour socially and emotionally.	I can explore two different methods or relaxation: progressive muscle relaxation and laughter. I can explore health-related jobs and people who help look after our health. I can identify personal strengths and qualities. I can identify different ways to manage feelings.					

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<p>ELG</p> <p>PSED; Self-Regulation:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>PSED; Managing Self:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Understanding the World; Past and Present:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. 		<p>I can identify personal goals and how to work towards them.</p> <p>I can explore the need for perseverance and developing a growth mindset.</p> <p>I can show an understanding of self-respect.</p>		<p>knowing that I can control some things but not others.</p> <p>I can show a growth mindset.</p>		<p>I can develop strategies for being resilient in challenging situations.</p>
<p>Explain, listen, understand, describe, talk, express, control, regulate</p>	<p>Allergic reaction, relaxation, feelings, qualities</p>	<p>Explore, benefits, strategies, empathy, goals, growth mindset</p>	<p>Stretches, healthy lifestyle, overcome</p>	<p>Visualisation tool, aid</p>	<p>Fail, goal, protect, responsibility, steps,</p>	<p>Responsibility, skills,</p>

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Safety and the changing body

Devas	Bannerman		Porteous		Borton	
<p>30-50 months I can identify some rules we have to follow.</p> <p>I can make choices that reduce risks.</p> <p>I can show my confidence and self-esteem by being outgoing, taking risks and trying new things.</p> <p>I can express my needs and ask an adult for help.</p> <p>40-60+ months I can transport and store equipment safely.</p> <p>I can practice some appropriate safety measures without direct supervision.</p> <p>I can show my understanding of the need for safety when tackling new challenges.</p> <p>I can consider and manage risks by taking independent action or by giving a verbal warning to others.</p> <p>ELG PSED; Managing Self: Explain the reasons for rules know right from wrong and try to behave accordingly.</p> <p>Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society.</p>	<p>Year 1 I can practice what to do if I get lost.</p> <p>I can identify hazards that may be found at home.</p> <p>I can understand people's roles within the local community that help to keep us safe.</p> <p>I can show an understanding what is and is not safe to put in or on our bodies.</p> <p>I can practice making an emergency phone call.</p>	<p>Year 2 I can discuss the concept of privacy.</p> <p>I can explore ways to stay safe online.</p> <p>I can understand how to behave safely near the road and when crossing the road.</p> <p>I can explore what people can do to feel better when they are ill.</p> <p>I can recognise how to be safe around medicines.</p>	<p>Year 3 I can explore ways to respond to cyberbullying or unkind behaviour on line.</p> <p>I can develop skills as a responsible digital citizen.</p> <p>I can identify things people might do near roads which are unsafe.</p> <p>I can begin to recognise unsafe digital content.</p> <p>I can explore how people and things can influence me and that I need to make the right decision for me.</p> <p>I can explore choices and decisions that I can make.</p> <p>I can recognise what to do in a medical emergency, including</p>	<p>Year 4 I can discuss how to seek help if I need to.</p> <p>I can recognise what to do if an adult makes me feel uncomfortable.</p> <p>I can discuss the benefits of being a non-smoker.</p> <p>I can discuss some physical and emotional changes during puberty.</p> <p>I can show an understanding how to help someone who is having an asthma attack.</p>	<p>Year 5 I can recognise how to ensure relationships online are safe.</p> <p>I can make 'for' and 'against' arguments to help with decision making.</p> <p>I can discuss some of the emotional changes through puberty.</p> <p>I can identify reliable sources of help with puberty.</p> <p>I can show an understanding of how to help someone who is bleeding.</p>	<p>Year 6 I can show an understanding about the reliability of online information.</p> <p>I can explore online relationships including dealing with problems.</p> <p>I can discuss the reasons why adults may or may not drink alcohol.</p> <p>I can discuss problems which might be encountered during puberty and using knowledge to help.</p> <p>I can show an understanding of how to help someone who is choking.</p> <p>I can place an unresponsive patient into the recovery position.</p>

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			calling the emergency services.			
Listen, alert,	Hazards, community, emergency	Privacy, safety, medicines	Cyberbullying, digital citizen, choices, influence, medical emergency	Seek, uncomfortable, physical and emotional	Decision, influence	cyberbullying

Citizenship

Devas	Bannerman		Porteous		Borton	
30-50 months - I am beginning to show resilience/perseverance in face of a challenge. 40-60+ months - I can think about the perspectives of others in my class. - I can develop confidence in my own ability to solve problems. - I can communicate effectively with others. - I can work with other children as a group to overcome challenges. - I can use 'grounding' coping strategies. - I can follow instructions involving several ideas or actions. - I can give simple instructions. - I can listen and respond to phrases and instructions that involve several ideas or actions. ELG PSED; Self-Regulation: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. PSED; Managing Self: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Understanding the World; People, Culture and Communities:	Year 1 I can recognise why rules are necessary. I can discuss how to meet the needs of different pets. I can explore the differences between people. I can recognise the groups that we belong to.	Year 2 I can explain why rules are in place. I can identify positives and negatives about the school environment. I can discuss issues of concern to me. I can recognise the importance of looking after the school environment. I can identify ways to help look after the school environment. I can recognise the contribution that people make to the local community.	Year 3 I can explore how children's rights help them and other children. I can consider the responsibilities that adults and children have to maintain children's rights. I can discuss ways we can make a difference to recycling rates at home/school. I can identify local community groups and discuss how these support the community.	Year 4 I can discuss how we can help to protect human rights. I can identify ways items can be reused. I can explain why reusing items is of benefit to the environment. I can identify the benefits different groups bring to the local community. I can discuss the positives diversity brings to a community.	Year 5 I can explain why reducing the use of materials is positive for the environment. I can discuss how rights and responsibilities link. I can explore the right to a freedom of expression. I can identify the contribution people make to the community and how this is recognised. I can begin to understand how parliament and Government work. I can identify ways people can bring about change in society.	Year 6 I can begin to show an awareness about environmental issues linking to food. I can discuss how education and other human rights protects us. I can identify causes which are important to us. I can discuss how people can influence what happens in parliament. I can discuss ways to challenge prejudice and discrimination. I can identify appropriate ways to share views and ideas with others.

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<ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. 						
Team work, reason, listen, encourage	Rules, differences, recognise	Explain, positives, negatives, importance, identify, contribution	Children's rights, consider, responsibilities, recycling, community	Human rights, reused, diversity	Rights, responsibilities, identify, contributions,	Challenge, stereotypes, justify, awareness

Economic wellbeing

Devas	Bannerman		Porteous		Borton	
	Year 1 I can discuss how to keep money safe. I can discuss what to do if we find money. I can explore the choices people make about money. I can show some understanding of how banks work.	Year 2 I can identify whether something is a want or a need. I can recognise that people make choices about how to spend money. I can explore the reasons why people choose certain jobs.	Year 3 I can discuss the range of feelings which money can cause. I can discuss the different attitudes that people have towards money. I can explore the impact our spending can have on other people. I can consider the advantages and disadvantages of different payment methods.	Year 4 I can explore the factors which affect whether something is value for money. I can discuss some impacts of losing money. I can identify negative and positive influences that can affect our career choices.	Year 5 I can discuss risks associated with money. I can make a budget based on priorities. I can discuss the role of money in selecting a job. I can discuss how income can change and the feelings associated with this.	Year 6 I can recognise differences in how people deal with money and the role of emotions in this. I can discuss some risks associated with gambling. I can identify jobs which might be suitable for them.
	Money, banks	Want, need, spend, jobs	Spending, payment methods	Value, factors, influences, choices	Allocate, prioritise, risk	Responsibility, risk