



## Byfleet Primary School - PSHE Skills Progression

Personal, social, health and economic (PSHE) education is a non-statutory subject, however it is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, however, to allow teachers flexibility to deliver high quality PSHE a specific framework or programme of study is not provided.

Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Wellbeing</b>	<p>Recognise that people's bodies and feelings can be hurt by the activities, events and people encountered in everyday life and online.</p> <p>Recognise that there are things that they can do to help when finding things difficult.</p>	<p>Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each.</p> <p>Recognise that there are different ways to help people feel good.</p>	<p>Relate appropriately to a wide range of positive and negative feelings in others.</p> <p>Recognise the importance of positive friendships on wellbeing.</p>	<p>Identify which behaviours positively and negatively affect their physical, mental and emotional health, including the importance of self respect and what kind of physical contact is acceptable.</p> <p>Demonstrate the positive and negative benefits of the internet and being online for mental wellbeing.</p>	<p>Explain how the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including peers.</p> <p>Recognise that mental health, just like physical health, is part of daily life, and anyone can experience physical or mental ill health.</p>	<p>Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions, such as female genital mutilation (FGM), constitute abuse and are crimes.</p> <p>Recognise that anyone can experience mental ill health.</p>
<b>Unacceptable behaviour</b>	<p>Recognise different types of teasing and bullying and that both types of behaviour are unacceptable.</p>	<p>Recall strategies that can be used to resist teasing or bullying (including cyberbullying) and how to get help.</p>	<p>Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome.</p>	<p>Describe how teasing and bullying can lead to trust issues, low self esteem and self worth, and that these feelings may persist over long periods of time.</p>	<p>Discuss bullying and abuse in all their forms and ways to ask for help.</p>	<p>Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p>



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<b>Staying safe</b>	<p>Identify that some aspects of life should be kept private.</p> <p>Recognise that there are basic techniques for resisting pressure from others.</p>	<p>Recall rules for keeping physically and emotionally safe.</p> <p>Identify situations when they should ask for permission and also when their permission should be sought.</p>	<p>Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment.</p> <p>Explain what is meant by first aid. Discuss or role play first aid concepts, such as allergies, bites and stings.</p>	<p>Explain the importance of protecting personal information when online.</p> <p>Discuss or role play first aid concepts for head injuries and asthma attacks.</p>	<p>Discuss the responsible use of mobile phones and other mobile devices.</p> <p>Understand when they should give first aid, and discuss or role play first aid concepts for incidents of bleeding, identifying when the emergency services might be required and what to say.</p>	<p>Recognise and manage dares.</p> <p>Explain or role play concepts of basic first aid for a range of common injuries, including bites and stings, allergic reactions, asthma attacks, head injuries, bleeding and choking.</p> <p>Explain what to do in an emergency situation and the steps required to make an emergency call to 999 or 112.</p>
<b>Healthy lifestyle</b>	<p>State what constitutes a healthy lifestyle.</p> <p>Recognise the importance of staying safe in the sun.</p>	<p>Explain how to maintain a healthy lifestyle and the risks associated with an inactive lifestyle.</p> <p>Explain the importance of good dental hygiene.</p>	<p>Take opportunities to make choices about food by planning healthy meals and eating nutritionally rich food.</p> <p>Understand the risks associated with not eating a healthy diet. Explain the benefits of sun exposure and the risks of overexposure.</p>	<p>Discuss the concept of a balanced, healthy lifestyle and the benefits of having good physical health.</p> <p>Explain the benefits of an active lifestyle and recognise opportunities to embed regular exercise into their normal routines.</p>	<p>Explain how lifestyle choices can have a positive, neutral or negative impact on physical and mental health.</p> <p>Understand the importance of how sleep contributes to a healthy lifestyle.</p>	<p>Explain comprehensively all aspects of a well balanced, healthy lifestyle.</p> <p>Describe the use of medicines, vaccinations and immunisation for supporting good health.</p>
<b>Personal hygiene</b>	<p>Recognise the importance of personal hygiene and how to maintain it.</p>	<p>Demonstrate how some diseases are spread and can be controlled.</p>	<p>Recognise that simple hygiene routines can reduce the spread of bacteria and viruses.</p>	<p>Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene.</p>	<p>Understand the increased importance of personal hygiene during puberty.</p>	<p>Understand that bacteria, viruses and fungi are types of microorganism that are found everywhere and can affect health in positive and negative ways.</p>



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<b>Setting goals</b>	Identify strengths and set simple but challenging goals.	Recognise that people have different strengths, but can also reflect upon and learn from their experiences.	Recognise their individuality, personal qualities and strengths, skills, achievements, interests and identify personal goals.	Outline aspirations and ways to achieve them, including how to manage setbacks.	Demonstrate how people can work collaboratively to achieve shared goals.	Understand the importance of facing new challenges to achieve a goal or an aspiration and how to manage setbacks and reframe unhelpful thinking.
<b>Environment</b>	Recognise how people have a responsibility to care for their local, natural and built environments.	Demonstrate the strategies and skills needed to care for living things and their local, natural and built environments, including conserving energy.	Explain why people in different countries do not have access to the same resources, and how people with few resources are helped.	Describe how interrupted access to resources can affect individuals or communities.	Recognise that resources can be allocated in different ways and that this can affect individuals and communities.	Debate the advantages and disadvantages of globalisation.
<b>Vocabulary</b>	Select vocabulary to describe feelings.	Discuss good and not so good feelings and develop simple strategies for managing feelings.	Explain the term 'habit' and recognise why habits are hard to change.	Describe the difference between the terms 'risk', 'danger' and 'hazard'.	Recognise the difference between the concepts of 'interest', 'loan', 'debt' and 'tax'.	Recognise the difference between and the terms associated with biological sex, gender identity and sexual orientation.
<b>Speaking, listening and sharing</b>	Listen to other people and play and work cooperatively.	Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.	Extend their vocabulary to explain the range and intensity of their feelings to others.	Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view.	Choose appropriate strategies to resolve disputes and conflict.	Explain the benefits of giving and receiving constructive feedback and support.
<b>Issues, evidence and ideas</b>	Identify times when people are unkind and understand how to respond, including online.	Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community.	Demonstrate ways to resolve differences.	Discuss the interdependence of members of the school community.	Debate topical issues, problems and events that are of concern to them as individuals and to society.	Recognise and challenge stereotypes.



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<b>Media</b>	Identify different types of media and how it is used in everyday life.	Recognise that the media can influence personal views, feelings and behaviour.	Discuss how advertising can influence personal views, feelings and behaviour, including those about unhealthy foods, drugs, smoking, vaping and alcohol.	Explain how images in the media and online do not always reflect reality and can affect how people feel about themselves.	Critique how the media presents information, including mixed messages about drugs, alcohol and smoking or vaping.	Explain how information contained in social media can misrepresent or mislead and how information can be targeted at specific individuals based on previous search history.
<b>Consumers</b>	Recognise the difference between needs and wants. Recognise that household products, including medicines, can be harmful if not used properly.	Describe the role that money plays in people's lives, including sources of money, how to keep money safe, choices about spending or saving money and what influences those choices.  Identify that there are harmful substances that people can put into their body or on their skin.	Demonstrate the skills needed to succeed in enterprise education.	Examine the role that money plays in the lives of children and adults today.	Explain how to manage money and the importance of being a critical consumer.	Identify which commonly available substances, legal drugs (alcohol, tobacco, e-cigarettes and energy drinks) and illegal drugs can risk their immediate and future health and safety.  Identify the risks of online gaming and gambling, the different ways that money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
<b>Rights of others</b>	Recognise that people and other living things have rights.	Recognise that a person's behaviour, both positive and negative, can directly affect the rights of others.	Identify and discuss the implications of human rights and understand that they belong to everybody.	Discuss the consequences of breaching human rights.	Recognise that human rights can be 'absolute', 'limited' or 'qualified' in certain circumstances.	Explain where human rights came from and that there are laws to protect human rights in the UK.
<b>Diversity</b>	Recognise that each person is unique and that there never has been and never will be another 'them'.	Identify the similarities and differences between people and give some examples of the ways in which people can be similar or different.	Describe and reflect upon some of the similarities and differences between the social, religious or cultural aspects of different communities.	Explain and understand the meaning of the terms 'prejudice' and 'stereotype' and begin to recognise the negative consequences of both.	Challenge their own and others' stereotyping or prejudiced viewpoints.  Recognise that forcing anyone to marry is a crime and that support is	Explain and offer a considered viewpoint on the negative impacts of prejudice and stereotyping on communities and individuals.



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<b>Place in the world</b>	<p>Recognise that they are many different jobs that people can do.</p>	<p>Recognise that there are different jobs that people they know or people who work in the community do.</p>	<p>Recognise that families can look different from their own but all families should care for one another.</p> <p>Describe a broad range of different jobs or careers that people can have and the skills needed for a range of different roles.</p>	<p>Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other, want to spend their lives together and who are of the legal age to make that commitment. People can have committed relationships without going through a legal marriage or civil partnership ceremony and may also live apart.</p> <p>Recognise that there are different routes into careers and jobs, and that some stereotypical assumptions can deter people from pursuing certain routes and jobs.</p>	<p>available to prevent forced marriage.</p> <p>Describe a range of different jobs and recognise that some jobs are paid more than others.</p>	<p>Recognise and respect that there are different types of family structure and that regardless of structure, a healthy family life has common characteristics.</p> <p>Identify what kind of job or career they might like to do in the future and how they might achieve this goal, including skill development.</p>
<b>Compare and contrast</b>	<p>Describe how they can contribute to the life of the class and school.</p>	<p>Recognise that they belong to different groups and communities.</p>	<p>Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities.</p>	<p>Predict and assess risks in different situations and decide how to manage risk.</p>	<p>Recognise how and why rules and laws that protect them and others are made and enforced.</p>	<p>Explain the importance of having compassion and a shared responsibility towards others, all living things and in protecting the environment.</p>
<b>Compare and contrast</b>	<p>Identify the differences between surprises and secrets and recognise that some secrets shouldn't be kept.</p>	<p>Recognise what is fair and unfair, kind and unkind, right and wrong.</p>	<p>Discuss the concept of keeping something confidential or secret, when a secret should be kept and when it is right</p>	<p>Recognise that similarities and differences between people arise from several factors.</p>	<p>Describe how our differences make us unique and identify personal qualities, strengths, skills,</p>	<p>Recognise how a place is enriched by the diversity of the people that live there.</p>



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			to break a confidence or share a secret.		achievements and individuality.	
<b>Significant people</b>	Identify special people, what makes them special and how they should be treated.	Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.	Define different types of relationship.	Demonstrate what constitutes a positive, healthy relationship.	Recognise that all people have personal boundaries and the right to privacy.	Identify what individuals are willing to share with people, including friends, family, classmates and others. Understand the importance of permission seeking in different situations.
<b>Relationships</b>	Identify ways that they can help the people who look after them, including family and school staff, to protect them more easily.  Recognise the importance of friendship and that there are different ways of making friends.	Recognise that they share responsibility for keeping themselves and others safe.  Identify different strategies to resolve arguments between friends.	Demonstrate how they can help the people who are responsible for them to keep them healthy and safe.  Recognise that friendships can change over time.	Recognise ways in which a relationship can be unhealthy and who they should talk to if they need support.	Recognise ways to manage requests for personal images or images of others.	Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure.  Recognise that friendships can change over time as we grow up and move on.
<b>Life changes</b>	Recognise that time moves forward, and changes happen over time, including physical and emotional changes.	Describe the effects of loss and change.	Describe strategies for managing life changes, such as moving classes, schools, key stages, homes and how growing up provides life experiences from which we can learn.	Recognise that separation or divorce can create a variety of life changes that can affect mental and emotional health.	Outline how the death of a person can affect all aspects of life and create acute feelings of grief.	Analyse and develop strategies to manage feelings during transition to secondary school.



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### Physical development

Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.

Recognise the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls.

Explore physical differences between people.

Recognise that growing up brings increasing independence and responsibility.

Describe the physical and emotional changes associated with puberty.

Describe the changes that happen during reproduction and pregnancy.

