**Marwood Primary School PSHE Progression of Skills**

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| Reception | Communication and Language | 1. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 2. Develop social phrases. |
| Personal, Social and Emotional Development | 1. See themselves as a valuable individual. 2. Build constructive and respectful relationships. 3. Express their feelings and consider the feelings of others. 4. Show resilience and perseverance in the face of challenge. 5. Identify and moderate their own feelings socially and emotionally. 6. Think about the perspectives of others. 7. Manage their own needs. personal hygiene 8. Know and talk about the different factors that support their overall health and wellbeing:    * regular physical activity    * healthy eating    * toothbrushing    * sensible amounts of ‘screen time’    * having a good sleep routine    * being a safe pedestrian |
| Physical Development | 1. Further develop the skills they need to manage the school day successfully:    * lining up and queuing    * mealtimes |
| Understanding the World | 1. Talk about members of their immediate family and community. 2. Name and describe people who are familiar to them. 3. Recognise that people have different beliefs and celebrate special times in different ways. |

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|  | Autumn | Spring | Summer |
| Reception | • See themselves as a valuable individual.  • Build constructive and respectful relationships.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge.  • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others.  • Manage their own needs.  SCARF plans and resources for Reception | • See themselves as a valuable individual.  • Build constructive and respectful relationships.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge.  • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others.  • Manage their own needs.  SCARF plans and resources for Reception | • See themselves as a valuable individual.  • Build constructive and respectful relationships.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge.  • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others.  • Manage their own needs.  SCARF plans and resources for Reception |

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| **Marwood Primary School PSHE Progression of Skills** | | | | | | |
|  | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
| KS1  Coram Scarf | Me & My Relationships (Y2)  Valuing Difference (Y2) | Keeping Myself Safe (Y2)  Rights and Responsibilities (Y2) | Being My Best (Y2)  Growing and Changing (Y2) | Me & My Relationships (Y1)  Valuing Difference (Y1) | Keeping Myself Safe (Y1)  Rights and Responsibilities (Y1) | Being My Best (Y1)  Growing and Changing (Y1) |
| Me & My Relationships | I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.  I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.  I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.  Most of the time I can express my feelings in a safe, controlled way. |  |  | I can name a variety of different feelings and explain how these might make me behave.  I can think of some different ways of dealing with ‘not so good’ feelings.  I know when I need help and who to go to for help.  I can tell you some different classroom rules. |  |  |
| Valuing differences | I can say how I could help myself if I was being left out.  I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view. |  |  | I can say ways in which people are similar as well as different.  I can say why things sometimes seem unfair, even if they are not. |  |  |
| Keeping myself safe |  | I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.  I can give other examples of touches that are ok or not ok (even if they haven’t happened to me) and I can identify a safe person to tell if I felt ‘not OK’ about something.  I can explain that they can be helpful or harmful, and say some examples of how they can be used safely. |  |  | I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).  I can give examples of how I keep myself healthy.  I can say when medicines might be harmful (e.g. overdose, if not needed, another person’s medicine, etc.) |  |
| Rights and responsibilities |  | I can give examples of things that help me to be settled and calm in the classroom.  I can give examples of when I’ve used some of these ideas to help me when I am not settled. |  |  | I can give some examples of how I look after myself and my environment - at school or at home.  I can also say some ways that we look after money. |  |
| Being my Best |  |  | I can name different parts of my body that are *inside* me and help to turn food into energy. I know what I need to get energy.  I can explain how setting a goal or goals will help me to achieve what I want to be able to do. |  |  | I can name a few different ideas of what I can do if I find something difficult.  I can say why certain foods are healthy and why it’s important to eat at least five portions of vegetables/fruit a day. |
| Growing and changing |  |  | I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn’t when I was younger.  I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).  I can give examples of how to give feedback to someone. |  |  | I can identify an adult I can talk to at both home and school. If I need help.  I can tell you some things I can do now that I couldn’t do when I was a toddler.  I can tell you what some of my body parts do. |

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| **Marwood Primary School PSHE Progression of Skills** | | | | | | |
| LKS2  Coram Scarf | Me and My Relationships  Mindfulness (relaxation & meditation)  Valuing differences | Keeping myself Safe  Rights and responsibilities | Being my Best  Growing and Changing | Me and My Relationships  Mindfulness (relaxation & meditation)  Valuing differences | Keeping myself Safe  Rights and responsibilities | Being my Best  Growing and Changing |
| Me & My Relationships | I can usually accept the views of others and understand that we don’t always agree with each other.  I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we’ve fallen out. |  |  | I can give a lot of examples of how I can tell a person is feeling worried just by their body language.  I can say what I could do if someone was upsetting me or if I was being bullied.  I can explain what being ‘assertive’ means and give a few examples of ways of being assertive. |  |  |
| Valuing differences | I can give examples of different community groups and what is good about having different groups.  I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. |  |  | I can say a lot of ways that people are different, including religious or cultural differences.  I can explain why it’s important to challenge stereotypes that might be applied to me or others. |  |  |
| Keeping myself safe |  | I can say what I could do to make a situation less risky or not risky at all.  I can say why medicines can be helpful or harmful.  I can tell you a few things about keeping my personal details safe online.  I can explain why information I see online might not always be true. |  | I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.  I can say a few of the risks of smoking or drinking alcohol on a person’s body and give reasons for why most people choose not to smoke, or drink too much alcohol.  I can give examples of positive and negative influences, including things that could influence me when I am making decisions. |  |  |
| Rights and responsibilities |  | I can say some ways of checking whether something is a fact or just an opinion.  I can say how I can help the people who help me, and how I can do this. I can give an example of this. |  |  | I can explain how a ‘bystander’ I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.  I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.  I can give examples of these decisions and how they might relate to me. |  |
| Being my Best |  |  | I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I’ve done which shows this.  I can explain and give an example of a skill or talent that I’ve developed and the goal-setting that I’ve already done (or plan to do) in order to improve it. |  |  | I can give a few examples of different things that I do already that help to me keep healthy.  I can give different examples of some of the things that I do already to help look after my environment. |
| Growing and changing |  |  | I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).  I can tell you some of the correct words for the parts of the woman’s body that are involved in menstruation.  I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it. |  |  | I can label some parts of the body that only boys have and only girls have.  I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).  I can tell you why people get married. |

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| UKS2  Coram Scarf | **Being my best:**  FIRST AID (Y6)  **Keeping Myself Safe:** Healthy Lifestyles (Y6)  **Coram Life Caravan visit**  **Me & My Relationships:**  Collaboration / Being assertive/ communication**(Y6)** | **Valuing difference:**  HEALTHY RELATIONSHIPS (Y6)  **Rights and responsibilities:**  LIVING IN THE WIDER WORLD (Y6) | **Being my best:**  Well-being and Risk  **(Y6)**  **Growing and changing:**  RSE (Y5&6) | **Keeping Safe:** Healthy Lifestyles (Y5) **Coram – Life caravan visit**  **Being my best:** Growth Mindset (Y5)FIRST AID (Y5) | **Me & My relationships:**  Collaboration / Being assertive/ comunication  **(Y5)**  **Valuing difference:**  British Values(Y5) | **Rights and Responsibilities:** Caring for the environment / money (Y5)  **Growing and changing:**  RSE (Y5&6) |
| Me & My Relationships | I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.  I can give examples of negotiation and compromise.  I can explain what inappropriate touch is and give example. |  |  |  | I can give a range of examples of our emotional needs and explain why they are important.  I can explain why these qualities are important.  I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. |  |
| Valuing differences |  | I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.  I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. |  |  | I can give examples of different faiths and cultures and positive things about having these differences.  I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. |  |
| Keeping myself safe | I can explain why emotional needs are as important as physical needs and what might happen if a person doesn’t get their emotional needs met.  I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.  I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). |  |  | I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.  I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it’s a lot more than this. |  |  |
| Rights and responsibilities |  | I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themself.  I can explain that what ‘environmentally sustainable’ living means and give an example of how we can live in a more ‘sustainable’ way.  I can explain the advantages and disadvantages of different ways of saving money. |  |  |  | I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy.  I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for. |
| Being my Best | I can give an example of when I have had increased independence and how that has also helped me to show responsibility.  I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. |  | I can tell you how I can overcome problems and challenges on the way to achieving my goals.  I can give examples of an emotional risk and a physical risk. |  | I can give an example of when I have had increased independence and how that has also helped me to show responsibility.  I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. |  |
| Growing and changing |  |  | I can give an example of a secret that should be shared with a trusted adult.  I can tell you some emotional changes associated with ‘puberty’ and how people may feel when their bodies change.  I can give examples of other ways in which the way a person feels about themself can be affected (e.g. images of celebrities). |  |  | I can explain what resilience is and how it can be developed.  I can list ways that I can prepare for changes (e.g. to get the facts, talk  to someone).  I am able to identify when I need help and can identify trusted adults in my life who can help me. |