

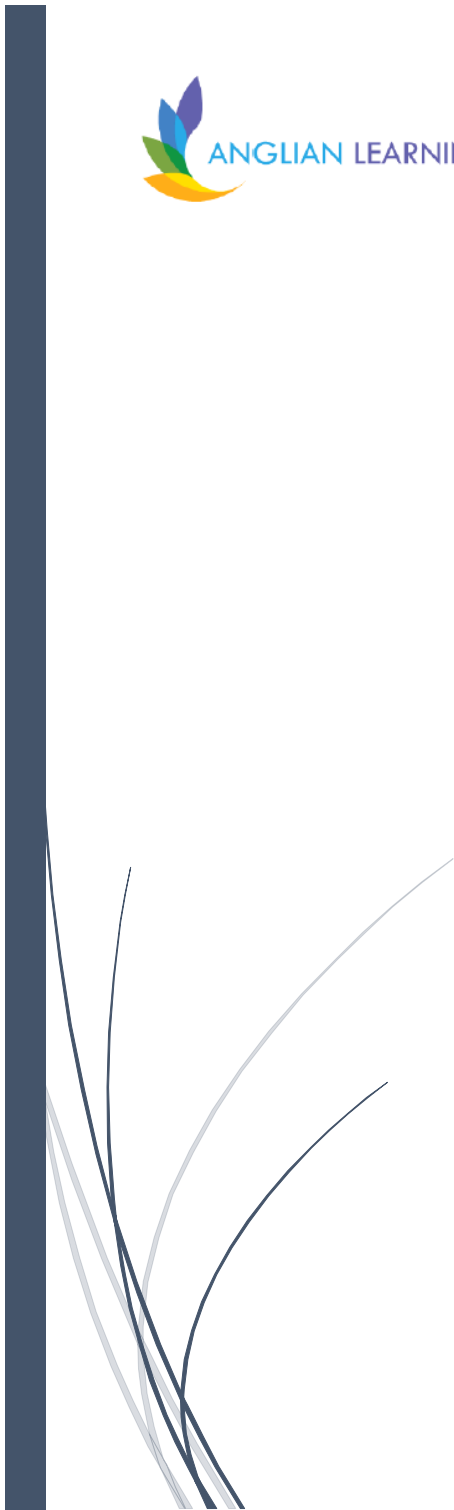


# Fen Ditton Community Primary Academy

PSHE Skills Progression



Fen Ditton C. P. School



## Skills Progression

	Key Stage 1 Years 1 and 2	Lower Key Stage 2 Years 3 and 4	Upper Key Stage 2 Years 5 and 6
<b>Relationships Education</b>			
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• Know what my family is like and how families are different.</li> <li>• Identify who is in my family and how we care for each other.</li> <li>• Describe what babies and children need from their families.</li> <li>• Identify the stable caring relationships that are at the heart of families I know.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast between different types of family.</li> <li>• Explain how my family members help each other to feel safe and secure even when things are tough.</li> <li>• Identify my network of special people now and describe how we affect and support each other.</li> <li>• Discuss how different caring, stable, adult relationships create a secure environment for children to grow up.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify people's different identities, locally and in the UK.</li> <li>• Consider how to balance the needs of family and friends and plan for how to manage this.</li> <li>• Explain how people in my family continue to support each other as things change.</li> <li>• Understand what adults should think about before they have children.</li> <li>• Consider why people get married or become civil partners.</li> <li>• Discuss what different families are like.</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• Understand how to get to know the people in my class.</li> <li>• Understand how to negotiate to sort out disagreements.</li> <li>• Describe what a good friend is and does and how it feels to be friends.</li> <li>• Understand why telling the truth is important.</li> <li>• Develop the skills to choose, make and develop friendships.</li> <li>• Understand how friendships go wrong, and how it feels when they do.</li> <li>• Develop the skills to mend friendships when they go wrong and understand why this happens.</li> <li>• Describe who my special people are and explain what they do to support me.</li> <li>• Understand how people help me to build positive and safe relationships.</li> <li>• Understand how friendships change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to build relationships in our class and consider how this benefits me.</li> <li>• Understand how to work well in a group.</li> <li>• Explain what a healthy friendship is and how trust is an essential part of it.</li> <li>• Evaluate my skills of choosing, making and developing friendships.</li> <li>• Know how to resolve disagreements positively by listening and compromising.</li> <li>• Empathising with other people in disagreements.</li> <li>• Distinguish between bullying and falling out.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for building relationships in my school and understand how this benefits us all.</li> <li>• Know how to make people feel welcome and valued in and out of school.</li> <li>• Know how to be a good listener to other people.</li> <li>• Persevere and help others to persevere.</li> <li>• Explain the differences between friendship difficulties and bullying.</li> <li>• Understand how prejudice sometimes leads people to bully others.</li> <li>• Discuss what the characteristics of healthy friendships on and offline are and how they benefit me.</li> <li>• Know how trust and loyalty feature in my relationships on and offline.</li> <li>• Communicate, empathise and compromise when resolving friendship issues.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• Understand simple ways to make sure my school is a safe, happy place.</li> <li>• Acknowledge what I am good at and what is special about me.</li> <li>• Know how to stand up for myself.</li> <li>• Know how to listen well to others and work well in a group.</li> <li>• Understand why it is important to take turns.</li> <li>• Understand what makes me 'me' and you 'you'.</li> <li>• Discuss whether all boys and all girls like the same things.</li> <li>• Identify the groups I belong to.</li> <li>• Understand what a stereotype is and give some examples.</li> <li>• Describe what bullying is and why people might bully others.</li> <li>• Know that bullying is unacceptable and disrespectful.</li> <li>• Know what to do if someone is being bullied and what happens at school if this happens.</li> <li>• Identify who to talk to about worries.</li> <li>• Know how to be assertive.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to help children and adults feel welcome in school.</li> <li>• Know it is important to accept and feel proud of who we are.</li> <li>• Understand what the word 'unique' means.</li> <li>• Know how I can disagree without being disagreeable.</li> <li>• Know how to listen to other people.</li> <li>• Share my views and opinions effectively.</li> <li>• Give and receive constructive criticism.</li> <li>• Discuss what we have in common and how we are different.</li> <li>• Understand the expectations of girls and boys affect people's feelings and choices.</li> <li>• Consider the different traditions, cultures and beliefs in my locality.</li> <li>• Understand the value of diversity.</li> <li>• Know how to challenge stereotypes.</li> <li>• Understand what it means to be treated and to treat others with respect.</li> <li>• Identify who is in positions of authority within our school and communities and how we can show respect.</li> <li>• Understand how people can use power to bully.</li> <li>• Explain the key characteristics of different types of bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what my responsibilities are for making sure everyone in school feels happy and safe.</li> <li>• Understand what it means to have a 'strong sense of identity' and 'self-respect'.</li> <li>• Know how to boost my self-respect.</li> <li>• Share my views effectively and negotiate with others to reach an agreement.</li> <li>• Give, receive and act on sensitive and constructive feedback.</li> <li>• Understand how people's perceptions, views and stereotypes influence my sense of identity.</li> <li>• Know how views of gender affect my identity, friendships, behaviour and choices.</li> <li>• Show respect to those with different lifestyles, beliefs and traditions.</li> <li>• Understand the negative effects of stereotyping.</li> <li>• Understand the conventions of courtesy and manners and know how these vary.</li> <li>• Define the characteristics and different forms of bullying.</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain how a lack of respect and empathy towards others can lead to bullying.</li> <li>• Know how myself and my school support people being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how people use technology and social media to bully others and how I can help others to prevent and manage this.</li> <li>• Respond assertively to bullying, online and offline.</li> <li>• Identify ways of preventing bullying in school and the wider community.</li> <li>• Explain the conventions of courtesy and manners and how they vary.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• Give examples of ways in which I use technology and the internet and name the benefits.</li> <li>• Discuss what is meant by 'identity' and how someone's identity online may be different from their identity in the physical world.</li> <li>• Give examples of online content or contact that might mean I feel unsafe, worried or upset.</li> <li>• Consider what information I should put online.</li> <li>• Consider when to report something and how to report something.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how my use of technology might change as I get older and how I can make healthier and safer decisions.</li> <li>• Explain how my own and others' online identity affect my decisions about communicating online.</li> <li>• Discuss how people with similar likes and interests get together online.</li> <li>• Explain the difference between 'liking' and 'trusting' someone online.</li> <li>• Show respect online and consider how my feelings, and the feelings of others, can be affected by online content and contact.</li> <li>• Distinguish between opinions, beliefs and facts online.</li> </ul>	<ul style="list-style-type: none"> <li>• Name some examples of how I use the internet, the services IT offers and explain how I make decisions.</li> <li>• Explain the principles for my contact and conduct online, including when I am anonymous.</li> <li>• Critically consider my online friendships, contacts and sources of information, and make positive contributions.</li> <li>• Understand how the media might shape my ideas about various issues and how I can challenge or reject them.</li> <li>• Explain some ways in which information and data is shared and used online.</li> <li>• Discuss how online content impact me positively and negatively.</li> <li>• Recognise risks online and report concerns.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• Name the main parts of the body.</li> <li>• Know when I am in charge of my actions and my body.</li> <li>• Know what my personal space is and how I can talk to people about it.</li> <li>• Understand the risks if I am lost and know how to get help.</li> <li>• Identify which classroom/school rules are about helping people feel safe.</li> <li>• Name my own Early Warning Signs.</li> <li>• Know who to talk to if I have a worry or need to ask for help.</li> <li>• Know what to do if a friend or someone in my family isn't kind to me.</li> <li>• Identify private body parts and say 'no' to unwanted touch.</li> <li>• Know what to do if I am worried about a secret.</li> <li>• Know what I could do if something worries or upsets me online.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss when I might meet adults I don't know and consider how to respond safely.</li> <li>• Discuss how male and female bodies are different and name the different parts.</li> <li>• Know when we talk about our bodies, how they change and who we talk to.</li> <li>• Know how to check with my friends that their personal boundaries have not been crossed.</li> <li>• Name who is on my Network of Support and know how to ask them for help.</li> <li>• Recognise when my Early Warning Signs are telling me I don't feel safe.</li> <li>• Know what to do if I feel worried about a friendship or family relationship.</li> <li>• Know what sort of physical contact I feel comfortable with and what I could do if physical contact is unwanted.</li> <li>• Decide if a secret is safe or unsafe.</li> <li>• Know how to keep safe online.</li> </ul>	<ul style="list-style-type: none"> <li>• Know when I am responsible for my own safety as I get older and how I can keep others safe.</li> <li>• Safely get the attention of a known or unknown adult in an emergency.</li> <li>• Talk about bodies confidently and appropriately.</li> <li>• Name the male and female sexual parts and explain their functions.</li> <li>• Use my Early Warning Signs to judge how safe I am feeling.</li> <li>• Know how I can seek help or advice from someone on my network of support and consider when I should review my network.</li> <li>• Know how I can report my concerns of abuse or neglect.</li> <li>• Identify appropriate and inappropriate or unsafe physical contact.</li> <li>• Judge when it is not right to keep a secret and what action I could take.</li> <li>• Assess risk and help me feel safer when I am feeling unsafe.</li> <li>• Check that my friends give consent on and offline.</li> </ul>
<b>Physical health and mental wellbeing</b>			
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• Know how people might feel if they are being bullied.</li> <li>• Name some different feelings.</li> <li>• Describe situations in which I might feel happy, sad, cross, etc.</li> <li>• Consider how my feelings and actions affect others.</li> <li>• Consider how I manage some of my emotions and associated behaviours.</li> <li>• Know the different ways people might feel relaxed.</li> <li>• Know who I share my feelings with.</li> <li>• Know what 'my community' means and how it feels to be a part of it.</li> <li>• Know what it feels like to be healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why mental wellbeing is as important as physical wellbeing.</li> <li>• Know how physical health affects mental wellbeing.</li> <li>• Know how I can communicate my emotions.</li> <li>• Recognise some simple ways to manage difficult emotions.</li> <li>• Understand what it means when someone says I am 'over reacting' and how I show understanding towards myself and others.</li> <li>• Understand how my actions and feelings affect the way I and others feel.</li> <li>• Know how to care for other people's feelings.</li> <li>• Know who I can talk to about the way I feel.</li> <li>• Know what bystanders and followers are and how they might feel.</li> <li>• Understand that bullying might affect how people feel for a long time.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how we can make mental wellbeing a normal part of daily life, in the same way as physical wellbeing.</li> <li>• Know how to manage strong emotions.</li> <li>• Judge if my own feelings and behaviours are appropriate and proportionate.</li> <li>• Understand what loneliness is and how to manage feelings of isolation.</li> <li>• Understand how common mental ill health is and what self-care techniques I can use.</li> <li>• Know how and from whom I can get support when things are difficult.</li> <li>• Identify which wider groups and communities I am part of and how this benefits me.</li> </ul>

			<ul style="list-style-type: none"> <li>• Know what voluntary organisations are and how they make a difference.</li> <li>• Understand how different groups experience bullying in different ways.</li> <li>• Understand how people's personal circumstances affect their experiences.</li> <li>• Discuss how bullying might affect people's mental wellbeing and behaviour.</li> <li>• Know how my words or actions can affect how others feel and what my responsibilities are.</li> <li>• Understand how physical activity helps me and what the risks are of not engaging in it.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• Discuss rules that keep us safe and healthy when using technology.</li> <li>• Explain who can help me if I have questions or concerns about what I experience online or about other's online behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why it is important to ration the time we spend using technology and the internet.</li> <li>• Understand how the things I see and do online affect how I feel and how healthy I am, and how I can get support when I need it.</li> <li>• Understand why social media, some computer games, online gaming and TV/films are age restricted and how peer influence plays a part in my decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Name my responsibilities for my own and others' mental and physical wellbeing online and how I can fulfil these.</li> <li>• Name some ways of reporting concerns and explain why it is important to persist in asking.</li> <li>• Identify, flag and report inappropriate content.</li> <li>• Explain why online apps and games are age restricted.</li> <li>• List the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• Understand the importance of being active and identify opportunities to be active.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what an active lifestyle is and understand how it helps me to be healthier.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the different aspects of a healthy lifestyle and understand how to become healthier.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• Identify what can help me to eat healthily.</li> <li>• Understand what healthy eating means and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what healthy eating and a balanced diet are.</li> <li>• Know how to plan and prepare simple, healthy meals safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what characterises a balanced or unbalanced diet and explain the associated benefits and risks.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• Identify which substances might enter our bodies, explain how they get there and what they do.</li> <li>• Understand what medicines are and why and when some people use them.</li> <li>• Know who is in charge of medicine I take.</li> <li>• Explain what makes me feel better if I feel poorly.</li> <li>• Know how I can keep safe with medicines and substances at home and at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what medical and legal drugs I know about and what their effects are.</li> <li>• Know who uses and misuses legal drugs.</li> <li>• Explain why some people need medicine and who prescribes it.</li> <li>• Know what to do if I find something risky, like a syringe.</li> <li>• Know what the safety rules for storing medicine and other risky substances.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them.</li> <li>• Understand how drug use affects the way a body or brain works.</li> <li>• Explain how medicines help people with different illnesses.</li> <li>• Explain drug misuse.</li> <li>• Know the laws around drugs.</li> <li>• Know how and when to check information about drugs.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• Know how to keep my body clean.</li> <li>• Know how to avoid spreading common illnesses and diseases.</li> <li>• Explain how to stay as healthy as possible.</li> <li>• Understand the benefits and risks for me in the sun and how to stay safer.</li> <li>• Explain when and why people have an injection from a doctor or a nurse.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why it is important to keep myself clean.</li> <li>• Know what I can do for myself to stay clean and how this will change in the future.</li> <li>• Explain how different illnesses and diseases spread and what I can do to prevent this.</li> <li>• Know how much sleep I need and what happens if I don't have enough.</li> <li>• Know how I can look after my teeth and why this is important.</li> <li>• Discuss immunisations and identify if I have had any.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what immunisations I have had or may have in the future and know how these keep me healthy.</li> <li>• Know how being outside supports my wellbeing and how I keep myself safe in the sun.</li> <li>• Know how to keep my growing and changing body clean.</li> <li>• Know how I can reduce the spread of viruses and bacteria.</li> <li>• Know what the signs of physical illness are and how I might respond to them.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• Know my name, address and phone number and know when I might need to give them.</li> <li>• Know what an emergency is and who can help.</li> <li>• Know I can help to stop simple accidents happening and how I can help if there is an accident.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what actions I could take in an emergency or accident and how I can call the emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out basic first aid in common situations, including head injuries.</li> </ul>
<b>Changing</b>	<ul style="list-style-type: none"> <li>• Discuss my responsibilities now I am growing up.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what it means to be 'grown up'.</li> <li>• Know what I am responsible for now and how this will change.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what happens to different bodies at puberty.</li> <li>• Know the effect that puberty might have on people's feelings and</li> </ul>

<b>adolescent body</b>			emotions.
<b>Relationships and Sex Education</b>	<ul style="list-style-type: none"><li>• From Science NC: Know how babies change and grow.</li><li>• From Science NC: Know how I have changed since I was a baby.</li></ul>	<ul style="list-style-type: none"><li>• From Science NC: Know the main stages of the human life cycle.</li><li>• From Science NC: Know how I began.</li></ul>	<ul style="list-style-type: none"><li>• Know the different ways babies are conceived and born.</li></ul>