



Crawshawbooth Primary School

Progression of Skills – PSHE

| Me and My Relationships | | | | | | | |
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| | EYFS | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
| Key themes | Feelings. Getting help. Online Relationships. (NOS) | Feelings. Getting help. Classroom rules. Online Relationships. (NOS) | Feelings/self-regulation. Being a good friend. Bullying and teasing. Online Relationships. (NOS) | Cooperation. Friendships. Online Relationships. (NOS) | Recognising feelings. Bullying. Assertive skills. Online Relationships. (NOS) | Feelings. Friendship skills, including compromise. Assertiveness. Online Relationships. (NOS) | Cooperation. Assertiveness. Safe/unsafe touches. Online Relationships. (NOS) |
| Skills | <p>To recognise and be sensitive to the differences of others.</p> <p>To name people who can help me and describe ways to help others.</p> <p>To talk about feelings and what can cause them.</p> <p>To know which trusted adults I can ask for help.</p> <p>To help a friend if they are sad or worried.</p> <p>To recognise some ways in which the internet can be used to communicate. (NOS)</p> <p>To give examples of how I (might) use</p> | <p>To name different feelings and how they might make me behave.</p> <p>To suggest ways of dealing with bad feelings and how to help others.</p> <p>To recognise when I need help and who to ask.</p> <p>To listen to others and wait my turn to speak.</p> <p>To recognise which trusted adults at home and school keep me safe.</p> <p>To give examples of when I should ask permission to do something online and explain why this is important. (NOS)</p> <p>To use the internet with adult support to</p> | <p>To understand we have different ways to express our feelings.</p> <p>To express my feelings in a safe, controlled way.</p> <p>To know some ways that I can get help if am I being bullied and what I can do if someone teases me.</p> <p>To tell someone how they are making me feel.</p> <p>To give lots of ideas about what makes a good friend and also tell people how I try to be a good friend.</p> <p>To give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (NOS)</p> | <p>To communicate my feelings and use this to try and manage my emotions.</p> <p>To collaborate with a team to achieve a goal.</p> <p>To accept I may not always agree with others.</p> <p>To listen and share my opinions respectfully.</p> <p>To say why friends may fall out and how they can make up.</p> <p>To know how to look after my friends and stay friends.</p> <p>To describe ways people who have similar likes and interests can get together online. (NOS)</p> <p>To explain what it means to 'know someone' online and</p> | <p>To talk about how feelings can change and be different for others.</p> <p>To read different emotions by a person's body language.</p> <p>To say 'no' in a calm and controlled way.</p> <p>To name some qualities or strategies that help team work and to be aware of others and their needs when working together.</p> <p>To say what to do if I am, or a friend is, hurt or bullied by another person.</p> <p>To recognise the qualities of a healthy relationship.</p> <p>To describe strategies for safe and fun experiences in a range of online social environments. (NOS)</p> | <p>To be assertive to keep myself happy, healthy and safe.</p> <p>To use strategies to resolve arguments or disagreements.</p> <p>To reflect on my behaviour, attitudes and qualities.</p> <p>To be aware of the warning signs that a relationship could be unhealthy or safe.</p> <p>To manage my emotional needs and any risks to them.</p> <p>To respond to emotions according to the situation and the person.</p> <p>I can give examples of technology-specific forms of communication. (NOS)</p> | <p>To work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>To give examples of negotiation and compromise and use these skills in practical situations.</p> <p>To know types of touch that are against the law and suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>To use assertive behaviours to keep myself safe from peer influence or pressure.</p> <p>To explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> |

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| | technology with people I know. (NOS) | <p>communicate with people I know. (NOS)</p> <p>To explain why it is important to be considerate and kind to people online and to respect their choices. (NOS)</p> <p>To explain why things one person finds funny or sad online may not always be seen in the same way by others. (NOS)</p> | <p>To explain who I should ask before sharing things about myself or others online. (NOS)</p> <p>To describe different ways to ask for, give or deny my permission online and identify who can help me if I'm not sure. (NOS)</p> <p>To explain why I have a right to say 'no' or 'I will ask someone' and explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. (NOS)</p> <p>To identify who can help me if something happens online without my consent. (NOS)</p> <p>To explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. (NOS)</p> <p>To explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. (NOS)</p> | <p>why this might be different from knowing someone offline. (NOS)</p> <p>To explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online, including what information and content they are trusted with. (NOS)</p> <p>To explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. (NOS)</p> <p>To explain how someone's feelings can be hurt by what is said or written online. (NOS)</p> <p>To explain the importance of giving and gaining permission before sharing things online and how the principles of sharing online are the same as sharing offline. (NOS)</p> | <p>To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. (NOS)</p> <p>To explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs. (NOS)</p> | <p>To explain that there are some people I communicate with online who may want to do me or my friends harm. To recognise that this is not my/our fault. (NOS)</p> <p>To describe some of the ways people may be involved in online communities and how they might collaborate constructively with others and make positive contributions. (NOS)</p> <p>To explain how someone can get help if they are having problems and identify when to tell a trusted adult. (NOS)</p> <p>To demonstrate how to support others (including those who are having difficulties) online. (NOS)</p> | <p>To explain how sharing something online may have an impact either positively or negatively. (NOS)</p> <p>To describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. (NOS)</p> <p>To describe how things shared privately online can have unintended consequences for others, for example screen-grabs. (NOS)</p> <p>To explain that taking or sharing inappropriate images of someone, even if they say it is okay, may have an impact for the sharer and others. To also explain who can help if someone is worried about this. (NOS)</p> |
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Valuing Difference

| | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 | | | |
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| Key themes | <p>Recognising and respecting difference. Being kind and caring. Online Bullying. (NOS)</p> | <p>Recognising, valuing and celebrating difference. Developing tolerance. Online Bullying. (NOS)</p> | <p>Being kind and helping others. Listening skills. Online Bullying. (NOS)</p> | <p>Recognising and respecting diversity. Being respectful and tolerant. Online Bullying. (NOS)</p> | <p>Recognising and celebrating difference, including religion and cultural difference. Understanding and challenging stereotypes. Online Bullying. (NOS)</p> | <p>Recognising and celebrating difference, including religious and cultural difference. Influence and pressure of social media. Online Bullying. (NOS)</p> | <p>Recognising and reflecting on prejudice-based bullying. Understanding bystander behaviour. Online Bullying. (NOS)</p> |

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| Skills | <p>To celebrate our differences.</p> <p>To talk about family life.</p> <p>To listen and be polite to what others tell me about their lives.</p> <p>To be kind, caring and helpful to others.</p> <p>To show good listening.</p> <p>To describe ways that some people can be unkind online. (NOS)</p> <p>To give examples of how this can make others feel. (NOS)</p> | <p>To say ways in which people are similar as well as different.</p> <p>To say why things sometimes seem unfair, even if they are not to me.</p> <p>To talk about what bullying is.</p> <p>To explain ways to show kindness to others.</p> <p>To describe ways that some people can be unkind online. (NOS)</p> <p>To offer examples of how this can make others feel. (NOS)</p> <p>To describe how to behave online in ways that do not upset others and give examples. (NOS)</p> | <p>To be respectful of those who are different to me.</p> <p>To describe how someone can change someone else's feelings.</p> <p>To explain why it is important to show good listening to people who think differently to me.</p> <p>To name and suggest strategies for someone who is feeling left out.</p> <p>To be kind and use kind words to my friends.</p> <p>To explain what bullying is, how people may bully others and how bullying can make others feel. (NOS)</p> <p>To explain why anyone who experiences bullying is not to blame. (NOS)</p> <p>To talk about how anyone experiencing bullying can get help. (NOS)</p> | <p>To give examples of different types of family and respect their differences.</p> <p>To give examples of different community groups and what is good about having different groups.</p> <p>To use respectful language and communication skills when discussing with others.</p> <p>To talk about examples in our classroom where respect and tolerance have helped to make it a safer, happier place.</p> <p>To name and use the different qualities needed for people from a diverse range of backgrounds to get on together.</p> <p>To suggest ways to deal with bullying and prejudice.</p> <p>To describe appropriate ways to behave towards other people online and why this is important. (NOS)</p> <p>To give examples of how bullying behaviour could appear online and how someone can get support. (NOS)</p> | <p>To say how differences sometimes cause conflict but can also be something to celebrate.</p> <p>To begin to manage conflict by using negotiation and compromise.</p> <p>To suggest strategies for dealing with someone who is behaving aggressively.</p> <p>To demonstrate ways of showing respect to others' differences.</p> <p>To explain why it is important to challenge stereotypes that might be applied to me or others.</p> <p>To recognise when someone is upset, hurt or angry online. (NOS)</p> <p>To describe ways people can be bullied through a range of media. (NOS)</p> <p>To explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). (NOS)</p> | <p>To give examples of different faiths and cultures and positive things about having these differences.</p> <p>To explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>To empathise with people who have been, and currently are, subjected to injustice, including through racism.</p> <p>To 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.</p> <p>To give examples of why posting an inaccurate impression of myself could be harmful.</p> <p>To reflect on how individual/group actions can impact on others in a positive or negative way.</p> <p>To recognise that online bullying can be different from bullying in the physical world and can describe some of those differences. (NOS)</p> <p>To describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. (NOS)</p> <p>To explain how anyone can get help if they are being</p> | <p>To explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>To show respect to others by using verbal and non-verbal communication.</p> <p>To reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>To describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>To recognise how the media can reinforce gender stereotypes and begin to challenge this.</p> <p>To describe how to capture bullying content as evidence to share with others who can help me. (NOS)</p> <p>To explain how someone could report online bullying in different contexts. (NOS)</p> |
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| | | | | | | <p>bullied online and identify when to tell a trusted adult. (NOS)</p> <p>To identify a range of ways to report concerns and access support in school and at home about online bullying. (NOS)</p> <p>To explain how to block abusive users. (NOS)</p> <p>To describe helpline services which can help people experiencing bullying and how to access them. (NOS)</p> | |
| Keeping Myself Safe | | | | | | | |
| | EYFS | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
| Key themes | <p>Asking for help. Keeping healthy. Staying safe around medicines. Online Reputation. (NOS)</p> | <p>How our feelings can keep us safe. Keeping healthy. Medicine safety. Online Reputation. (NOS)</p> | <p>Safe and unsafe secrets. Appropriate touch. Medicine safety.</p> | <p>Managing risk. Drugs and their risks. Online Reputation. (NOS)</p> | <p>Managing risk. Understanding the norms of drug use (cigarette and alcohol use). Influences. Online Reputation. (NOS)</p> | <p>Managing risk. Norms around use of legal drugs. Online Reputation. (NOS)</p> | <p>Staying safe online. Drugs: norms and risks (including the law). Emotional needs.</p> |
| Skills | <p>To tell you what my body needs to stay healthy.</p> <p>To make safe decisions around medicines and things I don't know.</p> <p>To name some things that can be dangerous inside and outside.</p> <p>To name the adults who keep me safe and when I might need their help.</p> <p>To identify ways that I can put information on the internet. (NOS)</p> | <p>To talk about the things my body needs to stay well (exercise, sleep, healthy foods).</p> <p>To say what I can do if I have strong, but not so good feelings, to help me stay safe.</p> <p>To say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>To say when medicines can be helpful or might be harmful.</p> | <p>To keep myself safe around medicines and explain that they can be helpful or harmful, and say how they can be used safely.</p> <p>To say 'yes', 'no', 'I'll ask' or 'I'll tell' in relation to keeping myself and others safe.</p> <p>To say what I do and don't like and who to ask for help.</p> <p>To give some examples of safe and unsafe secrets and think of safe people who can help if something feels wrong.</p> | <p>To say what I could do to make a situation less risky or not risky at all.</p> <p>To demonstrate strategies for dealing with a risky situation.</p> <p>To identify some key risks from and effects of cigarettes and alcohol.</p> <p>To explain how to search for information about others online. (NOS)</p> <p>To give examples of what anyone may or may not be</p> | <p>To demonstrate strategies for dealing with a risky situation.</p> <p>To give examples of people or things that might influence me to take risks and make decisions.</p> <p>To give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>To explain what might happen if people take unsafe or inappropriate risks.</p> | <p>To suggest what someone should do when faced with a risky situation.</p> <p>To identify the risks in specific situations, including emotional risks.</p> <p>To discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.</p> <p>To support someone who is being bullied.</p> <p>To search for information about an individual online</p> | <p>To use safe, respectful, and responsible behaviours and strategies when using social media.</p> <p>To give examples of how to safely share images online.</p> <p>To explain how social norms around alcohol can influence a person's decision whether to drink or not.</p> <p>To suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> |

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| | | <p>To tell you how to stay safe around medicine.</p> <p>To recognise that information can stay online and could be copied. (NOS)</p> <p>To describe what information I should not put online without asking a trusted adult first. (NOS)</p> | <p>To give examples of touches that are okay or not okay, even if they haven't happened to me, and identify a safe person to tell if I felt 'not okay' about something.</p> | <p>willing to share about themselves online. (NOS)</p> <p>To explain the need to be careful before sharing anything personal. (NOS)</p> <p>To explain who someone can ask if they are unsure about putting something online. (NOS)</p> | <p>To describe how to find out information about others by searching online. (NOS)</p> <p>To explain ways that some of the information about anyone online could have been created, copied or shared by others. (NOS)</p> | <p>and summarise the information found. (NOS)</p> <p>To describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. (NOS)</p> | <p>To begin to make decisions independently and responsibly.</p> |
| Rights and Respect | | | | | | | |
| | EYFS | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
| Key themes | <p>Taking care. Making choices.</p> | <p>Looking after things.</p> | <p>Cooperation and self-regulation. <i>Online Reputation. (NOS)</i></p> | <p>Skills we need to develop as we grow up. Helping and being helped.</p> | <p>Decisions about spending money. Media influence. Making a difference.</p> | <p>Decisions about lending, borrowing and spending. Rights and responsibilities relating to my health. Rights and responsibilities.</p> | <p>Earning and saving money. Understanding media bias. Caring: communities and the environment. <i>Online Reputation. (NOS)</i></p> |
| Skills | <p>To help my family.</p> <p>To help clean and tidy my home and classroom.</p> <p>To tell you some ways to look after our world.</p> <p>To be kind to friends and others.</p> <p>To talk about looking after money.</p> | <p>To wash my hands correctly.</p> <p>To name ways to look after my home and school.</p> <p>To look after a special person or thing.</p> <p>To tell you some things that money is spent on.</p> <p>To get help if someone has hurt themselves.</p> | <p>To make choices that help me play and work well with others.</p> <p>To use some strategies when I feel upset or angry.</p> <p>To ask for help from a trusted adult.</p> <p>To name some ways to look after my environment.</p> <p>To make choices with money.</p> <p><i>To explain how information put online about someone can last for a long time. (NOS)</i></p> <p><i>To describe how anyone's online information could be seen by others. (NOS)</i></p> <p><i>To know who to talk to if something has been put</i></p> | <p>To identify people who can help me in different ways.</p> <p>To spot facts and opinions to help me share ideas.</p> <p>To plan and choose a method of helping the environment.</p> <p>To identify different times and reasons to spend money.</p> <p>To give examples of how people earn money.</p> | <p>To name some responsibilities and rights that I have.</p> <p>To share ideas and make decisions that affect others.</p> <p>To give my own opinion based on facts, opinions, and other influences.</p> <p>To give examples of how I can support others as a bystander.</p> <p>To explain how others have a financial responsibility to their families and community.</p> <p>To give examples of choices and decisions with money that will affect me.</p> | <p>To develop ideas and opinions based on a current issue and present these to a group.</p> <p>To identify how the responsibilities of others impact me and my community.</p> <p>To give examples of barriers that can stop others following their responsibilities.</p> <p>To give examples of some of the rights and responsibilities I have as I grow older, at home, in my community and in the environment. I can also give real examples of each that relate to me.</p> <p>To suggest ways to spend and save money responsibly.</p> | <p>To explain the difference between fact and opinion and explain what bias means.</p> <p>To talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>To describe how a group of people can make a change, and reflect on my role in making a change in my community or environment.</p> <p>To suggest ways that I can help my environment.</p> <p>To give examples or why we need a democratic society and how laws keep us safe.</p> <p><i>To explain the ways in which anyone can develop a</i></p> |

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| | | | online without consent or if it is incorrect. (NOS) | | | To explain some things about finance and money, and name a person who deals with money in my community. | positive online reputation. (NOS) To explain strategies anyone can use to protect their digital personality and online reputation, including degrees of anonymity. (NOS) |
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Being my Best

| | EYFS | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
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| Key themes | Making healthy choices. Being persistent. | Keeping healthy. Growth mindset. | Looking after my body. Growth mindset. | Keeping myself healthy. Celebrating and developing my skills. | Having choices and making decisions about my health. Taking care of my environment. | Growing independence and taking responsibility. Media awareness and safety. | Managing risk. Aspirations and goal setting. |
| Skills | <p>To keep trying if the way I choose doesn't work.</p> <p>To talk about the different types of feelings we have.</p> <p>To have a go at something new.</p> <p>To make my own healthy food choices.</p> <p>To make healthy sleep and exercise choices.</p> | <p>To choose a healthy meal with different food groups.</p> <p>To be persistent when learning a new skill.</p> <p>To name a few different ideas of what I can do if I find something difficult.</p> <p>To help my friends when they fall out.</p> <p>To explain why praise helps me to keep trying.</p> | <p>To explain what happens when I learn something new.</p> <p>To explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>To explain how hand hygiene stops viruses and germs from spreading.</p> <p>To give examples of what I can do and give to my body to stay healthy.</p> <p>To name different parts of my body that are inside me and help to turn food into energy.</p> | <p>To choose foods that make a balanced meal.</p> <p>To explain how washing hands can prevent infections spreading.</p> <p>To describe how food, water and air get into the body and blood.</p> <p>To set goals and make a plan to develop a new skill.</p> | <p>To say how being unique makes everyone special, different and valuable.</p> <p>To give examples of choices I make and the choices others make for me.</p> <p>To plan a healthy, balanced meal.</p> <p>To give examples of the way people can look after their physical and mental wellbeing.</p> <p>To give different examples of some of the things that I do already to help look after my environment.</p> | <p>To explain how one organ functions and how it contributes to the health of my body.</p> <p>To explain how choices relating to smoking and drinking can affect a person's health.</p> <p>To think of ways to improve a skill and the strategies that will help me do this.</p> <p>To name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>To give examples of how I am independent and manage my own success.</p> | <p>To explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p> <p>To set goals so that I can achieve an aspiration.</p> <p>To tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>To identify risk factors in a given situation.</p> <p>To assess the level of risk and explain how a risk can be reduced.</p> |

Growing and Changing

| | EYFS | Key Stage 1 | | Year 3 | Year 4 | Year 5 | Year 6 |
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| Key themes | Life cycles. Girls and boys. | Getting help. Becoming independent. Body parts. | Being supportive. Dealing with loss. Life cycles. | Keeping safe. Relationships. Menstruation. | Managing difficult feelings. Relationships including marriage. Body changes during puberty. | Managing difficult feelings. Getting help. Managing change. | Self-esteem. Keeping safe. Body image. |
| Skills | <p>To describe the life cycle of an animal.</p> <p>To describe how a baby grows to an adult and what they might need.</p> <p>To tell you some things about how babies are made.</p> <p>To tell you the scientific names for my body parts.</p> <p>To tell you the PANTS rule.</p> | <p>To tell you some things that babies need.</p> <p>To tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</p> <p>To talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p> <p>To name body parts girls and boys have that are the same and which body parts are different.</p> <p>To name the adults I can talk to at home and school if I need help.</p> | <p>To give support to a friend.</p> <p>To describe feelings of loss and suggest what someone can do if a friend moves away.</p> <p>To describe the stages of growth I have been through and what I look forward to in my future.</p> <p>To name the human private parts that are used to make a baby.</p> <p>To talk about keeping private parts private.</p> | <p>To explain what body space is and how it feels when someone is too close to me.</p> <p>To tell you some of the different relationships I have.</p> <p>To tell you what qualities a healthy, positive relationship has.</p> <p>To describe how a girl's and boy's body will change when it reaches puberty.</p> <p>To tell you what happens to a woman's body when the sperm does not meet the egg.</p> | <p>To describe how change can make a person feel, both positive and negative.</p> <p>To explain why young people can have mixed up feelings when they go through puberty.</p> <p>To explain why puberty happens.</p> <p>To talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>To explain why some people choose to get married, have a civil ceremony or live together.</p> | <p>To begin to manage challenging emotions by building my resilience.</p> <p>To describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.</p> <p>To identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>To explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</p> <p>To give examples of feelings and emotions people have at times of change.</p> | <p>To name some of the feelings and emotions people have during change.</p> <p>To give examples of how someone could cope with or get support during puberty.</p> <p>To identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>To explain how to stay safe when sharing images and information online.</p> <p>To offer advice and name people to help keep someone safe.</p> <p>To identify if a secret is unsafe.</p> |