



## Pye Bank PSHCE Progression of Skills

| SKILL                 | KS1 OBJECTIVES  |  | KS2 OBJECTIVES   |  |   |   |
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|                       | Year 1  | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
| Health and Well Being | <p>I can name the main parts of the body including agreed names for sexual parts (penis and vagina)</p> <p>I know the differences between boys and girls</p> <p>I understand that babies become children and then adults</p> <p>I know how to look after my body</p> <p>I know the role of medicines in promoting health and the reasons why people use them</p> <p>I know the school rules about personal hygiene and medicines</p> <p>I know that there are healthy and</p> | <p>I know which parts of my body are private</p> <p>I can describe the difference between male and female humans and animals</p> <p>I know that some people have fixed ideas about what boys and girls can do</p> <p>I know some vocabulary to describe the private parts of male and female bodies, ie. Penis and vagina</p> <p>I understand the importance of valuing one's own body and recognising it's uniqueness</p> <p>I know that people can do different things</p> | <p>I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing</p> <p>I can identify and explain how to manage the risks in different familiar situations.</p> <p>I know how to ask for help</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure</p> <p>I can list the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks of these</p> | <p>I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</p> <p>I can make informed choices about healthy eating and exercising</p> <p>I feel good about myself and my body</p> <p>I know the importance of taking care of my own body</p> <p>I know I have the right to protect my body from inappropriate and unwanted contact</p> <p>I understand the language used to describe changes and feelings</p> <p>I understand the</p> | <p>I can name the parts of the male and female reproductive organs</p> <p>I can explain the ways in which boys and girls grow and develop in puberty physically and emotionally</p> <p>I understand how to manage the physical and emotional changes of puberty</p> <p>I understand the importance of good hygiene routines as I grow into an adult</p> <p>I know that female genital mutilation is a crime and how to get support if I</p> | <p>I recognise risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I can describe why the body changes during puberty in order to prepare the body for reproduction</p> <p>I can talk confidently about puberty and reproduction</p> <p>I know the age at which a person in the UK is able to consent to sexual</p> |

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|  | <p>less healthy drinks and some drinks that are for adults (E.G. coffee, alcohol)<br/> I recognise the need for safety rules – i.e. road, cycles, fire, rail, water, school environment, playground and home<br/> I know there are people and services who can help us<br/> I know who to go to if I need help<br/> I understand there are good and not so good secrets<br/> I know the importance of personal hygiene – regular washing, bathing, showering<br/> I know what my body needs to stay healthy, including physical</p> | <p>according to age and development and that people grow from young to old<br/> I recognise that peoples' needs change with age<br/> I use simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances alone or with friends<br/> I understand that all drugs can be harmful if not used properly<br/> I know simple rules about medicines and other substances used in the home, including solvents and that they can</p> | <p>I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways<br/> I can make decisions and show assertiveness in situations relating to drug use<br/> I can demonstrate basic safety procedures when using medicines<br/> I know how to keep myself and others safe when using roads<br/> I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need<br/> I know school rules relating to medicines, alcohol, tobacco, solvents</p> | <p>main stages of the human lifecycle<br/> I know some of the ways that my body and emotions will change as I grow into an adult through the process of puberty<br/> I know that puberty is linked to reproduction<br/> I can use the internet as a resource to support my work, and begin to understand plagiarism<br/> I know that not everything on the internet is true and know what to do if I access something inappropriate<br/> I can use a range of online communication tools to exchange information and collaborate with others within</p> | <p>have fears about myself or others<br/> I know where I can get support during puberty both within school and outside<br/> I understand simple, safe routines to prevent the spread of bacteria and viruses<br/> I can identify a range of risks connected to realistic and relevant drug situations for my age<br/> I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences<br/> I know which commonly</p> | <p>activity<br/> I know some facts about human reproduction including conception, pregnancy and birth, and that conception can be prevented<br/> I understand that there are lots of things to consider before having a baby<br/> I know how to keep my body healthy and clean during puberty<br/> I know some of the reasons why adults choose to have sex in a relationship and that this can be influenced by religious and cultural views<br/> I understand that</p> |
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|  | <p>activity, rest, healthy eating and oral health<br/>I can make real informed choices that would improve my health and well-being.<br/>I know that change and loss can affect feelings, including moving home, losing pets, friends, or family.<br/>I know who to go to if I am worried<br/>I understand that I can find a range of information from the internet<br/>I can navigate age-appropriate websites<br/>I know what to do if I find something inappropriate online<br/>I know that the</p> | <p>be harmful if not used properly<br/>I know the dangers from handling discarded syringes and needles<br/>I know who to go to if I need help<br/>I can make simple choices to improve my health and well-being<br/>I know that the choices I make can have good and not so good consequences<br/>I know that change and loss can affect feelings, including moving home, losing pets, friends, or family.<br/>I know who to go to if I am worried<br/>I can use the internet</p> | <p>and illegal drugs<br/>I understand that it is alright to break a secret in order to keep me safe<br/>I can use the internet purposefully to answer specific questions.<br/>I know that not everything on the internet is true<br/>I know the difference between communicating using email and online in a discussion forum<br/>I am able to send suitable and purposeful emails<br/>I can demonstrate an understanding of E-safety when communicating online<br/>I can describe how my body has changed since I was a baby</p> | <p>and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones<br/>I understand the need to keep some information private in order to protect myself when communicating online, including passwords, addresses and the distribution of images of myself and others<br/>I begin to recognise how electronic communications may be used for manipulation or Persuasion<br/>I can take increasing responsibility for my own choices, behaviour and safety and realise</p> | <p>available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks<br/>I know the dangers from handling discarded syringes and needles<br/>I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'<br/>I know who to go to if I need help<br/>I know what</p> | <p>puberty occurs at different times for different people<br/>I know that female genital mutilation is a crime and how to get support if I have fears about myself or others<br/>I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing.<br/>I know basic emergency aid procedures and where to get help<br/>I recognise different risks in different situations and then decide how</p> |
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|  | <p>internet can be used to communicate with other people<br/>I understand that we should respect the work of others which is stored or presented Electronically</p> | <p>purposefully to answer specific questions<br/>I know that not everything on the internet is true<br/>I am able to send suitable and purposeful emails with help<br/>I can demonstrate an understanding of E-safety when communicating online</p> |  | <p>that actions have consequences<br/>I can begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices<br/>I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances<br/>I know who to go to if I need help</p> | <p>makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive selfimage.<br/>I know that images in the media do not always reflect reality and can affect how people feel about themselves<br/>I know how to make informed healthy lifestyle choices<br/>I can recognise the need to ask appropriate questions to find answers<br/>I understand that good online research</p> | <p>to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable<br/>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know<br/>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences<br/>I understand the influence of the media in relation</p> |
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|  |  |  |  |  | <p>involves processing the information (rather than copying) and interpreting it for others</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website</p> <p>I recognise issues of copyright and the importance of acknowledging sources</p> <p>I can use online tools to exchange information and collaborate with</p> | <p>to alcohol and drugs and know where to access reliable sources of information and support around substances</p> <p>I am able to demonstrate resistance and safety skills confidently in a range of realistic scenarios involving smoking and alcohol and other hazardous substances</p> <p>I understand the basic law in relation to substances</p> <p>I can manage my time to include regular exercise</p> <p>I understand that there are a range of</p> |
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|  |  |  |  |  | <p>others within and beyond my school and begin to evaluate their effectiveness</p> <p>I understand the potential risks of providing personal information including the distribution of images of myself and others in an increasing range of online technologies both within and outside school</p> <p>I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users</p> <p>I can evaluate my own use of</p> | <p>influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders, managing finances etc</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website</p> <p>I understand the issues of plagiarism, copyright and data protection in relation to my work</p> <p>I can select</p> |
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|  |  |  |  |  | <p>web-publishing tools and how I present myself on-line</p> | <p>appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school</p> <p>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online</p> <p>I understand the importance of protecting personal information, including passwords, addresses and images</p> |
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| <p>Relationships</p> | <p>I know that there are different types of relationships – family, friends and others</p> <p>I know that there are different types of families</p> <p>I know that family and friends should care for each other</p> <p>I know that there are good and bad secrets</p> <p>I can play and work cooperatively</p> <p>I can listen to other people</p> <p>I can share appropriately</p> <p>I can recognise and name my feelings</p> <p>I can recognise that my behaviour affects others</p> <p>I can recognise there are different types of teasing</p> <p>I play a full part in</p> | <p>I can listen to other people.</p> <p>I can recognise and name my feelings</p> <p>I can recognise and say what I like and dislike</p> <p>I can identify positive ways to face new challenges and be prepared for the transition to KS2</p> <p>I can recognise and say what is fair and unfair, right and wrong</p> <p>I can recognise, name and deal with their feelings in a positive way</p> <p>I begin to recognise the range of human emotions and some ways to deal with these</p> <p>I can say what I am good at</p> <p>I can set a simple</p> | <p>I can identify different types of relationships and show ways to maintain good relationships</p> <p>I understand that all families are different and have different family members</p> <p>I understand that relationships may change over time</p> <p>I can judge what kind of physical contact is acceptable or unacceptable</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching</p> <p>I understand about personal space</p> <p>I know how to deal with unwanted touch</p> <p>I know who to go to if I need help</p> | <p>I can respond appropriately to other people's feelings</p> <p>I can acknowledge that others have different points of view</p> <p>I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from me</p> <p>I can express my views confidently, when communicating with my peers and adults</p> <p>I can identify positive ways to face new challenges</p> <p>I can identify positive things about my own and others' achievements</p> <p>I can recognise the worth of other people</p> | <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p> <p>I know where individuals, families and groups can get help and support</p> <p>I know that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</p> <p>I know what makes a healthy relationship and</p> | <p>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p> |
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|  | <p>the life of my classroom<br/>I can agree and follow rules for my group and classroom</p> | <p>goal<br/>I can say how I can learn from my experiences<br/>I can listen to others and respect their viewpoints<br/>I can identify and respect differences and similarities between people<br/>I know that there are different types of bullying and teasing<br/>I know that bullying is wrong and know how to deal with bullying behaviours<br/>I know that other people's families may be similar or different to mine<br/>I know that there are good and bad secrets</p> | <p>I know that marriage and civil partnerships are examples of stable loving relationships<br/>I can listen to and show respect for the views of others<br/>I can identify positive ways to face new challenges<br/>I know the importance of valuing myself<br/>I can see my mistakes, make amends and set personal goals<br/>I can explain how my actions have consequences for myself and others<br/>I can describe the nature and consequences of bullying and express some ways of responding to it<br/>I can empathise with other people and situations through topical issues,</p> | <p>I am aware of different types of relationships including those between friends and families, civil partnerships and marriage</p> | <p>understand that sometimes people make bad choices and abuse the person they are in a relationship with<br/>I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability<br/>I can express my views confidently and listen to and show respect for the views of others<br/>I can resolve differences, looking at</p> | <p>I am able to recognise and challenge gender stereotypes<br/>I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help<br/>I know some of the ways that people show they love and care for each other<br/>in a relationship<br/>I understand that there are different types of adult relationship<br/>I can explain the qualities of a positive relationship</p> |
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|  |  |  | problems and event |  | alternatives,<br>making<br>decisions and<br>explaining<br>choices<br>I can deal<br>positively with<br>my feelings and<br>recognise a<br>range of<br>emotions in<br>others | I have thought<br>about when it is<br>appropriate to<br>share personal<br>information in a<br>relationship<br>I understand that<br>families are<br>important for<br>having babies<br>and bringing<br>them up<br>I understand that<br>abuse in<br>relationships is<br>against the law<br>and know where<br>people can go<br>for help in this<br>situation<br>I know that civil<br>partnerships and<br>marriage are a<br>public<br>demonstration of<br>the<br>commitment<br>made between<br>two people who<br>love and care for<br>each other and<br>want to spend |
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|                           |  |  |   |   |   | <p>their lives together and who are of the legal age to make that commitment</p> <p>I can identify positive ways to face new challenges and be prepared for the transition to Key Stage 3</p> <p>I can identify positive things about myself and my achievements and set personal goals</p> <p>I can recognise the difference between aggressive and assertive behaviour</p> |
| Living in the Wider World | <p>I can express a simple opinion, agreement and disagreement</p> <p>I can ask</p> | <p>I can take part in discussions/simple debate with others about topical issues</p> | <p>I can participate in making and changing rules</p> <p>I know why different rules are needed in</p> | <p>I can recognise aggressive and anti-social behaviours and their effects on individuals and</p> | <p>I know how to access local and national support groups</p> <p>I can talk and</p> | <p>I realise the consequences of anti-social and aggressive behaviours,</p>  |

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|  | <p>questions</p> <p>I know that we have to pay for what we buy</p> <p>I can name some charities and explain what they do</p> <p>I know that money can come from different sources and can be used for different things</p> <p>I understand the consequences of losing money</p> <p>I know that there are some things people have to buy and other things that we choose to buy</p> <p>I understand that it may not be possible to have everything you want</p> | <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs</p> <p>I can contribute to the life of the class and the school</p> <p>I know that I belong to different groups and communities i.e. school, family</p> <p>I know what can be harmful to the environment</p> <p>I know some ways to look after my environment</p> <p>I know that “The Lottery”, “Scratch cards” etc are gambling</p> <p>I can recognise the coins and notes we use</p> <p>I know different</p> | <p>different situations</p> <p>I know that choices we make can impact on the local and global communities</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I can understand that money is not infinite</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money</p> <p>I know there are different ways to access money, including earning it through work</p> <p>I know that it is possible to keep money safe by putting it into an ‘account’ in the bank</p> <p>I know how I can save money for future spending</p> <p>I am able to make</p> | <p>communities</p> <p>I can make informed choices about my environment</p> <p>I understand that there is great diversity locally and across the world which affects peoples’ choices</p> <p>I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression</p> <p>I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>I can begin to develop an understanding that people have different financial circumstances</p> <p>I recognise the</p> | <p>write about my opinions</p> <p>I know that circumstances in other countries and cultures may be different from our own</p> <p>I know about Fair Trade and what it means</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions</p> <p>I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> | <p>such as bullying, cyber-bullying and racism on individuals and communities</p> <p>I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p>I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself</p> <p>I know that there are some</p> |
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|  |  | <p>ways that money can be looked after</p> <p>I know some of the essentials that have to be paid for</p> <p>I know some ways that we can pay for things</p> <p>I can choose the correct value of coins and calculate the value of small amounts of change</p> | <p>comparisons between prices when deciding what is the best 'value for money'</p> | <p>range of jobs carried out by people I know</p> <p>I understand and use larger sums of money in calculations</p> <p>I know a range of different ways to pay for things</p> <p>I know that if you 'borrow' you have to pay back more</p> <p>I can begin to understand why we have charities and make choices about them in relation to my own values</p> | <p>I understand that choices we make as individuals, a community and a nation impact internationally</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I know about the range of jobs carried out by people in the local community and their earning potential</p> | <p>cultural practices which are against British law and universal human rights</p> <p>I can take part more fully in school and community activities</p> <p>I can demonstrate a sense of social justice and moral responsibility</p> <p>I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>I can research, discuss and debate topical issues, problems</p> |
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|  |  |  |  |  | <p>I am able to plan for future spending</p> <p>I understand how and why people save</p> <p>I can differentiate between essentials and desires – needs and wants</p> <p>I understand 'value for money' and can make informed choices to get 'value for money'</p> <p>I can identify and manage feelings about money</p> <p>I understand who and where I can go to borrow money</p> | <p>and events</p> <p>I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>I am aware of how the media present information and that the media can be both a positive and negative influence</p> <p>I know about the basic institutions</p> |
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|  |  |  |  |  |  | <p>that support democracy locally and Nationally<br/>I can make informed choices about my environment<br/>I know how to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself<br/>I know what is deducted from earnings and why<br/>I can differentiate between manageable and unmanageable</p> |
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|  |  |  |  |  |  | <p>debt</p> <p>I understand that money we earn also supports the local and wider community</p> <p>I understand different ways of keeping track of my money</p> <p>I am able to 'read' and check pay slips, bank statements etc</p> <p>I understand that I need to budget for the future</p> <p>I know who to talk to if I needed help with money</p> |
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Citizenship

E-Safety

Financial Education

Keeping Healthy

Relationships and Sex Education

SEAL Links

Staying Safe including Drug Education