

## PSHE Progression of Skills

EYFS	YEARS 1/ 2	YEARS 3/ 4	YEARS 5/ 6	
<p>Developing confidence and responsibility and making the most of their abilities.</p>	<ul style="list-style-type: none"> <li>• Display high levels of involvement for increasing lengths of time.</li> <li>• Be confident enough to take appropriate risks.</li> <li>• Develop a sense of self as a member of different communities.</li> <li>• Express needs and feelings appropriately.</li> <li>• Initiate interaction with other people.</li> <li>• Develop awareness of their own needs, views and feelings.</li> <li>• Be sensitive to the needs, views and feelings of others.</li> <li>• Develop respect for their own cultures and beliefs and those of others.</li> <li>• Perform simple tasks independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Take and share responsibility for their own behaviour.</li> <li>• Recognise what they like and dislike, what is fair and unfair and what is right and wrong.</li> <li>• Recognise what they are good at from what others say.</li> <li>• Express positive qualities about themselves.</li> <li>• Understand the difference between impulsive and thinking behaviours.</li> <li>• Share their opinions on things that matter to them.</li> <li>• Recognise name and deal with their feelings in a positive way.</li> <li>• Reflect on and evaluate their own experiences to set simple goals.</li> <li>• Respond with increasing confidence to new people and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class.</li> <li>• Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.</li> <li>• Be able to face new challenges positively and know when to seek help.</li> <li>• Be able to identify the range of jobs carried out by people they know.</li> <li>• Be able to explain their views on issues that affect the school environment.</li> <li>• Able to reflect on their mistake and make amends.</li> <li>• Begin to make responsible choices and consider consequences.</li> <li>• Identify the range of skills needed in different jobs.</li> <li>• Recognise the need to ask for support sometimes and whom to ask and how.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk, write and explain their views on issues that affect wider environment.</li> <li>• Reflect on and evaluate their own experiences and set personal goals.</li> <li>• Talk, write about and identify the skills they need to develop to make their contribution in the future.</li> <li>• Identify needs of the wider community and their roles and responsibilities as members.</li> <li>• Recognise and respond to a variety of emotions in themselves and others such as jealousy, anger and excitement.</li> <li>• Transfer a skill learned in one situation to another context.</li> <li>• Talk, write and explain their views on issues that affect the global environment.</li> <li>• Continue to reflect and evaluate their own experiences and set personal goals.</li> <li>• Take action bases on responsible choices.</li> <li>• Recognise as they approach puberty how people’s emotions change.</li> <li>• Develop strategies to deal with their feelings in a positive way.</li> <li>• Identify needs of the wider community and develop their roles and responsibilities as members.</li> <li>• Look after their money and realise the importance of saving.</li> <li>• Prepare for and manage the change to secondary school.</li> <li>• Be able to express feelings in different ways and recognise the impact on others.</li> </ul>
<p>Preparing to play an active role as citizens</p>	<ul style="list-style-type: none"> <li>• Develop positive self esteem.</li> <li>• Show developing empathy for others.</li> <li>• Listen to an adult and to a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop empathy for others.</li> <li>• Recognise what is right and wrong, show responsibility for themselves and others in different situations.</li> <li>• Make, agree and follow rules for their classroom.</li> <li>• Know how to apologise and make amends.</li> <li>• Realise that people and other things have needs.</li> <li>• Develop understanding of groups they belong to.</li> <li>• Contribute to the life of the class and school.</li> <li>• Ask questions of a range of adults.</li> <li>• Listen and respond in group discussions.</li> <li>• Express own views with increasing confidence.</li> <li>• Participate in a simple debate about school issues.</li> <li>• Identify different choices they can make.</li> <li>• Recognise the difference between right and wrong.</li> <li>• Able to make “I” statements instead of blaming others.</li> <li>• Beginning to understand that they have more responsibilities to meet the needs of living things.</li> <li>• Begin to understand what harms their local, natural and built environments and make suggestions to improve them.</li> <li>• Work together as a class or group on a project.</li> </ul>	<ul style="list-style-type: none"> <li>• Value contributions of others in discussion.</li> <li>• Begin to develop negotiating strategies.</li> <li>• Participate in making and changing rules.</li> <li>• Contribute to decision making in a small group.</li> <li>• To continue to develop skills to take part in small discussions about community issues.</li> <li>• Continue to value contributions of others.</li> <li>• Continue to develop negotiating strategies &amp; know when to compromise.</li> <li>• Understand why rules are needed and that there are consequences when rules are broken.</li> <li>• Understand that there are responsibilities as well as rights.</li> <li>• Use different ways to communicate and express personal and group views about an issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to lead discussions and debates about wider issues (aware of different rights, roles and responsibilities).</li> <li>• Understand why and how laws are made and enforced.</li> <li>• Understand there are consequences when rules/ laws are broken.</li> <li>• Resolve differences by looking at alternatives, making decisions and explaining choices.</li> <li>• Participate in school’s decision making process.</li> <li>• Identify the bias in media reporting.</li> <li>• Develop skills to inform choices which have an effect on the sustainability of the environment.</li> <li>• Make informed decisions about how to allocate fund raising money.</li> <li>• Adapt different roles, right and responsibilities during discussions and debates about wider issues.</li> <li>• Realise the consequence of anti-social and aggressive behaviour.</li> <li>• Understand what democracy is and about the basic institutions that support it locally and nationally.</li> <li>• Recognise the role of voluntary, community and pressure groups.</li> <li>• Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK.</li> </ul>

