



St Michael's CE (Aided) Primary School

PSHEe – Progression for Learning

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	WEEK 1 Back to School	WEEK 1 Back to School	WEEK 1 Back to School	WEEK 1 Back to School	WEEK 1 Back to School	WEEK 1 Back to School	WEEK 1 Back to School
Autumn 1 Getting on with everyone	Set and work towards simple goals. Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school.	Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school.	Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school.	Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school.	Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school.	Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school.	Class rules, being polite to others, sharing and taking turns. Behaviour expectations of both classroom and all school.
	I can work and play cooperatively and take turns with others. I can show sensitivity to my own and to others' needs. I can explain the reasons for rules, know right from wrong and try to behave accordingly. I can wait for what I want and control my immediate impulses when appropriate. I can hold conversation in back-and-forth exchanges with my teacher and peers.	I know what kind behaviour means in and out of school and how it makes people feel. I know what unkind behaviour means in and out of school and how it makes people feel. I can make choices about my actions. I can recognise hurtful behaviour, including online. I can say what to do and whom to tell if I see or experience hurtful behaviour, including online. I know what bullying is and different types of bullying. I can explain how someone might feel if they are being bullied.	I can name strategies for positive play with friends e.g. joining in, including others etc I can recognise, and ask for help, when I am feeling lonely or unhappy or to help someone else. I know how to work and play cooperatively in different groups and situations. I can share my ideas and listen to others, take part in discussions, and give a reason for my views. I can recognise hurtful behaviour, including online. I can say what to do and whom to tell if I see or experience hurtful behaviour, including online. I know what bullying is and different types of bullying. I can explain how someone might feel if they are being bullied.	I know that bullying and hurtful behaviour is unacceptable in any situation. I know what to do and whom to tell if I see or experience bullying or hurtful behaviour. I can explain the effects of bullying for the people involved. I can talk about being responsible for my own learning and behaviour. I can make a choice about my own actions and what the consequences might be. I know what bullying is and different types of bullying. I can explain how someone might feel if they are being bullied.	I know the features of positive healthy friendships (such as mutual respect, trust and sharing interests). I know strategies to build positive friendships. I can recognise who to trust and who not to trust when making friends. I can differentiate between playful teasing, hurtful behaviour and bullying (including online). I know how to respond if I witness or experience hurtful behaviour or bullying (including online). I can recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. I can manage pressures associated with dares. I know what peer influence is and how it can make people feel or behave. I know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.	I know what makes a healthy friendship and how they make people feel included. I know strategies to positively resolve disputes and reconcile differences in friendships. I know the benefits of having new and different types of friends. I know what peer influence is and how it can make people feel or behave. I know the impact of the need for peer approval in different situations (including online) I know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. I know that it is common for friendships to experience challenges. I can recognise if a friendship is making me feel unsafe, worried or uncomfortable. I can identify strategies to help someone feel included. I know when and how to seek support in relation to friendships. I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment. I can share my thoughts and feelings about bullying.	I can compare the features of a healthy and unhealthy friendship. I can explain the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. I know strategies to respond to pressure from friends including online. I know the benefits of having new and different types of friends. I can recognise and challenge stereotypes. I understand different ways to manage friendships, including recognising unhealthy friendships.

<div>Autumn 2</div> <div>Dealing with Feelings inc. mental wellbeing</div> <div>(Anti-bullying week)</div>	I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.	I know about the different types of feelings.	I can describe and share a range of feelings.	I can discuss the things that affect feelings both positively and negatively.	I can identify different factors that help maintain a balanced and mentally healthy lifestyle (e.g. sleep)	I know about the changes that might occur in life including death, and how these can cause conflicting feelings.	I know that there are situations when someone may experience mixed or conflicting feelings.
	I understand my own feelings and those of others, and begin to regulate my behaviour accordingly.	I know how to recognise feelings in myself and others. I know that feelings can affect how people behave. I know ways to take care of myself and my feelings. I can recognise 'big' feelings like worry and anger.	I can name ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others. I know how to manage big feelings including those associated with anger, worry and conflict. I know when and how to ask for help, and how to help others, with their feelings. I know routines and habits for maintaining good mental health.	I can give strategies to identify and talk about my feelings. I can name some of the ways that people express feelings e.g. words, actions, body language. I know how feelings can change overtime and become more or less powerful. I can give examples of different activities that have positive benefits for my mental health. I know when and how to ask for support around my mental wellbeing.	I can tell who and what can help me with my feelings. I know that there are a range of feelings and emotions that are experienced in different situations.	I know that changes can mean people experience feelings of loss and grief. I can discuss the process of grieving and how grief can be expressed. I know about strategies that can help someone cope with the feelings associated with change or loss. I can identify how to ask for help and support with loss, grief or other aspects of change. I can identify and explain positive and negative feelings and emotions. I know some simple self-care strategies to help me deal with intense feelings and emotions. I can discuss how feelings can affect behaviour.	I know that feelings can often be helpful, whilst recognising that they sometimes need to be overcome. I recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available. I know the importance of asking for support from a trusted adult. I recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. I know positive strategies for managing feelings. I can identify where I (and others) can ask for help and support with mental wellbeing in and outside school. I can recognise when my feelings are becoming overwhelming and understand some ways to help me cope. I understand the importance of a positive self-image.

<div>Spring 1</div> <div>Online Relationships and Internet Safety</div> <div>(Safer Internet Week)</div>		<div>I can say how and why people use the internet.</div> <div>I can say basic rules for keeping safe online.</div> <div>I know how to communicate safely with others online.</div> <div>I know who to tell if I see something online that makes me feel unhappy, worried or scared.</div> <div>I can list the benefits of using the internet and digital devices.</div>	<div>I know the ways that people can access the internet.</div> <div>I can explain the purpose and value of the internet in everyday life.</div> <div>I can explain how to keep myself safe online in familiar and unfamiliar environments.</div> <div>I understand that some content on the internet is factual and some is for entertainment (might not always be true).</div>	<div>I can suggest basic strategies to keep myself safe online e.g. passwords.</div> <div>I can make safe, reliable choices from search results.</div> <div>I can report something seen or experienced online that concerns me.</div> <div>I can explain how the internet can be used positively (for leisure, for school and for work).</div> <div>I recognise that images and information online can be altered or adapted and the reasons why.</div> <div>I know strategies to recognise whether something online is true or accurate.</div> <div>I know the similarities and differences between bullying online and face-to-face.</div>	<div>I know that everything shared online has a digital footprint.</div> <div>I know that people may behave differently online (including pretending to be someone they are not).</div> <div>I can explain that knowing someone online differs from knowing someone face-to-face and that there are risks in communicating with someone they don't know.</div> <div>I know what to do or whom to tell if I am worried about any contact online.</div> <div>I can recognise an online advert.</div> <div>I can compare content shared for factual purposes and for advertising.</div> <div>I understand that search results can be ordered based on website popularity.</div> <div>I know that personal information can be used to encourage people to buy things.</div> <div>I can communicate respectfully with friends when using digital devices.</div>	<div>I can store and share information on a device.</div> <div>I can recognise unsafe or suspicious content online.</div> <div>I can identify different types of media and their different purposes.</div> <div>I can use strategies to assess whether content online is based on fact, opinion or is biased.</div> <div>I know that some media and online content promotes stereotypes.</div> <div>I can assess which search results are more reliable than others.</div>	<div>I can say what is appropriate to share online.</div> <div>I know the rules related to sharing things online.</div> <div>I can name the benefits of safe internet use.</div> <div>I know how to protect my personal information online.</div> <div>I can identify potential risks of personal information being misused.</div> <div>I know strategies to manage time spent online and encourage positive habits e.g. switching phone off at night.</div> <div>I know how to assess the risk of different online 'challenges' and 'dares'.</div> <div>I can name ways to participate effectively in discussions online and manage conflict or disagreements.</div> <div>I know how to report inappropriate online content or contact.</div> <div>I can report the misuse of personal information or sharing of upsetting content/images online.</div> <div>I know what to do and whom to tell if I am frightened or worried about something I have seen online.</div> <div>I can report discrimination online.</div> <div>I can explain why people choose to communicate through social media and describe associated risks and challenges.</div> <div>I know that social media sites have age restrictions and regulations for use.</div> <div>I can explain how and why images online might be manipulated, altered.</div>

<p>Spring 2 (3 weeks)</p> <p>Healthy Eating and Physical Activity</p> <p>(Health Week)</p>	<p>I can understand the importance of healthy food choices</p>	<p>I know what it means to be healthy and why it is important.</p> <p>I know the difference between healthy and unhealthy foods, including sugar intake.</p> <p>I know what physical activity is and how it keeps people healthy.</p> <p>I can name different types of play (indoor, outdoor, screen based) and why it is important to balance their use.</p> <p>I can name the people who can help me stay healthy (e.g. parents, doctors, nurses, dentists, lunch supervisors)</p>	<p>I know what a habit is and that they can be maintained, changed or stopped.</p> <p>I can give examples of food and drink that affect dental health.</p> <p>I can plan and prepare a range of healthy meals.</p> <p>I can explain my routine for keeping good physical and mental health.</p>	<p>I can name ways that help people make healthy choices. I can name things that can negatively influence them.</p> <p>I know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</p> <p>I understand that people can make choices in their life that could affect their health.</p> <p>I know the difference between a healthy and unhealthy choice (in relation to sleep, food and exercise).</p> <p>I can describe a healthy, balanced diet including what foods should be eaten regularly or just occasionally. I know the difference between a healthy and unhealthy choice (in relation to sleep, food and exercise).</p> <p>I can explain that regular exercise (such as walking or cycling) has positive benefits on my physical health.</p> <p>I know the risks associated with an inactive lifestyle (e.g. obesity)</p>	<p>I can identify a wide range of factors that maintain a balanced, healthy lifestyle (physically and mentally).</p>		<p>I know that mental health is just as important as physical health and both need looking after. I know how balancing time online with other activities helps to maintain their health and wellbeing.</p>
<p>Spring 2 (3 weeks)</p> <p>Drug Education</p>		<p>I understand how medicines should be used properly.</p> <p>I know how to use household products safely.</p> <p>I can say how to keep myself safe at home in relation to medicines and household products.</p> <p>I understand how to cope in different situations.</p>	<p>I know about things that people can put into their body or on their skin and how these can affect how people feel.</p> <p>I have an understanding of the risks of alcohol use.</p> <p>I know some different coping strategies to use in different situations.</p>	<p>I know the effects and dangers of smoking.</p> <p>I can talk about age appropriate behaviour.</p> <p>I can identify some risks associated with drugs common to everyday life.</p> <p>I know that drugs common to everyday life e.g. cigarettes, e-cigarettes, alcohol and medicine can affect health and wellbeing.</p> <p>I understand that for some people drugs can become a habit which is difficult to break.</p>	<p>I can explain what a ‘drug’ is.</p> <p>I can identify some risks associated with drugs common to everyday life.</p> <p>I know that drugs common to everyday life e.g. cigarettes, e-cigarettes, alcohol and medicine can affect health and wellbeing.</p> <p>I understand that for some people drugs can become a habit which is difficult to break.</p> <p>I can identify some effects related to different drugs and that all drugs can have side effects.</p> <p>I can demonstrate different ways to say no in difficult situations.</p>	<p>I know that drugs common to everyday life e.g. cigarettes, e-cigarettes, alcohol and medicine can affect health and wellbeing.</p> <p>I understand that for some people drugs can become a habit which is difficult to break.</p> <p>I can identify some effects related to different drugs and that all drugs can have side effects.</p> <p>I understand about peer pressure and have different refusal skills to draw upon.</p> <p>I can make informed decisions about smoking.</p>	<p>I can describe the laws relating to drugs common to everyday life and illegal drugs.</p> <p>I can describe the risks and effects of different drugs.</p> <p>I can discuss why people choose to use or not use drugs (including some illegal drugs).</p> <p>I can name organisations where people can get help and support concerning drug use.</p> <p>I know how to ask for help if I have concerns about drug use.</p> <p>I have a range of skills and strategies to help me cope in drug-related situations.</p>

<div>Summer 1</div> <div>Growing Up and Relationships</div>	I can form positive attachments to adults and friendships with peers.	I know what respect means.	<u>Secrets and Surprises</u> I can explain what a surprise is.	<u>Respect</u> I can recognise respectful behaviours e.g. helping or including others, being responsible.	<u>Changes</u> I can consider the changes that can take place in our lives and those of others.	<u>What is puberty?</u> I understand how the body changes as a child becomes an adult.	Highlighted yellow – right to withdraw
	I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	I know people who care for me e.g. parents, siblings, grandparents, relatives, friends and teachers.	I can explain what a secret is.	I can discuss the feelings associated with change and how these are different for different people.	I can accurately label sexual external parts of the body.	<u>Puberty changes</u> I understand changes that happen during puberty for boys, girls, both.	
	I know some similarities and differences between different religious and cultural communities in this country.	I know the role these people play in my life and how they care for me.	I understand the difference between a secret and a surprise.	I know the importance of self-respect and their right to be treated respectfully by others.	I can appreciate that as we change we are able to do different things and develop different interests.	I can name the parts of the body.	
	I can talk about the lives of the people around me and their roles in society.	I know what it means to be a family and how families are different.	<u>Appropriate contact (2 lessons)</u> I understand what ‘private’ means.	<u>What do families provide?</u> I can recognise the features of family life I can identify the qualities of different family relationships	I can explain how families can support and care for each other	I can use my knowledge to answer other people’s problems.	
		I know how important it is to tell someone - and how to tell them – if I am worried about something in my family.	I can name parts of the body.		I can identify some physical changes I will go through before I become an adult.	<u>Conception</u> I understand the menstrual cycle.	
		I can recognise what makes me special and unique (including my likes, dislikes and what they are good at).	I can name the private parts of my body correctly.	I can describe positive aspects of belonging to a family	I can identify things I will be able to do when I am an adult that I cannot do now.	I understand how a baby is conceived.	
		I know who to tell when finding things difficult, or when things go wrong.	I understand that my private parts belong to me.	<u>Family differences</u> I can describe different family structures	<u>What is puberty?</u> I understand that my body will change as I become an adult.	<u>Pregnancy and birth</u> I understand how a baby develops in the womb during pregnancy.	
		I know about situations when someone’s body or feelings might be hurt and whom to go to for help.	I can explain the PANTS rule.	I can identify what families have in common and how they can differ	I understand that different changes happen to males and females.	I can identify some of the things a baby needs.	
		<u>Appropriate contact</u> I understand that some types of physical contact are never appropriate.	I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour.	I can recognise that all family types should be valued and celebrated	I can identify some physical differences between child and adult bodies.	<u>Relationships</u> I understand how relationships change as I grow up.	
		I understand that some types of physical contact are appropriate.	I know I can give permission and take it away when I choose.	<u>Individual strengths and challenges</u> I can identify my own personal strengths and interests and what I’m proud of.	<u>Puberty and hygiene</u> I can understand the physical and emotional changes that happen during puberty.	I understand there are different types of relationships.	
	I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)	I know who to talk to if I feel uncomfortable.	I know that everyone is an individual and has unique and valuable contributions to make.	I can understand the importance of keeping clean during puberty.	I am able to explain some of the love and relationship qualities with a boyfriend/girlfriend.		
	I know how to respond if being touched makes me feel uncomfortable or unsafe.		<u>Peer pressure and influences</u> I understand some choices I can make.	I can understand how to keep clean during puberty.	<u>Marriage</u> I understand that marriage is a legal commitment.		
	I know when it is important to ask for permission to touch others.		I understand why some decisions are made for me.	<u>Personal safety and touch</u> I can report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online	I understand that marriage is an individual choice.		
	I know how to ask for and give/not give permission.		I can explain who might make choices for me.	I can identify situations where it is necessary to maintain personal space and boundaries.	I can explain why people might decide to get married.		
			I understand that there are people who will influence what I choose.	I can demonstrate understanding of appropriate and inappropriate touches.	<u>Safe relationships</u> I can recognise that secrets can be good and bad and have different feelings associated with them.		
			I can explain how someone’s influence might not be good for me	I can recognise when it is appropriate to keep a confidence or share a secret.	I can identify appropriate touches in different relationships.		
			<u>Similarities and differences</u> I can consider factors that contribute to their own identity	I can explain the importance of seeking help if feeling worried or uncomfortable about someone’s behaviour, including online interactions.	I know who I can speak with if a situation makes me feel uncomfortable.		
			I can consider similarities and differences between sexes (males and females). I can name male and female body parts.	<u>Periods (girls only)</u> I understand the process of the menstrual cycle.	I know the NSPCC PANTS rule.		

Summer 2					I know who I can go to for help if I need to	I can identify who I can ask for support with regards to puberty and relationships.	

<p>Being Safe and Healthy</p>	<p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet.</p> <p>I can negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>I know how rules can keep us safe.</p> <p>I can say why some things have age restrictions e.g. TV and film, games, toys or play areas.</p> <p>I can say how I can keep safe in the sun.</p> <p>I know what to do if I feel unsafe or feel bad about any adult.</p> <p>I can explain how to wash my hands correctly as part of my hygiene routine.</p> <p>I can explain why sleep and rest are important for growth and keeping healthy</p> <p>I can talk about different ways that germs are spread.</p>	<p>I can respond if there is an accident and someone is hurt.</p> <p>I know whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.</p> <p>I can recognise risk in everyday situations e.g. road, water and rail safety.</p> <p>I can identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.</p> <p>I know how to respond safely and appropriately to adults I might meet who I don't know (in all contexts, including online).</p> <p>I know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>I can explain the importance of, and routines for, brushing teeth and visiting the dentist.</p>	<p>I know the importance of following safety rules from parents and other adults.</p> <p>I can predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen.</p> <p>I know how to keep myself safe in the local environment or unfamiliar places (including road, rail, water and firework safety).</p> <p>I can identify typical hazards at home and in school.</p> <p>I know about fire safety at home including the need for smoke alarms.</p> <p>I can report feelings of being unsafe or feeling bad about any adult.</p> <p>I can say how to keep myself safe at home in relation to electrical appliances and fire safety.</p> <p>.</p>	<p>I can report concerns or abuse to an appropriate adult using the correct vocabulary and confidence.</p> <p>I can ask for advice or help for myself and for others (about being safe or unsafe people/environments).</p> <p>I know what 'good' physical health means and how to recognise early signs of physical illness</p> <p>I can explain the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.</p> <p>I know how to maintain oral hygiene and dental health, including how to brush and floss correctly.</p> <p>I can explain that common illnesses can be quickly and easily treated with the right care (e.g. by visiting the doctor when necessary).</p>	<p>I can explain the benefits of being outdoors and in the sun for physical and mental health.</p> <p>I can manage risk in relation to sun exposure, including sun damage and heat stroke.</p> <p>I know how to deal with common injuries using basic first aid techniques.</p> <p>I know how to respond in an emergency, including when and how to contact different emergency services.</p> <p>I can identify when situations are becoming risky, unsafe or an emergency.</p> <p>I know that bacteria and viruses can affect health.</p> <p>I know that I can prevent the spread of bacteria and viruses with everyday hygiene routines.</p> <p>I can explain how sleep contributes to a healthy lifestyle.</p> <p>I know healthy sleep strategies and how to maintain them.</p> <p>I know how medicines can contribute to health and how allergies can be managed.</p> <p>I know that some diseases can be prevented by vaccinations and immunisations.</p>	<p>Transition Project</p> <p>I know what are 'safe' secrets.</p> <p>I understand what 'grooming' is.</p> <p>I know who are safe people to share my worries and concerns with.</p> <p>I can explain the different age rating systems for social media, TV, films, games and online gaming.</p> <p>I can explain why age restrictions are important and how they help people make safe decisions about what to watch, use or play.</p> <p>I know how to recognise and respond to pressure from others to do something unsafe or that makes me feel worried or uncomfortable.</p> <p>I know where to get advice and report concerns about personal safety, including online.</p>
<p><u>Summer 2</u></p> <p>Money and work</p> <p>(Non-Statutory objectives covered in Money week)</p>		<p>I know that everyone has different strengths, in and out of school.</p> <p>I know that you need different strengths and interests to do different jobs.</p> <p>I know about people whose job it is to help us in the community.</p> <p>I can name different jobs and the work people do</p> <p>.</p>	<p>I know that people are paid money for the job they do.</p> <p>I know what money is and its different forms, and ways of paying for things.</p> <p>I know how money can be kept and looked after.</p> <p>I can explain getting, keeping and spending money.</p> <p>I know how to recognise the difference between needs and wants.</p> <p>I know that people make choices about spending money, including thinking about needs and wants.</p>	<p>I can discuss common myths and gender stereotypes related to work.</p> <p>I can name skills needed to do a job, such as teamwork and decision making.</p> <p>I can identify my interests, skills and achievements and how these might link to future jobs.</p> <p>I know that people have jobs that fall into different sectors e.g. teachers, business people, charity work.</p> <p>I know that people can have more than one job at once or in a lifetime.</p>	<p>I know how I can keep track of money and why it is important to know how much is being spent.</p> <p>I know about different ways to pay for things and the reasons for choosing to use each one.</p> <p>I know that people make different spending decisions based on budgets, values and needs.</p> <p>I know that how people spend money can have positive and negative effects on others (e.g. charities, single use plastics)</p>	<p>I know about stereotyping in the workplace, its impact and how to challenge it.</p> <p>I know that ambition can help to achieve a future career.</p> <p>I can identify jobs that I might like to do in the future.</p> <p>I know how or why someone may choose a certain career.</p> <p>I can list the reasons that influence people's decisions about a job or career (including pay, working conditions, personal interests, strengths and qualities, family and values).</p> <p>I know there are a variety of routes into work (e.g. college, apprenticeships, university and training)</p>	<p>I can name common risks associated with money (including debt, fraud and gambling).</p> <p>I know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk.</p> <p>I can explain the role money plays in people's lives, attitudes towards it and what influences decisions about money.</p> <p>I can explain value for money and I know how to judge if something is value for money.</p> <p>I know how companies encourage customers to buy things and why it is important to be a critical customer.</p> <p>I can explain that having money or not having money can impact a person's emotions, health and wellbeing.</p> <p>I know how to get help if I am concerned about gambling or other financial risks.</p>