

PSHE – skills progression grid.				
Transition – Belonging to a school community	Year group	Relationships – Families and friendship. Safe relationship, Respecting ourselves,	Living in the wider world – Belonging to a community, Media literacy and digital. resilience Money and work	Health and wellbeing – Physical health and mental wellbeing Growing and changing. Keeping safe.
(The value of rules and laws; rights, freedoms and responsibilities) Teaching the schools’ rules. and expectations. Class expectations.	3	I can say what makes a family and the features of family life.	I can describe the values of rules and laws: rights, freedoms and responsibilities.	I can discuss health choices and habits; what affects feelings and expressing them
	3	I can discuss personal boundaries and understand the impact of hurtful behaviour.	I understand how the internet is used, assessing information online.	I can express my personal strengths and achievements and discuss managing and reframing setbacks.
	3	I can recognise respectful behaviour and the importance of self-respect, courtesy and being polite.	I can discuss different jobs and skills, job stereotypes, and set personal goals. .	I can discuss risks and hazards, find out about safety in the local environment and unfamiliar places.
	4	I can say what makes a positive friendship and families.	I can describe what makes a community along with shared responsibilities.	I can discuss maintaining a balanced lifestyle, oral hygiene and dental care.
	4	I can discuss how to respond to hurtful behaviour. I can manage risks confidentially online, while recognising these risk.	I understand how data is shared and used.	I can discuss how to keep safe in different situation, including responding to emergencies, first aid
	4	I can respect differences and similarities, discussing them sensitively.	I can discuss how to make a decision about money including using and keeping money	I can discuss what are medicines and household products including drugs common to everyday life.
	5	I can manage friendships and peer influences.	I can describe how we can protect the environment. I know how to show compassion toward others.	I can discuss healthy sleep habits, sun safety, medicines, vaccinations, immunisations, and allergies.
	5	I can discuss physical contact and feeling safe.	I understand how information online is targeted by different media types (news, socials, forums etc)	I can understand what is means by personal identity, along with recognising individuality and different qualities including mental wellbeing.
	5	I can respond respectfully to a wide range of people recognising prejudice and discrimination.	I can identify job interest and aspirations. Including influences over career choices, and Workplace stereotypes.	I can understand the physical and emotional changes in puberty including naming external genitalia. and personal hygiene routines and FGM.
	6	I understand attractions to others. The idea of romantic relationships, civil partnership and marriage.	I can value diversity by challenging discrimination and stereotypes.	I can discuss what affects mental health and ways to take care. I can manage change, loss and bereavement and time online.
	6	I can recognise and manage pressure and consent in different situations.	I can evaluate media sources by sharing things online.	I can understand human reproduction and birth. I can increase my independence and managing transition.

	6	I can express opinions and respect other points of view, including discussing topical issues.	I can identify influences and attitudes towards money and financial risk.	I can discuss how to keep personal information safe. I know about regulations and choices about drugs, the law and the media.
--	---	---	---	---