

PSHE Progression of Learning Objectives and Skills across year groups

	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery/Reception	<p>Be interested in others' play and start to join in. Begin to express own feelings. To cooperate with some boundaries and share resources.</p> <p>Be confident to try new activities and talk about wants and needs. Enjoy responsibility and begin to praise others.</p>	<p>Develop friendly behaviour, initiate conversations and express concern for others. Can play in a group.</p> <p>Express own feelings. Follow rules and adjust behaviour to suit different situations.</p>	<p>Takes account of others' ideas and keeps play going by responding to these ideas. Express preferences and interests.</p> <p>Begin to negotiate and solve problems without aggression. More outgoing with unfamiliar people and more confident in new situations. Respects wishes of others.</p>	<p>Talks about why things happen and how things work. Develop an understanding of growth and decay and changes over time.</p> <p>Observes the effects of activities on their bodies. Understands that equipment and tools have to be used safely.</p>	<p>Asks appropriate questions of others. To be aware that some actions can hurt or harm others.</p> <p>To show confidence in asking adults for help. To describe self in positive terms and talk about abilities.</p>	<p>Seeks out others to share experiences and shows sensitivity to others needs and feelings. I can identify what I am looking forward to going into Year 1.</p> <p>Seek comfort, aware of how they feel and talk about how people show feelings. Communicate freely about own home and community.</p>
Year 1	<p>I can understand the rights and responsibilities as a member of my class. I can recognise the choices I make and the consequences.</p> <p>I feel special and safe and know how to make my class a safe place for</p>	<p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>I know how to store feelings of success.</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy.</p>	<p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about them.</p>	<p>I am starting to understand the life cycles of animals and humans and I can tell you some things about me that have stayed the same and things that have changed. I can identify what I am looking forward to going into Year 2.</p>

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	everyone. I can feel proud and recognise feelings when I face consequences.					I respect my body and understand which parts are private.
Year 2	<p>I can identify some of my hope and fears for this year. I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>I recognise when I feel worried and know who to ask for help. I can work cooperatively.</p>	<p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her.</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>I can express how it feels to be working as part of this group.</p>	<p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p>	<p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problems solving technique to resolve conflicts with my friends.</p>	<p>I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify what I am looking forward to going into Year 3.</p> <p>I understand that there are some changes that are out of my control and I can tell you what I like/don't like about being a boy/girl.</p>
Year 3	<p>I recognise my worth and can identify positive things about myself. I face new challenges positively and understand why rules are needed</p>	<p>I can tell you about a time when my word's affected someone's feelings and what the consequences were.</p> <p>I can give and</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>Can show an awareness of how</p>	<p>I understand in animals and humans that it is usually the female that has the baby. I understand that a baby needs to live and grow. I can identify what I am</p>

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	I recognise how it feels to be happy, sad or scared and can identify if other people are feeling these emotions. I know how to make others feel valued.	receive compliments and know how this feels.	know how to store my feelings of success.	I can express how being anxious or scared feels.	this could affect my choices.	looking forward to going into Year 4. I can express how I feel when I see babies or baby animals and I can express how I might feel if I have a new baby in the family.
Year 4	I understand who is in my school community, the roles they play and how I fit in. I understand how democracy works through the school council. I understand that my actions affect myself and others. I can take on a role in a group and contribute to the outcome. I recognise how it feels to be excluded.	I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are.	I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can explain different points of view on an animal rights issue. I can express my own opinion and feelings on this.	I can understand that some of my personal characteristics come from my birth parents. I can identify what I am looking forward to when I am in Year 5. I appreciate that I am a truly unique human being. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.
Year 5	I understand my rights and	I can explain the differences	I can describe the dreams and goals of	I describe the different roles food	I can explain how to stay safe when	I am aware of my own self-image. I

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	<p>responsibilities as a British citizen.</p> <p>I can empathise with people in this country whose lives are different to my own.</p>	<p>between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>a young person in a culture different from mine.</p> <p>I can reflect on how these relate to my own.</p>	<p>can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressure.</p> <p>I respect and value my body.</p>	<p>using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>can identify what I am looking forward to about becoming a teenager. I can identify what I am looking forward to going into Year 6.</p> <p>I know how to develop my own self-esteem. I can start thinking about changes I will make when I am in Year 6 and know how to go about this.</p>
Year 6	<p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand my own wants and needs and can compare these with children from different communities. I care about other people's feelings and try to</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in either situation.</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I can tell you how I feel about using alcohol when I am older and reasons for this.</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate way I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>I am aware of my own self-image and how my body fits into that. I can identify what I am looking forward to and what worries me about the transition to secondary school.</p> <p>I know how to develop my own self-esteem. I can express how I feel about the growing independence of</p>

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	empathise with them.					becoming a teenager and am confident that I can cope with this. I know how to prepare myself emotionally for secondary school.
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PSHE Education

Emotional aspects of learning/social skills.