

Progression in PSHE at Winslow CE School

Me and My Relationships

Year group	Pre school	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Skills Progression	I can talk about what I am good at and what I enjoy. I can name and talk about my feelings with others. I can talk about who is in my family, how they look after me, and talk about how families are different.	I can recognise and be sensitive to the differences of others. I can name people who help me and describe ways they can help me. I can talk about feelings, what can cause them, and how to feel better if I am upset or angry.	I can name different feelings, describe how they might make someone's body feel and behave. I can explain simple ways to feel better if I am hurt, upset or worried, show kindness to others, and name some safe adults who can help me. I can listen carefully to others and speak kindly and recognise how people's bodies and feelings can be hurt by the behaviour of others. I can explain some ways that good friends care for each other, and how they can make up if they fall out. I can explain how rules help to keep everyone safe and happy and give some examples of ways to show kindness and respect to others.	I can identify and describe a range of feelings and understand different ways that people might show their feelings. I can explain simple ways to manage uncomfortable feelings, be kind and help others, and ask a safe adult for help when needed. I can explain how my actions and words can make other people feel and show kind and safe ways of behaving towards others. I can recognise bullying, teasing and unkind behaviour, explain what to do if this happens, and when to get help from a safe adult. I can describe some rules that we follow in school and online and explain how these rules keep us safe.	I can explain how feelings can change, suggest safe ways of managing uncomfortable feelings or situations, and recognise that other people may feel or react differently from me. I can talk about people who are special to me, and describe how we care for and support each other, especially through challenging times. I can share my ideas, listen to others, include everyone and respect different opinions when working together. I can describe kind, caring and respectful behaviour, explain why friends sometimes fall out and how they can make up. I can follow rules to keep myself and others safe, recognise when I feel uncomfortable or unsafe, say 'no' and ask for help when needed.	I can recognise that feelings can be felt more or less strongly, be expressed and managed differently and change over time; that different people may feel differently in the same situation. I can describe and demonstrate kind and respectful behaviours that help build healthy relationships, such as supporting others, listening carefully, and respecting people's feelings and boundaries. I can listen to and respect the needs, feelings, opinions and ideas of different people, communicate clearly and confidently, and include others. I can recognise when I feel uncomfortable or unsafe, when I might need to say 'no', and how I can say 'no' in a calm and clear way. I can explain what a bystander is and give examples of how bystanders can	I can recognise when I need to say "no", express my feelings, needs and opinions clearly and respect other people's boundaries. I can describe a range of feelings, understand that emotions can vary depending on the person and the situation, manage my own feelings safely, and respond to others with empathy. I can share ideas respectfully, include others, listen to and value the ideas and skills of everyone, and resolve differences by discussing options and finding a fair compromise. I can recognise safe and unsafe behaviours, explain when, why and how to seek help for myself or others, and identify safe adults I can talk to.	I can recognise and demonstrate healthy and unhealthy behaviours, and work through friendship challenges using respect, empathy and assertiveness. I can explain what negotiation and compromise mean, value my own strengths and those of others, listen respectfully to different viewpoints, include everyone, and share my ideas confidently. I can recognise that emotions affect behaviour and relationships, manage uncomfortable emotions positively, and respect that people may feel and respond differently to me. I can describe safe and unsafe behaviours, recognise that some types of touch are unsafe or illegal, and respond assertively. I can use my emotions and physical responses

						respond when someone is being treated unkindly.		to recognise when my boundaries have been crossed, when I need to seek help and can identify safe adults I can talk to.
--	--	--	--	--	--	---	--	---

Progression in PSHE at Winslow CE School

Valuing Difference

Year group	Pre school	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Skills Progression	I can say how I am the same as and different from my friends. I can be kind towards everyone and let others join in with my play. I can talk about special things people do with their families, the foods they eat, and the clothes they wear.	I can say how I am the same as and different from others and can speak positively about what makes people different. I can be kind, caring and helpful to everyone, and show respect for different ideas, feelings and ways of life. I can listen carefully to others' ideas and feelings, speak politely, take turns and share.	I can say how people are the same and different, talk about what I like about my friends, and show kindness and respect to everyone. I can be kind, caring and helpful, take turns and share, and respect that other people might have different ideas and feelings to me. I can explain the difference between being unkind, teasing and bullying, and when I need to get help for myself or others. I can name some important people and groups in my life, describe what I like about them, how they help me and how they make me feel. I can explain what rules and fairness are and describe how they can help to	I can respectfully describe how people are the same and different and explain what I like about my friends. I can recognise that families can be different and explain some of the ways families show love and care for each other. I can name a range of different feelings, explain how feelings can affect behaviour, suggest ways of managing uncomfortable feelings, and how friends can make up. I can describe kind and unkind behaviours, the qualities of a good friend, and recognise that friendship can help people feel safe and happy. I can name some safe adults in my life, at home, at school or in the community,	I can talk about my own family, speak respectfully about families that are different from mine, and listen carefully when others talk about theirs. I can explain how people's cultures, beliefs and experiences can make their lives different, and why it is good to have lots of different people in a community. I can explain why friendship is important, describe what makes a good friend, recognise when someone is feeling left out and include them. I can use polite and respectful words, speak clearly and calmly, and listen carefully when others are speaking. I can explain what stereotypes,	I can talk about different countries, cultures and religions; I can recognise how difference can sometimes cause conflict but can also be something to celebrate. I can identify different types of relationships in my life and describe behaviours that build a healthy friendship, e.g. speaking and listening respectfully, and respecting others needs and boundaries. I can recognise safe and respectful behaviour (online or offline), explain why personal boundaries are important, recognise when someone's behaviour is making me or others feel uncomfortable or unsafe, and respond appropriately.	I can give examples of different faiths, cultures and backgrounds, explain why respect is important, and show respectful behaviour towards everyone in my community. I can recognise and challenge stereotypes, prejudice and discrimination, explain how unfair treatment can affect people, and show empathy, kindness, fairness and respect to everyone. I can explain how and why online information and images may not always be true, realistic or safe, how online content can influence people's thoughts, feelings and choices, and recognise that online rules help keep people safe. I can recognise how my behaviour affects	I can identify and value similarities and differences between myself and others and recognise that I have a responsibility to show respect and kindness to all. I can recognise stereotypes, prejudice and discrimination online and offline, explain how they can be harmful, and respond to unfair treatment in safe and respectful ways. I can identify different types of relationships and can build and maintain healthy relationships by valuing difference and showing respect, kindness, and inclusion. I can identify unfair behaviour and bullying both online and offline, recognise when a situation feels unsafe for myself and

			keep everyone safe and happy.	and recognise that safe adults will help me when I feel worried or unsafe.	prejudice and discrimination mean, why they are unfair and can harm others, and can challenge unkind behaviour respectfully, seeking help from safe adults when needed.	I can explain what stereotypes, prejudice and discrimination mean, identify examples online and offline, and challenge them respectfully. I can recognise personal boundaries, safe and unsafe behaviours, and can identify when and how to seek help from safe adults, for myself or others.	other people, online and offline; I can listen to and respect people's different needs and feelings and resolve disagreements calmly and assertively. I can build and maintain healthy friendships by showing kindness, respect, inclusion, and resolving disagreements positively, and can recognise when to seek help if a friendship makes me feel unhappy or unsafe.	others, and respond appropriately, seeking help from a safe adult when needed. I can express my thoughts and feelings clearly, listen respectfully to different ideas, manage disagreements calmly, and walk away from conflict or seek help when needed.
--	--	--	-------------------------------	--	---	--	---	--

Progression in PSHE at Winslow CE School

Keeping Myself safe

Year group	Pre school	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Skills Progression	I can explain what to do if I feel unsafe. I can tell you about dangers inside and outside and how I stay safe. I can tell you how to stay safe around medicines and things I don't recognise.	I can tell you what my body needs to stay healthy and safe. I can make safe choices around medicines and things I don't recognise. I can name dangers inside and outside and explain how to stay safe. I can tell you how to stay safe online and who to talk to if I feel worried.	I can talk about the things my body needs to stay well (oxygen, exercise, sleep, healthy foods) I can notice and name different feelings, especially when I feel unsafe and say what I can do if I feel unsafe to help keep myself safe. I can say 'no' to unwanted touch, ask for help from a safe adult and name	I can keep myself safe around medicines. I can explain that they can be helpful or harmful and say how they can be used safely. I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe and describe what I could do in an unsafe situation and who I can ask for help I can recognise when someone might feel	I can suggest and use strategies to make a situation safer and manage risky situations. I can explain how substances (including medicines, alcohol and nicotine) can affect my body and describe ways to stay healthy. I can recognise and demonstrate appropriate boundaries and behaviour, both online and offline.	I can explain the difference between danger, risk and hazard and identify them in different situations. I can give examples of people or situations (including dares and peer pressure) that might influence my decisions and demonstrate assertive strategies to manage them. I can explain how substances	I can identify risks in different situations, explain possible outcomes, and suggest safe ways to respond, including being assertive. I can explain how influences such as peer pressure, dares and habits affect decisions and demonstrate strategies to manage them safely. I can explain how substances (including medicines,	I can use safe, respectful and responsible behaviours online and identify where to go for help if something worries me. I can explain how drugs (including alcohol) are used and categorised, describe their effects, and understand how addiction can develop.

		I can name the adults who keep me safe and when I might need their help.	which parts of my body that are private. I can say when medicines can be helpful or might be harmful and explain how to stay safe when using medicines. I can explain ways to stay safe online including why it is important to keep some information private on the internet.	uncomfortable by their body language or facial expressions. I can give some examples of safe and unsafe secrets, and I can think of safe people who can help if something feels wrong. I can say that my body belongs to me, and I can say "no" if something feels uncomfortable.	I can identify online risks, keep my personal information safe, and use strategies for safe and responsible internet use I can identify trusted adults and explain how they can help me stay safe and make good decisions	(including medicines, alcohol and nicotine) affect the body and give reasons why people choose not to smoke or drink too much alcohol. I can identify images and information that are safe or unsafe to share online and explain how to keep myself safe, including understanding consent. I can describe ways to stay healthy, including making positive choices about screen use, hygiene, and my physical and mental wellbeing.	vaping, alcohol and nicotine) affect the body and describe how people can make healthy choices. I can recognise online risks, including unsafe relationships and fake identities, and explain how to protect my personal information. I can recognise different types of bullying (online and face-to-face) and explain how to respond, seek help, and support others	I can explain what emotional needs are, describe how they affect behaviour, and suggest positive ways to meet them. I can recognise conflicting emotions and explain how independence and responsibility influence decision-making. I can use assertiveness strategies to manage pressure and make choices that support my wellbeing.
--	--	---	---	--	---	---	--	--

Progression in PSHE at Winslow CE School

Rights and Responsibilities

Year group	Pre school	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Skills Progression	I can make some healthy choices and talk about why they are important. I can talk about ways to help others and explain why this is important. I can make caring choices to look after my home, school and the outside, natural world.	I can help others and make a difference. I can help to clean and tidy my home and classroom and care for special people. I can tell you some ways to look after our world.	I can name different feelings in myself and others. I can explain how people look after their environment I can tell you what money is used for and how people spend it.	I can share, take turns and help solve disagreements with others. I can recognise my feelings and use strategies to help me manage them. I can talk about what makes me unique and how I belong to different groups.	I can identify safe adults and sources of support and know how to ask for help when I need it. I can recognise what makes people unique and show respect for differences. I can discuss, plan and evaluate actions	I can explain how rights and responsibilities help people live together safely and respectfully. I can recognise how emotions, peer influence and communication affect behaviour and relationships, and identify where to get support.	I can identify facts, opinions and bias in media and explain how they influence people's views. I can describe how voluntary, community and action groups support people and make a difference. I can explain the responsibilities I have now and in the	I can identify facts, opinions, bias and stereotypes in media and explain how they influence people's views. I can explain how online information and identities can be misleading and describe how to stay safe and responsible online.

		I can talk about how I am similar to and different from others. I can tell you how money is used, how people pay for things, and how to stay safe online.	I can tell you ways to keep your body healthy. I can show kindness and explain the difference between kind and unkind behaviour.	I can name and show ways I can help look after my environment. I can explain how money is used, including saving, spending and choosing between needs and wants.	that help the environment. I can explain ways to stay safe and healthy at home, in my community and online. I can explain how money is earned, saved and spent, and how financial choices can affect people and the environment.	I can make safe and informed choices online and offline and think critically about the information I see and hear. I can explain how financial decisions affect people, communities and the environment, and describe ways to manage money responsibly. I can describe different careers and explain how interests, strengths and opportunities can influence future choices.	future towards my home, community and environment. I can explain how money is earned, saved, spent and borrowed, and describe factors that influence financial decisions. I can explain how taxes are used and how money supports public services in my community.	I can explain how money is earned, saved and spent, and describe factors that influence financial decisions. I can describe how a group of people can make a change. I can reflect on my role in making a change in my community and suggest ways to live more sustainably. I can explain what democracy means in Britain and describe how British values help people live together safely and fairly.
--	--	---	--	--	---	--	---	---

Progression in PSHE at Winslow CE School

Being My Best

Year group	Pre school	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Skills Progression	I can make healthy choices to help keep my body healthy. I can keep trying when I find something difficult and learn from my mistakes. I can listen to others, share my ideas and work cooperatively with my friends.	I can keep trying to learn from my mistakes and work towards a goal. I can talk about different feelings and ways to support my wellbeing. I can try new things, understand that learning takes time, and celebrate	I can explain how hygiene, sleep and daily routines help to keep me healthy. I can name some important parts of my body and explain what they do. I can keep trying, use different strategies and learn from my mistakes	I can explain what happens when I learn something new. I can explain how my choices can affect my health, wellbeing and safety. I can explain how hygiene, dental care and vaccinations help to keep me healthy.	I can choose foods that make a balanced meal. I can explain how hygiene routines help to stop illnesses from spreading. I can identify major body parts and explain how they work together to keep me healthy.	I can say how being unique makes everyone special, different and valuable. I can explain how my feelings, needs and preferences can influence the choices I make. I can make healthy choices about food, exercise and sleep to	I can explain what my body needs to stay healthy and how different body systems work together. I can describe what it means to be part of a community and how I can make a positive contribution. I can recognise my strengths and talents and understand that	I can explain how looking after my health and wellbeing can help me to live a happy and successful life. I can identify my goals and describe the steps, skills and support I need to achieve them. I can show resilience by learning from mistakes and

		success in myself and others. I can make healthy choices that help me live a balanced lifestyle. I can make healthy choices about food, exercise and sleep	when learning something new. I can make healthy choices and choose foods from different food groups. I can encourage and support others and celebrate their achievements.	I can give examples of what I can do and give to my body to stay healthy. I can name the major parts of my body, explain what they do and know who can help in an emergency.	I can set goals and make a plan to develop a new skill. I can listen to different viewpoints and explain how choices, teamwork and media messages can influence health, wellbeing and self-image.	support my health and wellbeing. I can describe ways people help and support their community, including volunteering and helping in emergencies. I can explain how my actions and choices can help to protect the environment.	skills improve with practice and perseverance I can explain how media and social media can influence people's thoughts, feelings and self-image, and why it is important to value personal qualities. I can make responsible choices to help keep myself and others safe as I become more independent.	persevering when I face challenges. I can identify risks in everyday and online situations and explain ways to keep myself safe. I can respond appropriately in a first aid situation and know when and where to seek help for illness or injury.
--	--	---	--	--	---	---	---	--

Progression in PSHE at Winslow CE School

Growing and Changing

Year group	Pre school	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Skills Progression	I can describe the different seasons. I can talk about how babies and animals grow. I can tell you how boys and girls can be different or the same.	I can describe the life cycle of an animal, describe how a baby grows to an adult and what babies need to be healthy. I can tell you the scientific names for my body parts and tell you some things about how babies are made. I can tell you the PANTS rule and some ways that I can keep my body safe and healthy.	I can tell you that bodies need food, water and oxygen, sleep and exercise to stay healthy, and can make healthy choices about screen time. I can talk about things I can do now that I couldn't do when I was a baby or toddler, things I am still learning to do, and the people in my family who help and care for me. I can talk about safe and unsafe behaviour, explain what teasing and	I can recognise and talk about feelings that happen when things change or when we lose something important and suggest kind ways to support myself or a friend. I can describe how I have grown and changed, talk about things I would like to do when I get older, and explain how my family has helped and cared for me. I can name private parts of the body and explain that these body parts help	I can identify different types of relationships and describe behaviours that make relationships healthy or unhealthy. I can explain what body space is, recognise when someone is making me feel uncomfortable, communicate my feelings clearly and respectfully and seek help when needed. I can recognise when something feels unsafe, describe ways to stay safe in	I can describe different emotions that people may experience when going through change. I can explain how puberty prepares the body for reproduction and describe what menstruation is. I can discuss ways to manage change and identify people. I can identify people and sources of support that can help during puberty and other life changes.	I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. I can explain, using the correct vocabulary, the	I can name some of the feelings and emotions people have during change. I can give examples of how someone could cope with or get support during puberty. I can recognise that images online are not always real and value people for their qualities, not just their appearance. I can explain how to stay safe when sharing images and information online.

			bullying are, and the difference between safe surprises and unsafe secrets, and can name some safe adults who can help me if I feel worried. I can name the body parts girls and boys have that are the same and different, identify which body parts are private, and how to keep my private parts safe. I can talk about my different feelings and understand that feelings might change how someone looks or behaves.	people make babies when they are adults. I can explain what privacy means, understand that my body, belongings and personal information belong to me, recognise that I can say 'no' to help keep them safe, and when I should ask for someone else's permission. I can name safe adults at home, at school, and in the community, and recognise when and how to ask for help if I feel worried or unsafe.	different situations, including seeking help from safe adults, use some basic first aid skills. I can name private parts of the body, describe how a male and female body will change during puberty, and understand that these changes are linked to making babies when people are adults. I can explain how to stay safe online and offline, including keeping personal information safe, treating others with respect.	I can explain why some people choose to get married, enter a civil partnership or civil ceremony, or live together, and why these choices should be made freely and with consent.	physical changes that happen during puberty, including menstruation and the products people may need. I can give examples of feelings and emotions people have at times of change.	I can explain what a stereotype is and challenge unfair ideas about what boys and girls can do.
--	--	--	---	--	--	--	--	--