

## Progression of Skills PSHE/RSHE

Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
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Year Group	Skills
Year 3	<ul style="list-style-type: none"> <li>Find ways of helping others to resolve arguments or disputes.</li> <li>Give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc).</li> <li>Say some ways that prejudice can be safely challenged.</li> <li>Give examples of when I have helped people to be more respectful and tolerant, by setting a good example.</li> </ul>
	<ul style="list-style-type: none"> <li>Say why some people might take risks and why others choose to avoid risky situations.</li> <li>Explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.</li> <li>Give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked.</li> <li>Give a few examples of how I've helped people who help me and how I can help myself.</li> </ul>
	<ul style="list-style-type: none"> <li>Give several examples of things that I do to take ownership of my health and can explain the benefits of this to me and to other people who choose to do them.</li> <li>Tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).</li> <li>Tell you some of the correct words for the parts of the woman's body that are involved in menstruation.</li> <li>Identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Give examples of body language from a range of different emotions.</li> <li>Give examples of how I can help someone else who is upset or being bullied.</li> <li>Give different examples of when (and why) I might need to be assertive.</li> </ul>
	<ul style="list-style-type: none"> <li>Say how differences sometimes cause conflict but can also be something to celebrate.</li> <li>Explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk.</li> <li>• Explain why smoking and drinking alcohol is particularly harmful for a young person's body. (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect).</li> <li>• Give examples of consequences of decisions and explain how these can be either positive or negative.</li> </ul>
	<ul style="list-style-type: none"> <li>• Tell you what an active bystander is and give an example of when I might be able to be an active bystander, or when I have done this.</li> <li>• Give an example of this and talk about the different sides of a news story.</li> <li>• Give examples of how these decisions might affect communities including schools or the wider community, such as where I live.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain the benefits of looking after myself both now and in the future.</li> <li>• Explain the benefits of looking after my environment both now and in the future, and for future generations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Talk about how some parts of the body change during puberty.</li> <li>• Suggest some good ways to compromise to reduce conflict.</li> <li>• Explain why some people choose to have a civil ceremony or live together instead.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Name many of our emotional needs, explain their importance and give examples of how understanding these can help me.</li> <li>• Give examples of these qualities in action and the difference they make.</li> <li>• Explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)</li> <li>• Give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)</li> </ul>
	<ul style="list-style-type: none"> <li>• Give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).</li> <li>• Explain how knowing the real norms about smoking can influence people to choose not to smoke.</li> <li>• Express how this might be the case for other drugs, including alcohol and illegal drugs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain some of the wider rights and need to respect that we have, such as to the community or the environment.</li> <li>• Explain why sometimes people find it hard to take ownership of keeping healthy and things that might help them to overcome the blockers.</li> <li>• Give an example of how this spending might be popular or unpopular with different people in the community.</li> </ul>
	<ul style="list-style-type: none"> <li>• Predict the increasing levels of independence I will have and ownership I will take of things as I grow older, by giving some examples of this, from teenage to adult years.</li> <li>• Explain how media images of celebrities (and sometimes of friends) can make some people feel.</li> </ul>
	<ul style="list-style-type: none"> <li>• List a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience.</li> <li>• Suggest ways to cope with strong emotions in response to change.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise when others may need to get help and can advise them to talk to a trusted adult.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Know the difference between an active and passive bystander.</li> <li>• Give examples of how these two different behaviours have an impact on a situation where someone is being bullied.</li> <li>• Explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills.</li> <li>• Know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe how empathy can help people to be more tolerant and understanding of those who are different from them.</li> <li>• Give some different examples of what bystanders might do and how their behaviour affects a bullying situation.</li> <li>• Give examples of when it might be safe or unsafe to be an active bystander.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give an example of how I have been able to get one (or more) of my emotional needs met.</li> <li>• Give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.</li> <li>• Explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).</li> </ul>
	<ul style="list-style-type: none"> <li>• Give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.</li> <li>• Give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.</li> <li>• Explain what the term 'interest' means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA).</li> </ul>
	<ul style="list-style-type: none"> <li>• Give examples of ways that I've overcome challenges and barriers to achieving my goals.</li> <li>• Tell you about the things I (and others) can do to reduce or remove risk in different situation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Offer advice about whether a secret should be kept or shared, and who it should be shared with.</li> <li>• Suggest ways in which a person can feel better about their body changing and see it in a positive way.</li> <li>• Give examples of things that I can do or say to myself that can help me feel good about myself.</li> </ul>