

<b>PSHE SKILLS</b>	<b>Early Years</b>	<b>KS1 (Y1 and Y2)</b>	<b>Lower KS2 (Y3 and Y4)</b>	<b>Upper KS2 (Y5 and Y6)</b>
<p><b>Developing confidence and responsibility and making the most of their abilities</b></p>	<p>Display high levels of involvement for increasing lengths of time.</p> <ul style="list-style-type: none"> <li>• Be confident enough to take appropriate risks</li> <li>• Develop a sense of self as a member of different communities</li> <li>• Express needs and feelings appropriately</li> <li>• Initiate interaction with other people</li> <li>• Develop awareness of their own needs, views and feelings</li> <li>• Be sensitive to the needs, views and feelings of others</li> <li>• Develop respect for their own cultures and beliefs and those of others</li> <li>• Perform simple tasks independently</li> </ul>	<ul style="list-style-type: none"> <li>• Take and share responsibility for their own behaviour</li> <li>• Recognise what they like and dislike, what is fair and unfair and what is right and wrong</li> <li>• Recognise what they are good at from what others say</li> <li>• Express positive qualities about themselves</li> </ul> <ul style="list-style-type: none"> <li>• Understand the difference between impulsive and thinking behaviour</li> <li>• Share their opinions on things that matter to them</li> <li>• Recognise name and deal with their feelings in a positive way</li> <li>• Reflect on and evaluate their own experiences to set simple goals</li> <li>• Respond with increasing confidence to new people and situations</li> </ul>	<p>Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class</p> <ul style="list-style-type: none"> <li>• Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements</li> <li>• Be able to face new challenges positively and know when to seek help</li> <li>• Be able to identify the range of jobs carried out by people they know</li> </ul> <ul style="list-style-type: none"> <li>• Be able to explain their views on issues that affect the school environment</li> <li>• Able to reflect on their mistake and make amends. • Begin to make responsible choices and consider consequences</li> <li>• Identify the range of skills needed in different jobs</li> <li>• Recognise the need to ask for support sometimes and whom to ask and how</li> <li>• Be able to express feelings in different ways and recognise the impact on others</li> </ul>	<p>Talk, write and explain their views on issues that affect wider environment</p> <ul style="list-style-type: none"> <li>• Reflect on and evaluate their own experiences and set personal goals</li> <li>• Talk, write about and identify the skills they need to develop to make their contribution in the future</li> <li>• Identify needs of the wider community and their roles and responsibilities as members</li> <li>• Recognise and respond to a variety of emotions in themselves and others such as jealousy, anger and excitement</li> <li>• Transfer a skill learned in one situation to another context</li> </ul> <ul style="list-style-type: none"> <li>• Talk, write and explain their views on issues that affect the global environment</li> <li>• Continue to reflect and evaluate their own experiences and set personal goals</li> <li>• Take action bases on responsible choices</li> <li>• Recognise as they approach puberty how people’s emotions change</li> <li>• Develop strategies to deal with their feelings in a positive way</li> <li>• Continue to develop the skills they need to make their contribution in the future</li> </ul>

				<ul style="list-style-type: none"> <li>• Identify needs of the wider community and develop their roles and responsibilities as members</li> <li>• Look after their money and realise the importance of saving</li> <li>• Prepare for and manage the change to secondary school</li> </ul>
<p><b>Preparing to play an active role as citizens</b></p>	<p>Develop positive self esteem</p> <ul style="list-style-type: none"> <li>• Show developing empathy for others</li> <li>• Listen to an adult and to a friend</li> </ul>	<p>Continue to develop empathy for others</p> <ul style="list-style-type: none"> <li>• Recognise what is right and wrong, show responsibility for themselves and others in different situations</li> <li>• Make, agree and follow rules for their classroom</li> <li>• Know how to apologise and make amends</li> <li>• Realise that people and other things have needs</li> <li>• Develop understanding of groups they belong to</li> <li>• Contribute to the life of the class and school</li> <li>• Ask questions of a range of adults</li> </ul>	<p>Value contributions of others in discussion</p> <ul style="list-style-type: none"> <li>• Begin to develop negotiating strategies</li> <li>• Participate in making and changing rules</li> <li>• Contribute to decision making in a small group</li> </ul>	<p>Be able to lead discussions and debates about wider issues (aware of different rights, roles and responsibilities)</p> <ul style="list-style-type: none"> <li>• Understand why and how laws are made and enforced</li> <li>• Understand there are consequences when rules/ laws are broken</li> <li>• Resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>• Participate in school's decision making process</li> <li>• Identify the bias in media reporting</li> <li>• Develop skills to inform choices which have an effect on the sustainability of the environment</li> <li>• Make informed decisions about how to allocate fund raising money</li> </ul>
		<ul style="list-style-type: none"> <li>• Listen and respond in group discussions</li> <li>• Express own views with increasing confidence</li> <li>• Participate in a simple debate about school issues</li> <li>• Identify different choices they can make</li> <li>• Recognise the difference between right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to develop skills to take part in small discussions about community issues</li> <li>• Continue to value contributions of others</li> <li>• Continue to develop negotiating strategies &amp; know when to compromise</li> <li>• Understand why rules</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt different roles, right and responsibilities during discussions and debates about wider issues</li> <li>• Realise the consequence of anti-social and aggressive behaviour</li> <li>• Understand what democracy is and about the basic institutions that support it locally and nationally</li> </ul>

		<ul style="list-style-type: none"> <li>• Able to make “I” statements instead of blaming others</li> <li>• Beginning to understand that they have more responsibilities to meet the needs of living things</li> <li>• Begin to understand what harms their local, natural and built environments, make suggestions to improve them</li> <li>• Work together as a class or group on a project</li> </ul>	<p>are needed and that there are consequences when rules are broken</p> <ul style="list-style-type: none"> <li>• Understand that there are responsibilities as well as rights</li> <li>• Use different ways to communicate and express personal and group views about an issue</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the role of voluntary, community and pressure groups</li> <li>• Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK</li> </ul>
<b>Developing a healthy, safer lifestyle</b>	<p>Dress and undress independently • Manage their own personal hygiene • Begin to understand rules for keeping safe in the local environment</p>	<p>Begin to make simple choices that improve their health and well being</p> <ul style="list-style-type: none"> <li>• Begin to maintain personal hygiene</li> <li>• Begin to understand that certain actions spread disease</li> <li>• Identify the main parts of the body</li> <li>• Say no when subject to pressure/ something feels wrong</li> <li>• Ask for help from adults</li> </ul> <p>• Make simple choices that improve their health and well being</p> <ul style="list-style-type: none"> <li>• Maintain personal hygiene • Understand that certain actions spread disease</li> <li>• Understand rules for keeping safe in the environment (roads, railways, people, fire, water) and recognise potential risks to self and others</li> <li>• Make sensible choices (food, games, television, money)</li> </ul>	<p>Begin to make informed choices (food, exercise, lifestyle) • Follow simple, safe routines to reduce the spread of bacteria/ viruses • Manage hygiene procedures</p> <ul style="list-style-type: none"> <li>• Behave safely and responsibly in different situations</li> <li>• Follow school rules about health and safety, basic emergency aid procedures and where to get help</li> <li>• Extend strategies to cope with risky situations and personal safety</li> </ul>	<p>Discuss, ask questions and understand how the body changes during puberty</p> <ul style="list-style-type: none"> <li>• Know that drugs can be legal/ illegal and that they have effects and risks</li> <li>• Begin to make choices and decisions about issues affecting their health and well being</li> <li>• Decide how to behave responsibly</li> <li>• Develop sensible rules for road use</li> </ul> <p>• Use basic techniques to resist peer pressure to behave in an unacceptable or risky way</p> <ul style="list-style-type: none"> <li>• Follow simple, safe routines to reduce the spread of bacteria and viruses that affect health</li> <li>• Recognise the different risks in different situations</li> <li>• Judge what kind of physical contact is acceptable or unacceptable</li> </ul>
<b>Relationships and differences</b>	<p>Value and contribute to own well being and self control</p>	<p>Listen to other people, and play and work cooperatively • Develop a caring attitude towards family, friends and each other</p>	<p>Understand that their actions affect themselves and others</p> <ul style="list-style-type: none"> <li>• Able to empathise with another viewpoint</li> </ul>	<p>Be aware of different types of relationships</p> <ul style="list-style-type: none"> <li>• Recognise and challenge stereotypes</li> </ul>

<ul style="list-style-type: none"> <li>• Form good relationships with adults and peers</li> <li>• Work as part of a group or class</li> <li>• Take turns and share fairly</li> <li>• Show confidence and the ability to stand up for own rights</li> <li>• Begin to develop an awareness of the boundaries set and behavioural expectations</li> <li>• Understand what is right, what is wrong and why</li> <li>• Say sorry, please and thank you</li> <li>• Consider the consequences of their words and actions for themselves and others</li> <li>• Begin to develop an awareness of different physical needs</li> </ul>	<ul style="list-style-type: none"> <li>• Greet and talk with adults</li> <li>• Develop positive relationships through work and play</li> <li>• Recognise worth in others and say why someone is special to them</li> <li>• Make new friends and cope with losing friends</li> </ul> <ul style="list-style-type: none"> <li>• Recognise how their behaviour affects other people</li> <li>• Identify and respect the differences and similarities between people</li> <li>• Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying</li> <li>• Consider social and moral dilemmas that they come across everyday</li> <li>• Voice differences of opinion sensitively and courteously</li> <li>• To be aware of different physical needs and how they can help people</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate understanding of differences and similarities between people</li> <li>• Recognise their own and other people's feelings</li> <li>• Initiate friendships</li> </ul> <ul style="list-style-type: none"> <li>• Empathise with the lives of people living in other places and times, and people with different values and customs</li> <li>• Realise the nature and consequences of negative behaviour</li> <li>• Able to identify strategies to respond to negative behaviour constructively and ask for help</li> <li>• Develop skills needed for relationships e.g. listening, supporting and showing care</li> <li>• To understand the different strategies available in school and the wider community to support people with physical disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Respond assertively to teasing and bullying</li> <li>• Demonstrate tolerance and respect for others</li> </ul> <ul style="list-style-type: none"> <li>• Continue to greet and talk with a wider range of adults</li> <li>• Continue to develop relationships through work and play</li> <li>• Consider social and moral dilemmas that they come across in life</li> <li>• Identify how to find information and advice through helplines</li> <li>• Identify ways to integrate people with disabilities into our school community and support them where appropriate</li> </ul>
---	---	---	--