Progression of Skills

PSHE incorporating RSE

	PSED Development matters RSHE curriculum PSHE curriculum					
	Get Heartsmart (Meet Boris)	**Don't forget to let love in! (I am special)**	**Too much selfie isn't healthy! (I love others)**	**Don't hold on to what's wrong (I am a good friend)**	**Fake is a mistake (I tell the truth)**	**No way through isn't true (I can do it)**
R	**PSED** **3 – 4 years** Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Manage their own needs: personal hygiene **Reception** Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	**3 – 4 years** Make healthy choices about food, drink, activity and toothbrushing.	**PSED** **3 – 4 years** Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Manage their own needs: personal hygiene **Reception** Build constructive and respectful relationships. **Reception** Understand gradually how others might be feeling. Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.	**PSED** **3 – 4 years** Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Manage their own needs: personal hygiene **Reception** Build constructive and respectful relationships.	**Reception** Understand gradually how others might be feeling. Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.	**PSED** **3 – 4 years** Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Manage their own needs: personal hygiene **Reception** Understand gradually how others might be feeling. Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.
1/2	**Caring friendships** CF1 how people choose and make friends; CF 5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Mental well-being** MW 3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings; MW 4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate; **Health and well-being** H5. simple hygiene routines that can stop germs from spreading **Relationships** R2. to identify the people who love and care for them and what they do to help them feel cared for R4. to identify common features of family life	**Being Safe** BS4 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. **Physical health** PH2 Take part in walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. **Relationships** R4. to identify common features of family life	**Online relationships** OR3 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. OR5 how information and data is shared and used online. **Internet Safety and Harms** ISH7. where and how to report concerns and get support with issues online. **Respectful relationships** RR2 practical steps they can take in a range of different contexts to improve or support respectful relationships. **Being safe** BS8 where to get advice e.g. family, school and/or other sources. **Health and well-being** H12. how to recognise and name different feelings H14. how to recognise what others might be feeling	**Caring friendships** CF1 how people choose and make friends. CF5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Respectful relationships** RR 2practical steps they can take in a range of different contexts to improve or support respectful relationships. RR6. responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. **Mental well-being** MW3.how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. MW4.how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **Health and well-being**	**Caring friendships** CF5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Being safe** BS6 6how to ask for advice or help for themselves or others, and to keep trying until they are heard. BS7 how to report concerns or abuse, and the vocabulary and confidence needed to do so. BS8 where to get advice e.g. family, school and/or other sources. MW3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. MW4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **Respectful relationships**	**Mental well-being** MW3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. MW4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. MW6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. MW9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). **Being safe** BS5 how to recognise and report feelings of being unsafe or feeling bad about any adult. BS6 how to ask for advice or help for themselves or others, and to keep trying until they are heard.

	R9. how to ask for help if a friendship is making them feel unhappy R12. how to report bullying; the importance of telling a trusted adult		H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things **Relationships** R2. to identify the people who love and care for them and what they do to help them feel cared for R4. to identify common features of family life R8. simple strategies to resolve arguments between friends positively	H5. simple hygiene routines that can stop germs from spreading **Relationships** R2. to identify the people who love and care for them and what they do to help them feel cared for R4. to identify common features of family life R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	RR3 The conventions of courtesy and manners. **Relationships** R2. to identify the people who love and care for them and what they do to help them feel cared for R4. to identify common features of family life R8. simple strategies to resolve arguments between friends positively R12. how to report bullying; the importance of telling a trusted adult	**Health and well-being** H5. simple hygiene routines that can stop germs from spreading **Relationships** R7. about how to recognise when they or someone else feels lonely and what to do
3/4	**Caring friendships** CF5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Mental well-being** MW3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. MW4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **Respectful relationships** RR5 they should show due respect to others, including those in positions of authority. RR6 responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. **Physical health** PH4 how and when to seek support including which adults to speak to in school if they are worried about their health. **Being safe** BS5 how to recognise and report feelings of being unsafe or feeling bad about any adult. **Health and well-being** H7. recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	**Families** F6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Respectful relationships** RR3 the conventions of courtesy and manners. MW4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. CF5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Health and well-being** H7. recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	**Caring friendships** **Mental well-being** MW3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. **Respectful relationships** RR2 practical steps they can take in a range of different contexts to improve or support respectful relationships. **Online relationships** OR3 how to recognise risks, harmful content and contact, and how to report them. OR5 how information and data is shared and used online. **Being safe** BS8 where to get advice e.g. family, school and/or other sources. **Internet safety and harms** ISH7 where and how to report concerns and get support with issues online **Health and well-being** H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools **Relationships** R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	**Caring friendships** CF5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Respectful relationships** RR2 practical steps they can take in a range of different contexts to improve or support respectful relationships. RR3 the conventions of courtesy and manners. **Mental well-being** MW3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. MW9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). **Internet safety and harms** ISH7 where and how to report concerns and get support with issues online. **Relationships** R18. *to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable;* how to manage this and ask for support if necessary	**Caring friendships** CF5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Internet safety and harms** ISH6 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. **Being safe** BS1 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). BS3 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. **Drugs, alcohol and tobacco** DAT1 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	**Mental well-being** MW3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. MW4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **Basic first aid** BFA2 concepts of basic first-aid, for example dealing with common injuries, including head injuries.
5/6	**Being safe** BS4 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. **Internet safety and harms** ISH2 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ISH4 why social media, some computer games and online gaming, for example, are age restricted. **Health and well-being** H14. how and when to seek support, including which adults to speak to in and	**Caring friendships** CF5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Families** F6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Being safe** BS5 how to recognise and report feelings of being unsafe or feeling bad about any adult. BS6 how to ask for advice or help for themselves or others, and to keep trying until they are heard.	**Respectful relationships** RR2 practical steps they can take in a range of different contexts to improve or support respectful relationships. **Online relationships** OR4 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **Internet safety and harm** ISH3 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. **Health and well-being** H1. how to make informed decisions about health	**Caring friendships** CF4 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. **Respectful relationships** RR2 practical steps they can take in a range of different contexts to improve or support respectful relationships. RR6 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. **Mental well-being** MW1 that mental wellbeing is a normal part of daily life, in the same way as physical health.	**Online relationships** OR4 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **Internet safety and harms** ISH6 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. **Mental well-being** MW3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. **Being safe** BS1 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	**Mental well-being** MW4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **Changing adolescent body** CAB2 about menstrual wellbeing including the key facts about the menstrual cycle. **Health and well-being** H7. recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

	outside school, if they are worried about their health **Relationships** R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. R16. About making new friends and the benefits of having different types of friends	BS7 how to report concerns or abuse, and the vocabulary and confidence needed to do so. BS8 where to get advice e.g. family, school and/or other sources. **Health and well-being** H7. recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	**Relationships** R10. Strategies for building positive friendships.	MW2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. MW3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. MW8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. **Health and well-being** H7. recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle **Relationships** R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	BS8 where to get advice e.g. family, school and/or other sources. **Health and well-being** H6. how to plan healthy meals; H7. recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle **Relationships** R16. How to make new friends and the benefits of having different types of friends R18. *to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable;* how to manage this and ask for support if necessary	