

St Nicholas CE First School
Whole School Progression in PSHE (Skills)

	Year 1	Year 2	Year 3	Year 4
Me and My School	Discuss ideas with others	Discuss ideas with one or more people	List their own strengths	Contribute to class rules
	Listen to other people's ideas and opinions	Recognise some of their own skills and attributes	Identify challenges they will face	Describe the role of a chairperson and secretary
	To compromise with other children	Take part in a discussion with their class	Contribute ideas to class rules	Explain the democratic process of the School Council elections
	Recognise some of their own skills and attributes	Explain ways to deal with different feelings particularly negative ones	Describe how they can contribute positively to the school	Express an opinion in a respectful way
	Take part in a discussion with their class	Recognise how they have dealt with a negative feeling	List the skills of a School Council representative	
Happy and Healthy Me	Describe how they might change in the future	Describe how to keep different parts of the body clean	Reflect on their own diet	Describe what to do if they are with someone who is having a severe allergic reaction
	Choose what they like and dislike Give a reason for their choices	Explain ways to limit or avoid infections	List the opportunities they have to make choices for themselves	Recognise that habits can be good and bad
	Recognise that choices have consequences both good and bad	Put together a healthy lunchbox	Express an opinion on a food related issue	Recognise that change is a natural process
				Reflect on how they have changed and how they may change in the future
Me and My Safety	Use strategies to overcome worries about a substance going into their body	Describe how to keep themselves safe in relation to unsafe things	Identify risk in a range of situations	Explain ways to keep safe online
	Explain what they might do if they find something which could be dangerous at home	Describe how to keep themselves safe in relation to unsafe places - roads	Explain rules for keeping safe on the road	Explain ways they can keep themselves safe (in given situation)
		Describe how to keep themselves safe in relation to unsafe places - rail	Recognise that sometimes we know what to do but we do something else	Conduct a primary survey
		Know how to make a call to the emergency services	Know that pressure to behave in an unacceptable or risky way can come from a variety of people	Place an unresponsive casualty, who is breathing normally, into the recovery position
		Recognise that they should not keep adult's secrets	Understand and be able to resist peer and media pressure	Seek medical help
			Judge what type of physical contact is acceptable or unacceptable	Assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma
			Explain what they can do if they experience unacceptable touches	Seek medical help, if required, for someone who is having an asthma attack

			Provide first aid treatment for a casualty who has been bitten or stung	
			Comfort and reassure a casualty who has been bitten or stung	
			Seek medical help if required	
			Conduct a primary survey	
			Place an unresponsive casualty, who is breathing normally, into the recovery position	
			Seek medical help	

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Me and My Relationships	Recognise things which make us special and unique	Describe how their behaviour affects other people	Know that their actions have consequences and be able to anticipate the results of them	Accept their own feelings and understand how they affect behaviour
	Recognise and respect similarities and differences between people	Describe how their behaviour affects other people	Have shown effective decision making skills	Practise basic skills to think for themselves and manage some feelings
	Explain why families are special	Play and work co-operatively with others	Have some ideas about how to recognise negative feelings and behaviour	Explain that feelings change during puberty and that their feelings and actions can impact on others
	Identify and describe a person who is special to them	Identify strategies to resolve simple arguments		Explain that some parts of their body are private
	Demonstrate skills to be a good friend	Recognise that teasing and bullying are wrong and unacceptable		Understand that nobody should make them do something they don't want to do or makes them feel bad
	Recognise friendly and unfriendly behaviours	Explain why relationships might change		Recognise that they have the right to say no
	List some of the choices they might have	Describe how we might deal with these changes		Know when they should or should not agree to keep something
	Recognise the choices they make will be affected by different factors			Recognise strong feelings and when they may have these
	Recognise that choices can be right or wrong			Describe ways to deal positively with experiences and situations of loss, separation and death
	Use a strategy for making decision			Say where and how to get help, share feelings and help themselves
				Considered whether it is ever acceptable to use violence to resolve arguments
Me and Other People	Describe how it might feel to be excluded from a group	Describe differences and similarities between boys and girls	Identify similarities and differences between local communities	Express feelings about being included or excluded.
	Use strategies to make sure everyone is included	Question assumptions about what boys and girls can do	Recognise the range of identities in our wider community today	
	Describe different types of teasing			
	Describe strategies for dealing with teasing			
	Explain what to do if they are being bullied			

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Me in the World	Recognise what they like and dislike	Describe some of the positive and negative features of the local environment	Describe a range of things money can be used for	List the responsibilities and duties people have to the environment
	Begin to identify right and wrong and give reasons	Take part in a discussion with the whole class	Explain why something is or is not good value for money	
	Identify fair and unfair	Describe positive things about the local area and how people look after it	Explain things we need to consider when we decide to buy something	
	Describe how adults in school ensure children's needs are met	Describe negative things about the area and understand that they can contribute to making it better.	Use research skills to develop as critical consumers	
		Take part in a simple debate	Begin to recognise how resources are allocated	
		Identify choices they can make about spending money and what influences these choices		
		Identify ways you can help others through fund raising		