

**Killigrew PSHE Knowledge & Skills Progression**



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me in My World</b>	<p>I can tell you something positive that I like about being in my class.</p> <p>I can say what being a good friend is and how to be kind.</p>	<p>I can say how I help make my class a happy and safe place.</p> <p>I can tell you my own rights</p> <p>I can explain why it is kind to use gentle hands and kindness.</p>	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where others or I make my class happy and safe.</p>	<p>I can explain why my behaviour can affect other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>I can explain why it is important to feel valued.</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try to make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity.</p> <p>I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences.</p> <p>I can also express a level of independence while maintaining positive relationships with others.</p>
<b>Celebrating Difference</b>	<p>I notice a difference between me and my friends.</p>	<p>I can talk about things that make me different from my friends</p>	<p>I can tell you some ways that I am different and similar to other</p>	<p>I can explain that sometimes people get</p>	<p>I can describe different conflicts that</p>	<p>I can tell you a time when my first impression of someone</p>	<p>I can explain the differences between direct and indirect</p>	<p>I can explain ways in which difference can be a source of</p>

	<p>I talk about something we have in common using simple words and phrases.</p> <p>I can tell you ways that I could be kind to other people in my class</p>	<p>and things that we have in common.</p> <p>I can talk about how to be kind in different situations</p>	<p>people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend.</p> <p>I can also explain why it is OK to be different from my friends.</p>	<p>might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind.</p> <p>I can express how I feel about discriminatory behaviour.</p>	<p>conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Dreams and Goals</b>	<p>I can tell you about something I did well in school or at home.</p> <p>I can say this made me feel happy.</p>	<p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>

				I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain how these feelings can be stored in my internal treasure chest and why this is important.		this makes me feel.	
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<b>Healthy Me</b>	I can tell you what things make me healthy linked to my familiar experiences (fruit snack, washing my hands, exercise).	I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.  I know that my body is special and why I need to take care of it.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.  I can give examples of when being healthy can help me feel happy.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.  I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.  I can express how being anxious/ scared and unwell feels.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.  I can identify feelings of anxiety and fear associated with peer pressure.	I can explain different roles that food and substances can play in people's lives.  I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.  I can summarise different ways that I respect and value my body.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.  I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
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<b>Relationships</b>	I can name some people who are special to me.	I can tell you ways in which my special people	I can explain why I have special relationships	I can explain why some things might	I can explain how my life is influenced	I can recognise how people are feeling when	I can compare different types of friendships	I can identify when people may be experiencing

	<p>I can tell you what I would do if I needed help at school.</p> <p>I recognise that families are different.</p>	<p>help me stay safe and feel special.</p> <p>I can tell you why I like some people and who I might go to for help if I need it.</p> <p>I recognise that families are different and I can explain some of the differences that make us special and unique.</p>	<p>with some people and how these relationships help me feel safe and good about myself.</p> <p>I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I do not like.</p> <p>I understand that families can look different to my own family and that loving relationships can take different forms.</p>	<p>make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>I understand that families can look different to my own family and that loving relationships can take different forms: stepfamilies, same sex parents,</p>	<p>positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I do not know.</p> <p>I understand that families can look different to my own family and that loving relationships can take different forms: stepfamilies, same sex parents, grandparents as parents and adoptive families</p>	<p>they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p>I understand that families can look different to my own family and that loving relationships can take different forms: stepfamilies, same sex parents, grandparents as parents and adoptive families</p> <p>I know that people online may not be who they pretend to be and I know ways to keep myself and others safe.</p>	<p>and the feelings associated with them.</p> <p>I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>I understand that mental health is important and that sometimes people may self-harm when they are feeling sad.</p>	<p>feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p> <p>I can offer strategies to help me manage these feelings and situations.</p>
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				grandparents as parents and adoptive families.				
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<b>Changing Me</b>			<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>I can use the correct names for penis, testicles, vulva, anus and vagina.</p> <p>I can give reasons why these body parts are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>I can use the correct terms to describe penis, testicles, vagina, vulva and anus.</p> <p>I can explain why these body parts are private.</p> <p>I can tell you what I like and do not like about being a boy/ girl and getting older.</p> <p>I recognise that other people might feel differently to me.</p>	<p>I can explain how boys and girls bodies change on the inside/outside during the growing up process.</p> <p><b>I can tell you why these changes are necessary so that their bodies can make babies when they grow up.</b></p> <p>I can use the following vocabulary: uterus, womb, puberty, penis, testicles and pubic hair.</p> <p>I recognise how I feel about these changes happening to me and can suggest some</p>	<p>I can summarise the changes that happen to boys and girls bodies that prepare them for making a baby when they are older.</p> <p>I can use the following vocabulary: penis, sperm, ovaries, egg, ovum, ova, womb, <b>sexual intercourse, fertilise, conception</b> and uterus.</p> <p><b>I understand how a baby starts to grow through the process of fertilisation following sexual intercourse.</b></p> <p><b>I understand the process of menstruation and that women</b></p>	<p>I can explain how girls change during puberty (including the process of menstruation).</p> <p>I can explain how boys change during puberty.</p> <p>I know why looking after myself physically and emotionally is important.</p> <p><b>I can summarise the process of conception through sexual intercourse.</b></p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I understand that these</p>	<p>I can summarise how girls change during puberty (including the process of menstruation).</p> <p>I can summarise how boys change during puberty.</p> <p>I can describe how a baby develops <b>from conception</b> through the nine months of pregnancy, and how it is born.</p> <p>I know how to recognise and report inappropriate messages and pictures.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

				<p>ideas to cope with these feelings.</p> <p>I can explore family stereotypes.</p>	<p>have a menstrual period when fertilisation does not occur.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>changes might happen at different times to my friends.</p> <p>I can use the following vocabulary: relationships, <b>conception, sexual intercourse, sperm, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, physical attraction, couple</b></p> <p><b>I know what is meant by the age of consent</b></p>	<p><b>I understand what is meant by physical attraction.</b></p>
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