

### Progression of PSHE Skills

	Nursery			Reception		
<b><u>Relationships</u></b> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.	<b>What are my favourite things about me?</b>		<b>Why is it important that we are all different?</b>	<b>What makes me unique?</b>		
I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security.	<b>What are my favourite things about me?</b>		<b>How can I feel safe at school?</b>	<b>What makes me unique?</b>		
I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being.						
I can recognise and manage emotions within a range of relationships.				<b>What makes me unique?</b>		
I can recognise and maintain boundaries in a variety of relationships to keep myself safe.						<b>What are the dangers around me?</b>
I can recognise risky or negative relationships including all forms of bullying and abuse.						
I can respond to risky or negative relationships and ask for help.						
I can respect equality and diversity in relationships.			<b>Why is it important that we are all different?</b>		<b>What makes my home special?</b>	

## Progression of PSHE Skills

	Nursery			Reception		
<b>Health and Wellbeing</b> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can recognise, develop and maintain what is meant by a healthy lifestyle.	<b>What things do I need to be healthy?</b>			<b>What should I do when the going gets tough?</b>		
I can recognise emotions that affect physical and mental health and well-being.				<b>What should I do when the going gets tough?</b>	<b>How am I changing?</b>	
I can maintain physical, mental and emotional health and wellbeing.				<b>What should I do when the going gets tough?</b>		
I can identify influences on health and well-being.	<b>What things do I need to be healthy?</b>					
I can manage risks to physical and emotional health and wellbeing.			<b>How can I feel safe at school?</b>			<b>What are the dangers around me?</b>
I can make suggestions of ways to keep physically and emotionally safe.			<b>How can I feel safe at school?</b>			<b>What are the dangers around me?</b>
I can develop and manage change, including puberty, transition and loss		<b>How am I different to a baby?</b>			<b>How am I changing?</b>	
I can make informed choices about health and wellbeing and recognise sources of help with this.	<b>What things do I need to be healthy?</b>				<b>How am I changing?</b>	
I can respond to an emergency appropriately.						

## Progression of PSHE Skills

	Nursery			Reception		
<b>Citizenship</b> Non-statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop my respect for myself, others and the importance of responsible behaviours and actions	<b>What are my favourite things about me?</b>		<b>Why is it important that we are all different?</b>			
I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens.		<b>How can I make my school a better place?</b>			<b>What makes my home special?</b>	
I can respect and recognise the value of different groups and communities.		<b>How can I make my school a better place?</b>			<b>How should I care for my world?</b>	
I can respect equality and develop my ability to become a productive member of a diverse community.						
I can recognise the importance of respecting and protecting the environment.		<b>How can I make my school a better place?</b>			<b>How should I care for my world?</b>	
I can research, discuss and debate topical issues and events.						
I can understand where money comes from, keeping it safe and the importance of managing it effectively.					<b>How should I care for my world?</b>	
I can recognise my rights and responsibilities in different communities and how these may conflict with each other.						
I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences						

### Progression of PSHE Skills

	Year 1			Year 2		
<b>Relationships</b> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.	How do my feelings affect me and my friendships?				How do acts of kindness make us feel?	
I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security.	How do my feelings affect me and my friendships?				How do acts of kindness make us feel?	
I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being.	How do my feelings affect me and my friendships?			What can I control around me?		
I can recognise and manage emotions within a range of relationships.				How does bullying affect people?		
I can recognise and maintain boundaries in a variety of relationships to keep myself safe.		How have we changed from then till now?			When should I keep secrets?	
I can recognise risky or negative relationships including all forms of bullying and abuse.			How can we show our respect for others differences?	How does bullying affect people?	When should I keep secrets?	
I can respond to risky or negative relationships and ask for help.	How can I prepare myself for overcoming obstacles?			How does bullying affect people?	When should I keep secrets?	
I can respect equality and diversity in relationships.			How can we show our respect for others differences?		How do acts of kindness make us feel?	

**Progression of PSHE Skills**

	Year 1			Year 2		
<b>Health and Wellbeing</b> Statutory	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
I can recognise, develop and maintain what is meant by a healthy lifestyle.		<b>What am I responsible for?</b>	<b>How can I keep myself at my best?</b>			<b>What does it look like when I am my best self?</b>
I can recognise emotions that affect physical and mental health and well-being.						
I can maintain physical, mental and emotional health and wellbeing.						
I can identify influences on health and well-being.		<b>What am I responsible for?</b>	<b>How can I keep myself at my best?</b>			<b>What does it look like when I am my best self?</b>
I can manage risks to physical and emotional health and wellbeing.		<b>How have we changed from then till now?</b>				
I can make suggestions of ways to keep physically and emotionally safe.	<b>How can I prepare myself for overcoming obstacles?</b>		<b>How can I keep myself at my best?</b>			<b>What are the effects of our changing bodies?</b>
I can develop and manage change, including puberty, transition and loss		<b>How have we changed from then till now?</b>				<b>What are the effects of our changing bodies?</b>
I can make informed choices about health and wellbeing and recognise sources of help with this.	<b>How can I prepare myself for overcoming obstacles?</b>					<b>What does it look like when I am my best self?</b>
I can respond to an emergency appropriately.						<b>What are the effects of our changing bodies?</b>

### Progression of PSHE Skills

	Year 1			Year 2		
<b>Citizenship</b> Non-statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop my respect for myself, others and the importance of responsible behaviours and actions				What can I control around me?		
I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens.						
I can respect and recognise the value of different groups and communities.			How can we show our respect for others differences?			
I can respect equality and develop my ability to become a productive member of a diverse community.						
I can recognise the importance of respecting and protecting the environment.						
I can research, discuss and debate topical issues and events.						
I can understand where money comes from, keeping it safe and the importance of managing it effectively.		What am I responsible for?		What can I control around me?		
I can recognise my rights and responsibilities in different communities and how these may conflict with each other.						
I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences						

### Progression of PSHE Skills

	Year 3			Year 4		
<b>Relationships</b> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.		<b>Why are healthy relationships important?</b>			<b>Should our similarities &amp; differences be celebrated?</b>	
I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security.		<b>Why are healthy relationships important?</b>		<b>What do good communication skills look like in a relationship?</b>		
I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being.		<b>Why are healthy relationships important?</b>		<b>What do good communication skills look like in a relationship?</b>		
I can recognise and manage emotions within a range of relationships.	<b>What does respect look like in a relationship?</b>			<b>What do good communication skills look like in a relationship?</b>		
I can recognise and maintain boundaries in a variety of relationships to keep myself safe.	<b>What does respect look like in a relationship?</b>					
I can recognise risky or negative relationships including all forms of bullying and abuse.					<b>Should our similarities &amp; differences be celebrated?</b>	
I can respond to risky or negative relationships and ask for help.						
I can respect equality and diversity in relationships.	<b>What does respect look like in a relationship?</b>				<b>Should our similarities &amp; differences be celebrated?</b>	

### Progression of PSHE Skills

	Year 3			Year 4		
<b>Health and Wellbeing</b> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can recognise, develop and maintain what is meant by a healthy lifestyle.	How can we keep ourselves healthy?	Whose responsibility is it to keep ourselves and others safe?				
I can recognise emotions that affect physical and mental health and well-being.			How do I become a confident individual?			How does change and growth make us feel?
I can maintain physical, mental and emotional health and wellbeing.	How can we keep ourselves healthy?					Is the safety of our physical well-being more important than our mental wellbeing?
I can identify influences on health and well-being.	How can we keep ourselves healthy?	Whose responsibility is it to keep ourselves and others safe?				
I can manage risks to physical and emotional health and wellbeing.						Is the safety of our physical well-being more important than our mental wellbeing?
I can make suggestions of ways to keep physically and emotionally safe.			How do I become a confident individual?			Is the safety of our physical well-being more important than our mental wellbeing?
I can develop and manage change, including puberty, transition and loss			How do I become a confident individual?			How does change and growth make us feel?
I can make informed choices about health and wellbeing and recognise sources of help with this.		Whose responsibility is it to keep ourselves and others safe?				How does change and growth make us feel?
I can respond to an emergency appropriately.						

### Progression of PSHE Skills

	Year 3			Year 4		
<b>Citizenship</b> Non-statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop my respect for myself, others and the importance of responsible behaviours and actions	<b>How do I become a responsible citizen?</b>					
I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens.	<b>How do I become a responsible citizen?</b>				<b>What is our role in society?</b>	
I can respect and recognise the value of different groups and communities.	<b>How do our choices effect our community?</b>					
I can respect equality and develop my ability to become a productive member of a diverse community.	<b>How do our choices effect our community?</b>			<b>How do our choices affect our community?</b>		
I can recognise the importance of respecting and protecting the environment.	<b>How do I become a responsible citizen?</b>			<b>How do our choices affect our community?</b>		
I can research, discuss and debate topical issues and events.					<b>What is our role in society?</b>	
I can understand where money comes from, keeping it safe and the importance of managing it effectively.				<b>How do our choices affect our community?</b>		
I can recognise my rights and responsibilities in different communities and how these may conflict with each other.	<b>How do our choices effect our community?</b>					
I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences					<b>What is our role in society?</b>	

### Progression of PSHE Skills

	Year 5			Year 6		
<b>Relationships</b> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.	<b>Are all relationships the same?</b>					
I can recognise the importance of healthy relationships and how they provide love, happiness, stability and security.				<b>What are the consequences of pressure in relationships?</b>		
I can identify the characteristics needed to form and maintain healthy relationships and how this links to my own well-being.	<b>Are all relationships the same?</b>					
I can recognise and manage emotions within a range of relationships.	<b>Are all relationships the same?</b>					
I can recognise and maintain boundaries in a variety of relationships to keep myself safe.		<b>How will puberty change us?</b>		<b>What are the consequences of pressure in relationships?</b>		
I can recognise risky or negative relationships including all forms of bullying and abuse.			<b>Should we dare others to take a risk?</b>		<b>What are the considerations of making a baby?</b>	
I can respond to risky or negative relationships and ask for help.			<b>Should we dare others to take a risk?</b>		<b>How does the phrase "putting yourself in someone else's shoes" help us understand others?</b>	
I can respect equality and diversity in relationships.		<b>How many of us are different?</b>		<b>What are the consequences of pressure in relationships?</b>		

### Progression of PSHE Skills

	Year 5			Year 6		
<u>Health and Wellbeing</u> Statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can recognise, develop and maintain what is meant by a healthy lifestyle.						<b>How will I react to risky situations?</b>
I can recognise emotions that affect physical and mental health and well-being.		<b>How will puberty change us?</b>				
I can maintain physical, mental and emotional health and wellbeing.					<b>Should we take risks in life?</b>	
I can identify influences on health and well-being.			<b>How do I unlock my star qualities as I am growing up?</b>			<b>How will I react to risky situations?</b>
I can manage risks to physical and emotional health and wellbeing.					<b>What are the considerations of making a baby?</b>	<b>Should we take risks in life?</b>
I can make suggestions of ways to keep physically and emotionally safe.			<b>Should we dare others to take a risk?</b>			
I can develop and manage change, including puberty, transition and loss		<b>How will puberty change us?</b>			<b>What are the considerations of making a baby?</b>	
I can make informed choices about health and wellbeing and recognise sources of help with this.					<b>Should we take risks in life?</b>	
I can respond to an accident/emergency appropriately.			<b>How do I unlock my star qualities as I am growing up?</b>			

### Progression of PSHE Skills

	Year 5			Year 6		
<b>Citizenship</b> Non-statutory	Autumn	Spring	Summer	Autumn	Spring	Summer
I can develop my respect for myself, others and the importance of responsible behaviours and actions			<b>How do I unlock my star qualities as I am growing up?</b>			<b>How will I react to risky situations?</b>
I can recognise rights and responsibilities as members of families, other groups and ultimately as citizens.	<b>How can my voice and actions leave an impression?</b>					
I can respect and recognise the value of different groups and communities.		<b>How many of us are different?</b>			<b>How does the phrase “putting yourself in someone else’s shoes” help us understand others?</b>	
I can respect equality and develop my ability to become a productive member of a diverse community.				<b>How can we “make a mark” on this world?</b>		
I can recognise the importance of respecting and protecting the environment.				<b>How can we “make a mark” on this world?</b>		
I can research, discuss and debate topical issues and events.	<b>How can my voice and actions leave an impression?</b>					
I can understand where money comes from, keeping it safe and the importance of managing it effectively.	<b>How can my voice and actions leave an impression?</b>					
I can recognise my rights and responsibilities in different communities and how these may conflict with each other.				<b>How can we “make a mark” on this world?</b>		
I can reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences		<b>How many of us are different?</b>				