PSHE and RSE Progression of Skills			
Threshold Concept	**EYFS**	**Milestone 1 (Years 1, 2 and 3)**	**Milestone 2 (Years 4, 5 and 6)**
Keeping and Staying Safe	* show good control and coordination in large and small movements. * move confidently in a range of ways, safely negotiating space. * handle equipment and tools effectively, including pencils for writing.	**Road Safety (Year 1)** • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe **Tying Shoelaces (Year 2)** • Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices **Staying safe (Year 3)** • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices	**Cycle safety (Year 4)** • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe **Peer Pressure (Year 5)** • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident **Water Safety (Year 6)** • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident
Keeping and Staying Healthy	* know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. * manage their own basic hygiene and personal needs successfully, including dressing, going to the toilet independently.	**Washing Hands (Year 1)** • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices **Healthy Eating (Year2)** • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices. **Brushing Teeth (Year 2)** • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy. **Medicine (Year 3)** • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices	**Healthy Living (Year 4)** • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle **Smoking (Year 5)** • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke **Alcohol (Year 6)** • identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe **Drug extension: (Year 6)** • understand the difference between 'legal' and 'illegal' drugs • carry out research around cannabis • identify the risks associated with using cannabis

Relationships/ Growing & Changing	* talk about past and present events in their wn lives and the lives of family members. * know that other children don't always enjoy the same things, and are sensitive to this.	**Friendship (Year 1)** • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view **Bullying (Year 2)** • be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours **Body Language (Year 2)** • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings **Touch (Year 3)** • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts	**Appropriate Touch/relationships (Year 4)** • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable **Puberty (Year 5)** • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty **Conception (Year 6)** • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent
Being Responsible	* play co-operatively, taking turns with others. *Take account of one another's' ideas about how to organise their activity. *Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	**Water Spillage (Year 1)** • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible **Helping someone in need. (Year 2)** • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible **Practice makes perfect (Year 2)** • be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them **Stealing (Year 3)** • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible	**Coming home on time (Year 4)** • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible **Looking Out For Others (Year 5)** • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way **Stealing (Year 6)** • explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way

Feelings and Emotions	*know about similarities and differences between themselves and others, and among families, communities and traditions.	**Jealousy (Year 1)** • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words **Worry/Anger (Year 2)** • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words **Grief/Loss (Year 3)** • be able to recognise and name emotions and their physical effect • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words	**Jealousy (Year 4)** • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy **Anger (Year 5)** • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger **Worry (Year 6)** • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
Computer Safety	*recognise a range of technology is used in places such as homes and schools. *select and use technology for particular purposes.	**Online Bullying (Year 1)** •understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments **Image sharing (Year 2)** • Understand how your online actions can affect others • Be able to name the positive and negative ways you can use technology • Know the risks of sharing images without permission • Understand the types of images that you should and should not post online **Computer safety (Year 2)** • know who and how to ask for help • be able to list rules for keeping and staying safe. **Making Friends online (Year 3)** • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online	**ONLINE Bullying (Year 4)** • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help **Image Sharing (Year 5)** • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online **Making Friends Online (Year 6)** • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online
Our World		**Growing in our world (Year 1)** • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique	**Chores at Home (Year 4)** • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community

		Living in our World (Year 2) • understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean **Working in our World (Year 2)** • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs **Looking after our world (Year 3)** • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint	• identify the skills we may need in our future job roles **Enterprise (Year 5)** • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise **In-App Purchases (Year 6)** • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money
The Working World			**Chores at Home (Year 4)** • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles **Enterprise (Year 5)** • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise **In-App Purchases (Year 6)** • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money
Hazard Watch - Fire Safety		**A stand-alone unit which looks at keeping safe at home and in the community (Year 1)** • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings **FIRE SAFETY- HOAX CALLING (Year 1)** • Understand the importance of being responsible and how actions and choices affect others.	

		• Know what a hoax call is and why it can be risky. • Understand why our emergency services are an important part of our community. • Be able to identify the differences between safe and risky choices. **A stand-alone unit which looks at keeping safe at home and in the community (Year 2)** • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings **FIRE SAFETY- PETTY ARSON (Year 2)** • Understand the importance of being responsible and how actions and choices affect others. • To be able to practise ways of staying safe and finding help. • Know that even small fires can be very dangerous. • Be able to identify the differences between safe and risky choices. **Build on/recap on previous stand-alone unit which looks at keeping safe at home and in the community Year 1, 2 and 3:** • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings • Understand the importance of being responsible and how actions and choices affect others. • To be able to practise ways of staying safe and finding help. • Know that even small fires can be very dangerous. • Be able to identify the differences between safe and risky choices.	
A World Without Judgement			**Breaking Down Barriers (Year 4)** • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality **Inclusion and Acceptance (Year 5)** •identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion **British Values (Year 6)** • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion

First Aid			• asthma and anaphylactic shock (Year 4) • basic life support (Year 5) • head injuries and severe bleeding (Year 6) • minor burns, scalds and fractures (Year 6)