



## Progression of Skills in Personal, Social, Health and Economical

<b>Personal, Social and Emotional Development (Early Years)</b>			
<b>Nursery</b>	<p>Can identify relationships that they have with different people. Beginning to share and use language associated with turn taking.</p> <p>Explores a range of healthy food options. Beginning to practice some appropriate safety measures without direct supervision.</p> <p>Is beginning to establish good practices with regards to exercise, sleeping, eating and hygiene.</p>		
<b>Reception</b>	<p>Initiates conversations, attends to and takes account of what others say.</p> <ul style="list-style-type: none"> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> </ul> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> <li>Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> <li>Practices some appropriate safety measures without direct supervision.</li> </ul> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <ul style="list-style-type: none"> <li>Can describe self in positive terms and talk about abilities.</li> </ul>		
	<b>RELATIONSHIPS</b>	<b>HEALTH AND WELLBEING</b>	<b>LIVING IN THE WIDER WORLD</b>
<b>Year 1</b>	<p>Pupils will identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>Pupils will explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.</p>	<p>Pupils will explain different ways that family and friends should care for one another.</p>

Year 2	Pupils will demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.	Pupils will make simple choices about some aspects of their health and well-being and know what keeps them healthy.  Pupils will talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations	Pupils will recognise that bullying is wrong and can list some ways to get help in dealing with it.  Pupils will recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.
Year 3	Pupils will demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	Pupils will make choices about how to develop healthy lifestyles.	Pupils will explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds).
Year 4	Pupils will express their views confidently and listen to and show respect for the views of others.  Pupils will know what a friend is and does and how to cope with some friendship problems.	Pupils will list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.  Pupils will understand when they should keep secrets and promises, and when they should tell somebody about them.	Pupils will describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).
Year 5	Pupils will identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	Pupils will identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.	Pupils will respond to, or challenge, negative behaviours such as stereotyping and aggression.

<p>Year 6</p>	<p>Pupils will identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>Pupils will demonstrate how to look after and save money.</p>	<p>Pupils will make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>Pupils will list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>	<p>Pupils will describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>
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