



St Andrew's C. Of E (V.C.) Primary School – Progression in PSHE

Whole School Document – Skills have not been divided into specific terms as classes will focus on a range of skills throughout teaching sequences using CORAM SCARF scheme. Progression will be shown through evidence of pupils' work and discussions.

Progression in PSHE Skills		
KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Relationships		
Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can 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.	They can 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.
Children can 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 .	They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.	They can 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. They can demonstrate how to look after and save money.
Health and Wellbeing		
Children can 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.	Children can make choices about how to develop healthy Lifestyles.	They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.
Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.		
	They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them.	They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects

		and risks of these.
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Progression in (Subject) Skills		
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KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
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Living in the Wider World		
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Children can explain different ways that family and friends should care for one another	Children can 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 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)
	They can show how they care for the environment (e.g. animals and school grounds)	
Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.	They can 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)	They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.
They can 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.		