

Progression of Skills: PSHE KS2

	Year 3	Year 4	Year 5	Year 6
Core Theme Relationships SCARF Unit Me and My Relationships	I can communicate my feelings and use this to try to manage my emotions. I can collaborate with a team to achieve a goal. I can accept I may not always agree with others. I can listen and share my opinions respectfully. I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends.	I can talk about how feelings change and be different for others. I can read different emotions by a person's body language. I can say 'no' in a calm and controlled way. I can name some qualities or strategies that help teamwork. I am aware of others and their needs when working together I can say what to do if I am, or a friend is, hurt or bullied by another person. I can recognise the qualities of a healthy relationship.	I can be assertive to keep myself happy, healthy and safe. I can use strategies to resolve arguments or disagreements. I can reflect on my behaviour, attitudes and qualities. I am aware of the warning signs that a relationship could be unhealthy or unsafe. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person.	I can work through challenges I have with my friends with respect, assertiveness and understanding. I can give examples of negotiation and compromise. I can use these skills in practical situations. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
Core Theme Relationships SCARF Unit Valuing Difference	I can give examples of different types of family. I respect these differences. I can give examples of different community groups and what is good about having different groups. I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to	I can say how differences sometimes cause conflict but can also be something to celebrate. I can begin to manage conflict by using negotiation and compromise. I can suggest strategies for dealing with someone who is behaving aggressively. I can demonstrate ways of showing respect to others' differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. I can show respect to others by using verbal and non-verbal communication. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. I can recognise how the media can reinforce gender stereotypes and begin to challenge this.

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	get on together. I can suggest ways to deal with bullying and prejudice.		image, taking risks etc.) I can reflect on how individual/group actions can impact on others in a positive or negative way.	
Core Theme Living in the Wider World: economic wellbeing and being a responsible citizen. SCARF Unit Keeping Myself Safe	I can say what I could do to make a situation less risky or not risky at all. I can demonstrate strategies for dealing with a risky situation I can identify some key risks from and effects of cigarettes and alcohol. I can give examples of strategies for safe browsing online. I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	I can demonstrate strategies for dealing with a risky situation I can give examples of people or things that might influence me to take risks and make decisions. I can give reasons for why most people choose not to smoke, or drink too much alcohol. I can explain what might happen if people take unsafe or inappropriate risks. I can identify images that are safe or unsafe to share online.	I can suggest what someone should do when faced with a risky situation. I can protect my personal information online. I can recognise disrespectful behaviour online. I can identify the risks in a specific situation (including emotional risks). I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. I can support someone who is being bullied.	I can use safe, respectful and responsible behaviours and strategies when using social media. I can give examples of how to safely share images online. I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. I can begin to make decisions independently and responsibly.
Core Theme Living in the Wider World: economic wellbeing and being a responsible citizen. SCARF Unit Rights and Responsibilities	I can identify people who help me in different ways. I can spot 'facts' and 'opinions' to help me share ideas. I can make a plan. I can choose a method. I can identify different times and reasons to spend money. I can give examples of how people earn money.	I can name some responsibilities and rights that I have. I can share ideas and make decisions that affect others. I can give my own opinion based on facts, opinions and other influences. I can give examples of how I can support others as a bystander. I can explain how others have a financial responsibility to their families and community. I can give examples of choices and decisions with money that will affect me.	I can develop ideas and opinions based on a current issue. I can present these with a group. I can identify how the responsibilities of others impact me and my community. I can give examples of barriers that can stop others following their responsibilities. I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. I can suggest ways to spend and save money responsibly. I can explain some things about finance	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. I can discuss reasons why people post online and the positive and negative effects relating to social media. I can talk about how money is earned, the differences in incomes and how public services are supported by taxpayers. I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment. I can suggest ways that I can help my environment.

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			and money. I can name a person who deals with money in my community.	I can give examples of why we need a democratic society and how laws keep us safe.
Core Theme Health and Wellbeing SCARF Unit Being My Best	I can choose foods that make a balanced meal. I can explain how washing hands can prevent infections spreading. I can describe how food, water and air get into the body and blood. I can set goals and make a plan to develop a new skill.	I can say how being unique makes everyone special, different and valuable. I can give examples of choices I make and the choices others make for me. I can plan a healthy, balanced meal. I can give examples of the ways people can look after their physical and mental wellbeing. I can give different examples of some of the things that I do already to help look after my environment.	I can explain how one organ functions and how it contributes to the health of my body. I can explain how choices relating to smoking and drinking can affect a person's health. I can think of ways to improve a skill and the strategies that will help do this. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. I can give examples of how I am independent and manage my success.	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. I can set goals so that I can achieve an aspiration. I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can identify risk factors in a given situation I can assess the level of risk and explain how a risk can be reduced.
Core Theme Health and Wellbeing SCARF Unit Growing and Changing	I can explain what body space is and how it feels when someone is too close to me. I can tell you some of the different relationships I have. I can tell you what qualities a healthy positive relationship has. I can describe how a girl's and boy's body will change when it reaches puberty. I can tell you what happens to a woman's body when the sperm does not meet the egg.	I can describe how change can make a person feel (both negative and positive). I can explain why young people can have mixed up feelings when they go through puberty. I can explain why puberty happens. I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. I can explain why some people choose to get married, have a civil ceremony or live together.	I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. I can give examples of feelings and emotions people have at times of change.	I can name some of the feelings and emotions people have during change. I can give examples of how someone could cope with or get support during puberty. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online. I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.