

PSHE

Knowledge & Skills Progression Me and My Relationships



Reception

Skills	Vocabulary
<ul style="list-style-type: none"> • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. • Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them. • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them. • Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad. • Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. 	<p>Special Same Different Favourite Family Friends Help Feelings Happy Sad Kind Helpful</p>

Year 1

Skills	Vocabulary
<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. • Identify simple qualities of friendship; • Suggest simple strategies for making up. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. 	<p>Rules Safe Responsibility Working together Feelings Body language Emotions Support Behaviour Hurt Help Heal Family Special people Friendship Making up Listening</p>

Year 2

Skills	Vocabulary
<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • The conventions of courtesy and manners. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. 	<p>Previous Vocabulary plus: Caring Friendly Showing feelings Bullying Teasing Repeated Regular</p>

<ul style="list-style-type: none"> • Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. 	
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Year 3

Skills	Vocabulary
<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation. • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions. • Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. 	Previous Vocabulary plus: Responsibility Loss Cooperate Collaborate Falling out Compromise Conflict Point of view Dare Persuade Continuum Opinion Respectful Courteous Challenging Strategies Calm Apologise

Year 4

Skills	Vocabulary
<ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information. • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. 	Previous Vocabulary plus: Physical effects Devastated; Miserable; Distressed; Lonely; Alone Ignored; Isolated Apologetic; Regretful; Remorseful Delighted; Ecstatic; Joyful Positive healthy relationship Respect / respectful Responsibilities Assertive Aggressive Negotiate Consequences Body language Facial expressions Pressure Independent

Year 5

Skills	Vocabulary
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<ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills. • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. 	<p>Previous Vocabulary plus:</p> <ul style="list-style-type: none"> Negotiation Resolution Insensitive Sensitive Unhealthy relationship Verbal abuse Physical abuse Sexual abuse Uncomfortable touching Assertive Passive Aggressive Emotional needs Non-verbal Tone of voice Face-to-face
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Year 6

Skills	Vocabulary
<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. 	<p>Previous Vocabulary plus:</p> <ul style="list-style-type: none"> Balanced friendship Peer pressure Thoughtful Marriage Civil partnership Forced marriage Illegal Appropriate Inappropriate Privacy setting Identity theft Secure