

# PSHE

## Knowledge & Skills Progression Valuing Difference



### Reception

Skills	Vocabulary
<ul style="list-style-type: none"> <li>Describe their own positive attributes.</li> <li>Share their likes and dislikes.</li> <li>Listen to and respect the ideas of others.</li> <li>Recognise the similarities and differences amongst their peers.</li> <li>Discuss why differences should be celebrated.</li> <li>Retell a story.</li> <li>Talk about their family, customs and traditions.</li> <li>Listen to others talk about their experiences.</li> <li>Compare their own experiences with those of others.</li> <li>Recognise the similarities and differences between their home and those of others.</li> <li>Talk about what makes their home feel special and safe.</li> <li>Be sensitive towards others.</li> <li>Suggest ways in which we can be kind towards others.</li> <li>Demonstrate skills in cooperation with others.</li> <li>Show friendly behaviour towards a peer.</li> <li>Build relationships with others.</li> </ul>	<p>Special Different Same Kind Unkind Helpful Likes Dislikes Favourite Friendship kindness</p>

### Year 1

Skills	Vocabulary
<ul style="list-style-type: none"> <li>Identify the differences and similarities between people;</li> <li>Empathise with those who are different from them;</li> <li>Begin to appreciate the positive aspects of these differences.</li> <li>Explain the difference between unkindness, teasing and bullying;</li> <li>Understand that bullying is usually quite rare.</li> <li>Explain some of their school rules and how those rules help to keep everybody safe.</li> <li>Identify some of the people who are special to them;</li> <li>Recognise and name some of the qualities that make a person special to them.</li> <li>Recognise and explain what is fair and unfair, kind and unkind;</li> <li>Suggest ways they can show kindness to others.</li> </ul>	<p>same unkind rules special people fair different / difference unkindness safe qualities unfair tease feelings kind respect unkind bully bullying behaviour</p>

### Year 2

Skills	Vocabulary
<ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> <li>Recognise and explain how a person's behaviour can affect other people.</li> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> </ul>	<p>unique listening help cooperate kindness being listened to calm aggressive feelings problem solve</p>

<ul style="list-style-type: none"> <li>• Show acts of kindness to others in school.</li> <li>• Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	
<b>Year 3</b>	
<b>Skills</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Explain why we have rules;</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules.</li> <li>• Explain some of the feelings someone might have when they lose something important to them;</li> <li>• Understand that these feelings are normal and a way of dealing with the situation.</li> <li>• Define and demonstrate cooperation and collaboration;</li> <li>• Identify the different skills that people can bring to a group task;</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>• Identify people who they have a special relationship with;</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>• Explain what a dare is;</li> <li>• Understand that no-one has the right to force them to do a dare;</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>• Express opinions and listen to those of others;</li> <li>• Consider others' points of view;</li> <li>• Practice explaining the thinking behind their ideas and opinions.</li> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friends sometimes fall out;</li> <li>• Rehearse and use, now or in the future, skills for making up again.</li> </ul>	<p>family community respect similarities prejudice adoption belonging cooperation disability fostering listening skills identity name calling gender same-sex couple politeness race blended family courtesy colour manners sexuality</p>
<b>Year 4</b>	
<b>Skills</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Define the terms 'negotiation' and 'compromise';</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>• Understand that they have the right to protect their personal body space;</li> <li>• Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>• Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> <li>• Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>• Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>• List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>• Recognise potential consequences of aggressive behaviour;</li> <li>• Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>• Define the word respect and demonstrate ways of showing respect to others' differences</li> <li>• Understand and identify stereotypes, including those promoted in the media.</li> </ul>	<p>negotiation body space sharing aggressive similarities stereotype compromise invade acquaintances apologise differences respect</p>
<b>Year 5</b>	
<b>Skills</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Define some key qualities of friendship;</li> <li>• Describe ways of making a friendship last;</li> <li>• Explain why friendships sometimes end.</li> <li>• Rehearse active listening skills;</li> </ul>	<p>friendship listening skills excluded metaphor</p>

<ul style="list-style-type: none"> <li>• Demonstrate respectfulness in responding to others;</li> <li>• Respond appropriately to others.</li> <li>• Recognise some of the feelings associated with feeling excluded or 'left out';</li> <li>• Give examples of ways in which people behave when they discriminate against others who are different from them;</li> <li>• Understand the importance of respecting others, even when they are different from themselves.</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Understand that the information we see online either text or images, is not always true or accurate;</li> <li>• Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>• Understand and explain the difference sex, gender identity, gender expression and sexual orientation.</li> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>	<p>sex embarrassed talking respect discrimination diverse sexual orientation reactions listening prejudice multicultural society gender identify consequences gender expression</p>
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## Year 6

<b>Skills</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Suggest strategies for dealing with bullying, as a bystander;</li> <li>• Describe positive attributes of their peers.</li> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied.</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>	<p>unique point of view unique relationships stereotype bystander diversity cultural norms identity friend gender stereotype unique biological sex respect prejudice acquaintance media influence positive feedback sexual orientation disrespect respect assumption confidence gender identity body language diversity self-esteem gender expression empathy tolerance stereotype</p>