

PSHE Skills Progression Map



	Year 3	Year 4	Year 5	Year 6
Rights and responsibilities	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ I can name some responsibilities and rights that I have. ○ I can share ideas and make decisions that effect 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. 	<ul style="list-style-type: none"> ○ 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 and money. I can name a person who deals with money in my community. 	<ul style="list-style-type: none"> ○ I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. ○ I can discuss the 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 tax payers. ○ 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. ○ I can give examples of why we need a democratic society and how laws keep us safe.
Keeping Safe	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ I can suggest what someone should do when faced with a risky situation. ○ I can protect my personal information online. I can 	<ul style="list-style-type: none"> ○ 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.

	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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. 	<p>recognise disrespectful behaviour online.</p> <ul style="list-style-type: none"> ○ 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 persons decision to not smoke. ○ I can support someone who is being bullied. 	<ul style="list-style-type: none"> ○ I can explain how social norms around alcohol can influence a persons 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.
Valuing Difference	<ul style="list-style-type: none"> ○ 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 get on together. 	<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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.

	<ul style="list-style-type: none">○ I can suggest ways to deal with bullying and prejudice.		<p>could be harmful for people that do it (trying to live up to their image, taking risks etc.)</p> <ul style="list-style-type: none">○ I can reflect on how individual/group actions can impact on others in a positive or negative way.	
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