**Charing CEP School**

As an inclusive community built on friendship and love, Christian values inspire us through faith in **Living and learning with faith, friendship and fun**

Charing School is an inclusive family, proud of our faith in God and our friendship with our community. We develop respect, aspiration, curiosity, tolerance and determination. We are a creative, compassionate and confident team.



Progression of Skills Document

**Progression of Skills in PSHE**

| **Skills** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Relationships** | I can begin to make positive relationships and talk about my feelings and behaviourI can talk about the past and present in my own lives and family members.I can talk about similarities and differences between myself and others.I can show sensitivity to other children. | I can identify and name some feelings (for example through interpreting facial expressions) and express some of my positive qualities.  | I can demonstrate that I can manage some feelings in a positive and effective way. I can begin to share my views and opinions (for example talking about fairness). I can set myself simple goals . | I can demonstrate that I recognise my own worth and that of others. I can express my views confidently and listen to and show respect for the views of others. | I can express my views confidently and listen to and show respect for the views of others. I know what a friend is and does and how to cope with some friendship problems. | I can identify ways to face new challenges. I can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. I can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. | I can identify positive ways to face new challenges (for example the transition to secondary school). I can talk about a range of jobs, and explain how I am developing skills to work in the future. I can demonstrate how to look after and save money. |
| **Health and Well being** | I know the importance of exercise and a heathy diet I can manage my own hygiene and personal care needs.  | I can explain ways of keeping cleanI can name the main parts of the body.I can explain that people grow from young to old. | I can make simple choices about some aspects of my health and well-being and know what keeps me healthy.I can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. | I can make choices about how to develop healthy lifestyles.  | I can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.I understand when I should keep secrets and promises, and when I should tell somebody about them.  | I can identify some factors that affect emotional health and well-being. I can identify and explain how to manage the risks in different familiar situations. | I can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting my health and wellbeing.I can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. |
| **Living in the wider world** | I can play cooperatively with others. I can say why they like some activities.I can speak in familiar group.I can choose resources for activities.I can ask for support. | I can explain different ways that family and friends should care for one another. | I can recognise that bullying is wrong and can list some ways to get help in dealing with it.I can recognise the effect of my behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).I can identify and respect differences and similarities between people. | I can explain how my actions have consequences for themselves and others.I can describe the nature and consequences of bullying, and can express ways of responding to it.I can show how I care for the environment (e.g. animals and school grounds) | I can describe the nature and consequences of bullying, and can express ways of responding to it.I can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). | I can respond to, or challenge, negative behaviours such as stereotyping and aggression. | I can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. |