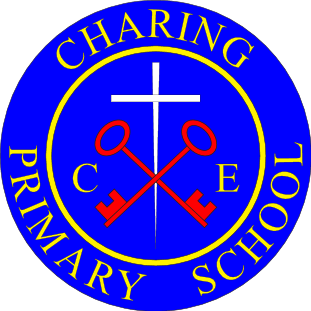
**Charing CEP School**

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 Document

**Progression in PSHE**

| **Skills** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Relationships** | I can begin to make positive relationships and talk about my feelings and behaviour  I 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 clean  I 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. |