



Drybrook School Progression of Skills – PSHE and RSE

EYFS	Social and emotional Knowledge	Skills
Development Matters Willow Holly	<p>Personal, Social, Emotional Development: Making Relationships</p> <p>Personal, Social, Emotional Development: Self-confidence and self-awareness</p> <p>Personal, Social, Emotional Development: Managing Feelings and Behaviour</p> <p>Physical Development: Health and self-care</p> <p>Understanding the world: People and communities</p> <p>Understanding the world: The world</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from</p>

		one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Key Vocabulary		

	Skills Progression					
	PSHE					RSHE
Year 1	<ul style="list-style-type: none"> ➤ I can explain why their class is a happy and safe place to learn. ➤ I can give different examples where I or others make our class happy and safe. 	<ul style="list-style-type: none"> ➤ I can tell you some ways I am different from my friends ➤ I understand these differences make us all special and unique 	<ul style="list-style-type: none"> ➤ I can tell you how I felt when I succeeded in a new challenge and how I celebrated it ➤ I know how to store the feelings of success in my internal treasure chest 	<ul style="list-style-type: none"> ➤ I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy ➤ I can recognise how being healthy helps me to feel happy 	<ul style="list-style-type: none"> ➤ I can tell you why I appreciate someone who is special to me and ➤ express how I feel about them 	<ul style="list-style-type: none"> ➤ I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private
Year 2	<ul style="list-style-type: none"> ➤ I can explain why my behaviour can impact on other people in our class. ➤ I can compare my own and friends' choices and can express why some 	<ul style="list-style-type: none"> ➤ I can identify some ways in which my friend is different from me ➤ I can tell you why I value this difference about him/her 	<ul style="list-style-type: none"> ➤ I can explain some of the ways I worked cooperatively in my group to create the end product ➤ I can express how it felt to be 	<ul style="list-style-type: none"> ➤ I can make some healthy snacks and explain why they are good for my body ➤ I can express how it feels to share healthy food with my friends 	<ul style="list-style-type: none"> ➤ I can identify some of the things that cause conflict between me and my friends ➤ I can demonstrate how to use the positive problem solving technique 	<ul style="list-style-type: none"> ➤ I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and

	choices are better than others.		working as part of this group		to resolve conflicts with my friends	appreciate that some parts of my body are private ➤ I can tell you what I like/don't like about being a boy/ girl
Key Vocabulary	Safe Special Calm Belonging Rights Responsibilities Learning Charter Rewards Proud Consequences Upset Disappointed Illustration Worries Hopes Fears Belonging Rights Responsibilities Responsible Actions Praise Reward Consequence Positive Negative Choices Co-operate Learning Charter Rewards Problem-solving Choices	Similarity/similar Same as Different from Difference Similarity Bullying Bullying behaviour Deliberate On purpose Unfair Included Bully Bullied Celebration Difference Special Unique Boys Girls Similarities Assumptions Shield Stereotypes Differences Special Bully Purpose Kind Unkind Feelings Sad Lonely Help Stand up for Help Male Female Difference Diversity Fairness Kindness Friends Special Unique Different Similarities Value	Proud Success Achievement Goal Treasure Coins Goal Learning Stepping stones Process Garden Dreams Working together Team work Achievement Celebrate Learning Stretchy Challenge Feelings Challenge Obstacle Overcome Achieve Goal Stepping stones Success Celebration Internal treasure chest Goals Dreams Garden Realistic Proud Success Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy Learning together Success Celebrate Achievement Goal Partner Team work Challenge Product Dream Group Team work Problemsolve Proud	Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm Healthy Unhealthy Dangerous Medicines Safe Body Balanced diet Portion Proportion Fuel Nutritious Energy Healthy Unhealthy Balanced Exercise Sleep Choices Clean Body parts Toiletry items, e.g. toothbrush, shampoo, soap Hygienic Safe Medicines Trust Safe Safety Green Cross Code	Family Belong Different Same Greeting Touch Feel Texture Like Dislike Friends Friendship Qualities Caring Sharing Kind Help Helpful Community Feelings Confidence Praise Qualities Skills Self belief Incredible Proud Celebrate Relationships Special Appreciate Feelings Family Different Similarities Special Relationship Important Cooperate Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable Friends Likes/dislikes Conflict Point of view Positive problem solving Secret Surprise Good secret Worry secret Telling Adult Trust Surprised Happy Sad Frightened Trustworthy Honesty Reliability Compliments Celebrate Positive Negative Appreciate	Changes Life cycle Baby Adulthood Grown up Growing up Adult Mature Change Male Female Vagina Penis Testicles Vulva Anus Learn New Grow Change Feelings Anxious Worried Excited Coping Change Grow Life cycle Control Baby Adult Fully grown Growing up Old Young Change Respect Appearance Physical Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities Male Female Vagina Penis Testicles Vulva Anus Public Private Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable

						Uncomfortable Change Looking forward Excited Nervous Anxious Happy
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	Skills progression					
	PSHE					RSHE
Year 3	<ul style="list-style-type: none"> ➤ I can explain how their behaviour can affect how others feel and behave. ➤ I am able to explain why it is important to have rules and how that helps them and others in their class learn. They can explain why it is important to feel valued. 	<ul style="list-style-type: none"> ➤ I can tell you about a time when my words affected someone's feelings and what the consequences were ➤ I can give and receive compliments and know how this feels 	<ul style="list-style-type: none"> ➤ I can evaluate my own learning process and identify how it can be better next time ➤ I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest 	<ul style="list-style-type: none"> ➤ I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help ➤ I can express how being anxious or scared feels 	<ul style="list-style-type: none"> ➤ I can explain how some of the actions and work of people around the world help and influence my life ➤ I can show an awareness of how this could affect my choices 	<ul style="list-style-type: none"> ➤ I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies ➤ I can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings
Year 4	<ul style="list-style-type: none"> ➤ I can explain how their behaviour can affect how others feel and behave. Pupils can explain why it is important to have rules and how that helps them and others in their class learn. They can explain why it 	<ul style="list-style-type: none"> ➤ I can tell you a time when my first impression of someone changed as I got to know them ➤ I can explain why it is good to accept people for who they are 	<ul style="list-style-type: none"> ➤ I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude 	<ul style="list-style-type: none"> ➤ I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure 	<ul style="list-style-type: none"> ➤ I can explain different points of view on an animal rights issue and express my own opinion and feelings on this 	<ul style="list-style-type: none"> ➤ I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this

	is important to feel valued					
Key Vocabulary	Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Affirm Emotions Feelings Nightmare Fears Worries Solutions Support Rights Responsibilities Learning Charter Nightmare Dream Behaviour Rewards Consequences Actions Feelings Fairness Choices Choices Learning Charter Challenge Group dynamics Team work Actions View point Ideal school Belong Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility Rights Responsibilities Democracy Reward Consequence Democratic Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer	Family Loving Caring Safe Connected Difference Special Conflict Solve it together Solutions Resolve Witness Bystander Bullying Gay Unkind Feelings Tell Consequences Hurtful Compliment Special Unique Difference Similarity Character Assumption Judgement Surprised Different Appearance Accept Assumption Influence Appearance Opinion Attitude Judgement Bullying Friend Secret Deliberate On purpose Bystander Witness Bully Problem solve Cyber bullying Text message Website Troll Special Unique Different Characteristics Physical features Impression Changed Judgement Assumption Influence Special Different Accept	Perseverance Challenges Success Obstacles Dreams Goals Ambitions Future Aspirations Garden Decoration Dream Goal Team work Enterprise Design Cooperation Challenge Product Team work Cooperation Strengths Motivated Enthusiastic Excited Efficient Responsible Obstacles Frustration 'Solve it together' technique Solution Team work Review Learning Strengths Success Self- review Celebrate Evaluate Dream Hope Goal Determination Perseverance Resilience Positive Attitude Hopes Disappointment Fears Hurt Resilience Goals Plans Cope Help Self- belief Motivation Perseverance Dream Commitment Team work Enterprise Design Cooperation	Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness Energy Labels Sugar Fat Saturated Fat Healthy Drugs Attitude Safe Anxious Scared Strategy Advice Harmful Risk Feelings Complex Appreciate Body Healthy Safe Choice Risk friendships Emotions Healthy Relationships Friendship groups Value Friendship groups Roles Leader Follower Assertive Agree / disagree Smoking Pressure Peers Guilt Advice Alcohol Liver Disease Pressure Peers Anxiety Fear Believe Assertive Opinion Right Wrong	Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype Conflict Solution Problem solving Friendship Win-win Safe Unsafe Risky Internet Social media Private Messaging (PM) Gaming Global Communications Transport Interconnected Food journeys Climate Trade Inequality Needs Wants Rights Deprivation United Nations Equality Justice Happiness Celebrating Relationships Friendship Family Thank you Appreciation Relationship Close Jealousy Problem- solve Emotions Positive Negative Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief	Changes Birth Animals Babies Mother Growing up Baby Grow Uterus Womb Nutrients Survive Love Affection Care Change Puberty Control Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina Stereotypes Task Roles Challenge Change Looking forward Excited Nervous Anxious Happy Personal Unique Characteristics Parents Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus Ovaries Making love Having sex Sexual Intercourse Fertilise Conception Puberty Menstruation Periods Circle Seasons Change Control Range of emotions - Control Change Acceptance Change Looking forward Excited Nervous Anxious Happy

	Choices Democracy UN Convention on Rights of Child Learning Charter				Acceptance Depression Souvenir Memento Memorial Memories Special Remember Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable Special Love Appreciation Symbol Care	
Year 5	<ul style="list-style-type: none"> ➤ I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. ➤ I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	<ul style="list-style-type: none"> ➤ I can explain the differences between direct and indirect types of bullying ➤ I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied 	<ul style="list-style-type: none"> ➤ I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own 	<ul style="list-style-type: none"> ➤ I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body 	<ul style="list-style-type: none"> ➤ I can explain how to stay safe when using technology to communicate with my friends ➤ I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others 	<ul style="list-style-type: none"> ➤ can describe how boys' and girls' bodies change during puberty ➤ I can express how I feel about the changes that will happen to me during puberty

Year 6	<ul style="list-style-type: none"> ➤ I can compare my life with other people in their country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. ➤ I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context 	<ul style="list-style-type: none"> ➤ I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation 	<ul style="list-style-type: none"> ➤ I can describe some ways in which I can work with other people to help make the world a better place ➤ I can identify why I am motivated to do this 	<ul style="list-style-type: none"> ➤ I can evaluate when alcohol is being used responsibly, anti-socially or being misused ➤ I can tell you how I feel about using alcohol when I am older and my reasons for this 	<ul style="list-style-type: none"> ➤ can recognise when people are trying to gain power or control ➤ I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control 	<ul style="list-style-type: none"> ➤ can describe how a baby develops from conception through the nine months of pregnancy, and how it is born ➤ I recognise how I feel when I reflect on the development and birth of a baby
Key Vocabulary	Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant Wealth Poverty Prejudice Citizen Privilege Deprive Rewards Consequences Choices	Culture Conflict Difference Similarity Belong Culture wheel Racism Colour Race Discrimination Culture Ribbon Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving Indirect Direct Happiness Difference Similarity Continuum Developing world Discrimination	Dream Hope Goal Feeling Achievement Money Grown up Adult Lifestyle Job Career Profession Money Salary Contribution Society Determination Perseverance Motivation Aspiration Culture Country Sponsorship Communication Support Rallying Team	Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media Influence Emergency Procedure Recovery position Calm Level-headed Body image Media Social media Celebrity Altered Selfrespect Comparison Eating problem Eating disorder Respect Pressure Debate	Characteristics Personal qualities Attributes Self-esteem Responsibility/Being responsible Age-limit Social network Community Online Off line Rights Risky Age- limit Community Violence Appropriate Grooming Trolled Gambling/ betting Trustworthy Devices Screen time Social Off line Mental health	Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus Puberty Sperm Semen Testicles/Testes Erection Ejaculation

	Learning Charter Cooperation Collaboration Participation Motivation Rewards Consequences Goals Worries Fears Value Welcome Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education Wants Needs Maslow Empathy Comparison Opportunities Education Choices Behaviour Consequences Empathise Learning Charter Obstacles Cooperation Collaboration Legal Illegal Lawful Laws Learning Charter Participation Motivation Rights Responsibilities Rewards Consequences Democracy Decision Proud	Celebration Artefacts Display Presentation Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind Male Female Diversity Transgender Gender diversity Courage Fairness Rights Responsibilities Power Struggle Imbalance Control Harassment Bullying Bullying behaviour Direct Indirect Argument Recipient Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina Celebration Difference Conflict	work Cooperation Difference Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic Feeling Achievement Success Criteria Learning steps Money Global Issue Suffering Concern Hardship Sponsorship Hardship Empathy Motivation Suffering Hardship Empathy Motivation Admire Respect Achievement Praise Compliment Contribution Recognition	Opinion Fact Choices Healthy lifestyle Motivation Responsibility Choice Immunisation Prevention Drugs Effects Motivation Prescribed Unrestricted Over-the- counter Restricted Illegal Volatile substances ‘Legal highs’ Exploited Vulnerable Drugs Criminal Illegal Gangs Gang Pressure Strategies Reputation Antisocial behaviour Crime Illegal Mental health Emotional health Mental illness Symptoms Stress Triggers Strategies Managing stress Pressure	Physical health Personal information Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities Mental health Ashamed Stigma Stress Anxiety Support Mental health Worried Signs Stress Anxiety Warning Support Self- harm motions Feelings Sadness Loss Grief Denial Despair Guilt Shock Hopelessness Anger Acceptance Bereavement Coping strategies Power Control Authority Bullying Script Assertive Strategies Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement Communication Technology Power Control Cyberbullying Abuse Safety	Wet dream Larynx Facial hair Growth spurt Hormones Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception Fertility treatment (IVF) Teenager Milestone Perceptions Puberty Responsibilities Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious Self-image Self- esteem Real self Celebrity Opportunities Freedoms Responsibilities Puberty Pubic Hair Voice Breaks M Facial Hair Erection Tampon Breasts Hormones Wet Dream Ovulation Masturbation Sanitary Towel Clitoris Testicles Sperm Underarm Hair Penis Feeling Moody Vagina Womb Fallopian Tube Vulva Menstruation Semen
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						Growing Taller Hips Widen Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife Attraction Relationship Pressure Love Sexting
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