

St. John the Evangelist Catholic Academy
PSHE Progression (includes links with British Values)

	Personal	Social	Health	Economic
Year One	Can take and share responsibility for their own behaviour.	Can make classroom rules and follow them. (British Value – Democracy/ Rule of Law)	Is beginning to make simple choices that improve their health and well-being. (British Value – Individual Liberty)	Can be creative in the things they produce.
	Can recognise what they like and dislike, what is fair and unfair and what is right and wrong. (British Value – Individual Liberty)	Is continuing to develop empathy for others. (British Value – Mutual Respect)	Is beginning to maintain personal hygiene.	Is beginning to be creative in the way they think, using their imagination to create new things.
	Knows how to apologise and make amends.	Realises that people and other living things have needs.	Is beginning to understand that certain actions spread disease.	Can begin to plan what resources they need to complete an activity.
	Is able to ask for help from an “appropriate” adult.	Is developing an understanding of the groups they belong to. (British Value – Tolerance of those of different faiths and beliefs)	Can identify the main parts of the body.	
	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Contributes to the life of the class and school.	They can explain that people grow from young to old.	
	Can begin to recognise barriers to their learning.	Can listen to other people, and play and work cooperatively. (British Value – Democracy/Rule of Law/ Mutual Respect)		
		Is developing a caring attitude towards family, friends and each other.		
		Can greet and talk with adults.		
		Is developing positive relationships through work and play.		
		Can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell). (British Value – Mutual Respect)		

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Year Two	Understands the difference between impulsive and thinking behaviour.	Can listen and respond in group discussions. (British Value – Mutual Respect)	Can make simple choices that improve their health and well-being. (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). (British Value – Individual Liberty)	Is beginning to understand what harms the local environment.
	Can share their opinion on things that matter to them. (British Value – Individual Liberty)	Can participate in a simple debate about school issues. (British Value – Mutual Respect)	Can maintain personal hygiene.	Can be creative in the things they produce.
	Can recognise, name and deal with their feelings in a positive way. (British Value – Individual Liberty)	Is beginning to understand that they have more responsibilities to meet the needs of living things.	Understands that certain actions spread disease.	Can be creative in the way they think, using their imagination to create new things. (British Value – Individual Liberty)
	Can reflect on and evaluate their own experiences to set simple goals.	Can identify and respect the differences and similarities between people. (British Value – Tolerance of those of different faiths and beliefs)	Understands rules for keeping safe in the environment (roads, railways, people, fire, water)	Can plan what resources they need to complete an activity.
	Can identify different choices they can make. (British Value – Individual Liberty)	Understands there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. (British Value – Mutual Respect)	Can make sensible choices (food, games, television, money) (British Value – Individual Liberty)	
	Recognises the difference between right and wrong. (British Value – Rule of Law)	They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). (British Value – Mutual Respect)		
	Is able to make “I” statements instead of blaming others. (British Value – Individual Liberty)			
	Recognises how their behaviour affects other people. (British Value – Individual Liberty)			
	Can consider social and moral dilemmas that they			

	come across in everyday life. (British Value – Individual Liberty)			
	They can set themselves simple goals (for example sharing toys). (British Value – Individual Liberty)			
	Can recognise barriers to their learning.			

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Year Three	Is able to talk about their views on issues that affect themselves and their class. (British Value – Individual Liberty)	Can value contributions of others in discussion. (British Value – Mutual Respect)	Is beginning to make informed choices (food, exercise etc.) (British Value – Individual Liberty)	Is able to identify the range of jobs carried out by people they know.
	Is beginning to recognise their worth as individuals by identifying positive things about themselves and their achievements. (British Value – Individual Liberty)	Is beginning to develop negotiating strategies by exploring ideas with a partner. (British Value – Mutual Respect)	Can follow simple safe routines to reduce the spread of bacteria/viruses.	
	Understands that their actions affect themselves and others. (British Value – Individual Liberty)	Knows when to compromise. (British Value – Mutual Respect)	Can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).	
	Is able to empathise with another viewpoint.	Can participate in making and changing rules. (British Value – Democracy/Rule of Law)		
	Is beginning to make links between values and commitments, including religious ones, and their own attitudes and behaviour.	Can consolidate understanding of differences and similarities between people.		
	Is beginning to compare aspects of their own experiences and those of others, identifying what influences their lives. (British Value – Individual Liberty)	Is beginning to compare their own and other people’s ideas about questions that are difficult to answer. (British Value – Mutual Respect)		
	Can express their views confidently and listen to and show respect for the views of others. (British Value – Individual Liberty)	Knows what belonging to a faith community means. (British Value – Tolerance of those of different faiths and beliefs)		
	Can begin to say how having more information helped them to make an informed decision.	Knows what it means to belong to a faith community with regard to expected standards of conduct. (British Value – Tolerance of those of different faiths and beliefs)		
	Is beginning to learn that in order to know if they have been successful they need to know what it is they are aiming to achieve.	Can explain why some family occasions are special.		
	Is beginning to be aware that it is possible to	Can explain how their actions have consequences		

	overcome obstacles if they are determined to.	for themselves and others.		
		Can describe the nature and consequences of bullying, and can express ways of responding to it.		
		They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).		

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Year Four	Can reflect on their mistakes and make amends.	Is continuing to develop skills to take part in small group discussions about community issues. (British Value – Mutual Respect)	Can follow school rules about health and safety, basic emergency aid procedures and where to get help.	Can explain their views on issues that effect the school environment. (British Value – Individual Liberty)
	Is beginning to make responsible choices and consider consequences. (British Value – Individual Liberty)	Is continuing to value contributions of others in discussions. (British Value – Mutual Respect)	Is developing strategies to cope with risky situations.	Can identify the range of skills needed in different jobs.
	Can distinguish between accidental and deliberate actions.	Is continuing to develop negotiating strategies. (British Value – Mutual Respect)		They can demonstrate how to look after and save money.
	Understands that there are responsibilities as well as rights. (British Value – Individual Liberty)	Knows when to compromise. (British Value – Mutual Respect)		
	Behaves responsibly in different situations.	Can identify reasons about why rules are needed. (British Value – Rule of Law)		
	Realises the nature and consequences of negative behaviour.	Understands that there are consequences when rules are broken. (British Value – Rule of Law)		
	Can identify strategies to respond to negative behaviour constructively and ask for help.	Can empathise with the lives of people living in other places and times, and people with different values and customs. (British Value – Tolerance of those of different faiths and beliefs)		
	Can say how having more information helped them to make an informed decision.			
	Recognises that in order to know if they have been successful they need to know what it is they are aiming to achieve.			
Is aware that it is possible to overcome obstacles if they are determined to.				

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Year Five	Begin to set personal goals.	Identify needs of the wider community and their roles and responsibilities as members. (British Value – Mutual Respect)	Can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	Talk, write and explain their views on issues that affect the wider environment. (British Value – Individual Liberty)
	Reflect on and evaluate their own experiences and personal goals.	Be able to lead discussions and debates about wider issues. (British Value – Mutual Respect)	Can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.	Develop skills to inform choices which have an effect on the sustainability of the environment.
	Take action based on responsible choices. (British Value – Individual Liberty)	Be aware of different roles, rights and responsibilities. (British Value – Mutual Respect)	Begin to make choices and decisions about issues affecting their health and wellbeing (for example by knowing the importance of a healthy diet and regular exercise). (British Value – Individual Liberty)	
	Resolve differences by looking at alternatives, making decisions and explaining choices. (British Value – Individual Liberty)	Understand why and how laws are made and enforced. (British Value – Democracy/ Rule of Law)	Can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety/ develop sensible rules for road use.	
	Identify bias in media reporting.	Understand there are consequences when rules/laws are broken. (British Value – Democracy/Rule of Law)	Can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions).	.
	Decide how to behave responsibly. (British Value – Individual Liberty)	Participate in school's decision making process. (British Value – Democracy/Rule of Law)		
	Be aware of different types of relationships.	Recognise and challenge stereotypes.		
	Is beginning to challenge their own thinking and is learning to express different ideas and to solve problems in different ways. (British Value – Individual Liberty)	Can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. (British Value – Tolerance of those of different faiths and beliefs)		
	Is beginning to prioritise effectively.	Can respond to, or challenge, negative behaviours such as stereotyping and aggression		

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Year Six	Continue to reflect and evaluate their own experiences and set personal goals, recognising their own worth. (British Value – Individual Liberty)	Adopt different roles, rights and responsibilities during discussion and debates about wider issues. (British Value – Mutual Respect)	Recognise as they approach puberty how people’s emotions change.	Talk, write and explain their views on issues that affect the global environment. (British Value – Individual Liberty)
	Take action based on responsible choices.	Understand what democracy is and about the institutions that support it locally and nationally. (British Value – Democracy/Rule of Law)	Develop strategies to deal with their health and emotions in a positive way.	Look after their money and realise that future wants and needs may be met through saving. (British Value – Individual Liberty)
	Realise the consequences of anti-social and aggressive behaviour. (British Value – Democracy/Rule of Law)	Recognise the role of voluntary, community and pressure groups.	Follow simple, safe routines to reduce the spread of bacteria and viruses that affect health.	Can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances.
	Use basic techniques to resist peer pressure to behave in an unacceptable or risky way.	Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the U.K (British Value – Tolerance of those of different faiths and beliefs)	Recognise the different risks in different situations.	Can identify positive ways to face new challenges (for example the transition to secondary school).
	Judge what kind of physical contact is acceptable or unacceptable.	Can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).	Can explain how to stay physically and mentally healthy. .	
	Continue to develop relationships through work and play. (British Value – Mutual Respect)		Can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs (British Value –Rule of Law)	
	Consider social and moral dilemmas that they come across in life.			
	Can demonstrate respect for differences between people. (British Value – Tolerance of those of different faiths and beliefs)			
	Can recognise some strong emotions and identify ways of managing these emotions positively (for			

	example talking with a friend or teacher about their feelings on divorce).			
	Can challenge their own thinking and is learning to express different ideas and to solve problems in different ways. (British Value – Individual Liberty)			
	Can prioritise effectively.			