



# A Guide to Progression in PSHE

Year 1-6

*(In line with the National Curriculum, and the requirements of: Relationships Education; Relationships and Sex Education; and Health Education)*



**DIGITAL DOWNLOAD**

# A Progression in PSHE

## ABOUT THE AUTHORS: TT EDUCATION

We're the UK's leading school improvement organisation, working with schools, academies and trusts in the UK and beyond to improve the quality of children's education. Founded in January 2013 by David Maytham, everything we do is underpinned by the belief that every child has the right to an excellent education.



We're dedicated to enhancing life chances for all pupils by empowering teachers and leaders to create sustainable improvement in their schools through engaged learning and inspirational leadership. We help teachers and leaders make progress through our outstanding CPD courses, INSET days, consultancy, resources, digital solutions and longer-term school improvement support.

TT Education has won the School Improvement Provider of the Year award for four consecutive years (2018, 2019, 2020 and 2021) underlining our position as a leading provider of school improvement services, classroom materials and digital resources.

## ABOUT THIS DOCUMENT

Our highly acclaimed Guide to Progression in PSHE provides teachers with a clear framework for teaching and assessing primary PSHE. Written by current practitioners, for current practitioners, this document is fully aligned with government guidance and relevant documents from national advisory bodies.

The criteria in this guide are adapted from: [the PSHE Association's Programmes of Study \(in green\)](#); [the 2019 DfE Guidance on Relationships and Health Education \(in red\)](#); and [our own SMSC Progression Guide \(in light blue\)](#). Unlike our other progression guides, we have not included an overview of vocabulary here; you may wish to refer to some of the vocabulary in our SMSC guide, or the communicating and evaluation vocabulary outlined in other subject guides.

## HOW TO USE THIS GUIDE

It is extremely difficult to separate skills neatly into the four categories (P, S, H and, to a lesser extent, E), so the grid should be taken as a whole and not used in part. For instance, self-assessment / risk assessment skills are key in both personal and health education, and have implications for social education too (i.e. keeping our friends safe). Also, much of the RSE/HE requirements are knowledge-based, so if your school is expanding this into a more practical approach (for instance by moving beyond "the principles of planning and preparing a range of healthy meals", or the "concepts of basic first aid...") then you will want to add to the suggestions we have made.

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## SKILLS OR KNOWLEDGE?

There has been much debate in primary schools about the main focus of 'curriculum'. Is our job to pass on knowledge to children, or should we focus on developing skills? Our skills progression series should not imply that TT Education is taking sides in this debate; in fact, we believe that skills and knowledge are inseparable at the point of curriculum delivery. The next two pages explore a handful of key quotations which will hopefully clarify our views.

*In their 2019 Framework, Ofsted make it clear that knowledge is the starting point for a 'curriculum', which they define as:*

"A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent)...

...for translating that framework over time into a structure and narrative, within an institutional context (implementation)...

...and for evaluating what knowledge and understanding pupils have gained against expectations (impact)."

*Ofsted presentation on the new EIF (2018), emphasis mine*

However, in 2021 they reworded the first bit of this as:

"the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage."

*Ofsted presentation on the new EIF (May 2021), emphasis theirs*

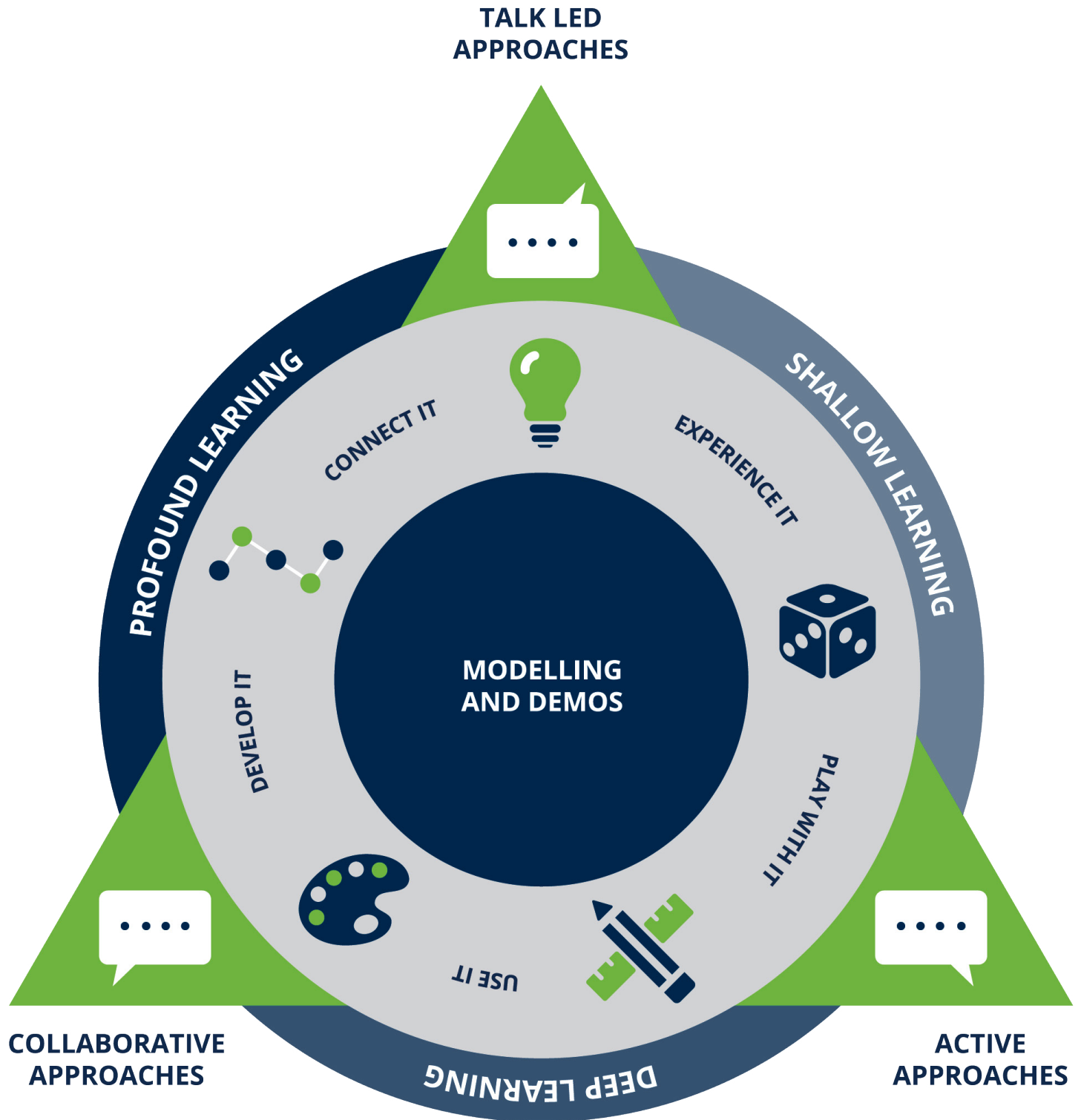
Knowledge certainly seems to be the priority in Ofsted's definition of 'cultural capital', which draws on the National Curriculum wording of "essential knowledge that pupils need to be educated citizens" (EIF Handbook 2019 and NC 2014). To emphasise this further, Ofsted's chief inspector says that

"Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence is... that the focus on substance, on the knowledge that we want young people to acquire, is often lost..."

"If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing a deep body of knowledge, they will struggle in later study."

*Amanda Spielman (2018), emphasis hers*

## TT EDUCATION'S LEARNING PATHWAYS: THE PATH TO SUCCESS



# A Progression in PSHE

## Stage 1: Experience it

Children need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a child to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

“**Hook, Experience, Context and Purpose**” is a mantra we use a lot when working with schools. We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your children? What experiences did children bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the children have a clear purpose for their learning, or was it simply ‘complete the activities on page 10’?

## Stage 2: Play with it

This refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

## Stage 3: Use It

Once children have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for children.

“**Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.**” Chinese proverb

## Stage 4: Develop it

Children continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the children as learners, actively engaging in the learning process. High-quality modelling and demonstration should be underpinned by an **active, talk-led, collaborative learning climate**, in which children move from learners to teachers. If a child can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our children into becoming teachers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

## Step 5: Connect It

This refers to children making connections across the curriculum. With a deeper understanding, children will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the child from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

## INTRODUCTION



Personal, Social, Health and Economic Education is sometimes the ‘poor relation’ of curriculum subjects: it sits uneasily on the edge of the statutory national curriculum, but it is nevertheless a non-negotiable of primary education. It is not always taught in formal lesson time, but its themes and aims will always be clear in a school’s pastoral care, anti-bullying approaches, behaviour and attitudes, and positive classrooms. Through it children learn to work together, be polite, control their behaviour and emotions, manage their health, and work out their place in the world. So how do we ensure our pupils are progressing appropriately?

This skills progression guide from TT Education is aimed at ensuring teachers have clarity and consistency in how they help pupils in their personal, social, health and economic education (PSHE). We have brought together criteria from the government’s Relationships and Sex Education (RSE) and Health Education (HE) guidance, the PSHE Association’s Programmes of Study, and our own extensive experience and understanding of these areas of learning, to provide you with a comprehensive guide to this sometimes-confusing subject.

There is no statutory national curriculum for PSHE, but the PSHE Association explains the subject’s significance as “develop[ing] the qualities and attributes pupils need to thrive as individuals, family members and members of society. [It] equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. [It] provides opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter... [It] help[s] pupils to build their confidence, resilience and self-esteem... to identify and manage risk... to recognise, accept and shape their identities... to form and maintain good relationships... and better enjoy and manage their lives.” (PSHE Association Programme of Study, 2017).

We hope you enjoy this guide and find it useful in supporting your teachers to understand progression in PSHE skills more deeply.



# Applying the Path to Success to PSHE

## Connect it...

- Consistency between different subjects and across the school day
- High academic expectations in PE, e.g. to explaining PSHE concepts
- Use personal and social skills to empower learning (e.g. meta-cognition)
- Pupil-led risk assessment for school trips
- Ensuring explicit links, e.g. from HE to science, PE and DT
- Linking teaching with behaviour approaches, e.g. for respect and consent

## Experience it...

- Forming positive relationships with children and modelling social skills explicitly
- Ensuring high aspirations by providing a range of positive role models (by job, gender, ethnicity etc)
- Promoting 'healthy school' policies for both physical and mental wellbeing
- Creating safe environments for children to explore and discuss controversial and personal issues
- Using a range of stimuli for discussions, e.g. film, photos, music, art, anecdotes

## Develop it...

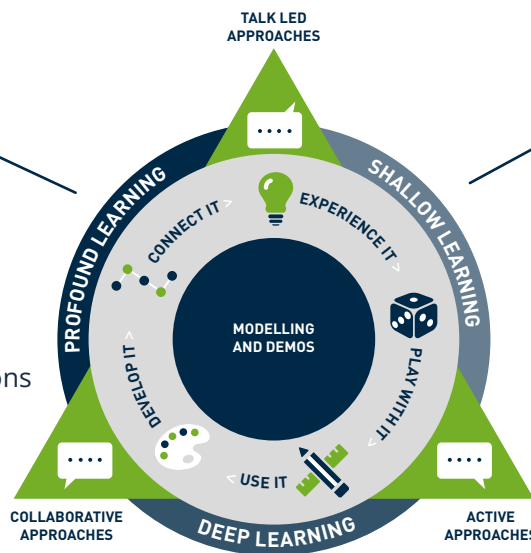
- Collaborate and challenge!
- Pupils discussing ethical and social implications of other subjects (e.g. ethics of scientific endeavour)
- Opportunities to visit a range of settings to explore social expectations (mosque, library, park etc)
- Developing awareness of media representations (e.g. body image, gender, political spin)

## Play with it...

- Word games to practise and internalise vocabulary
- Role play and drama to play with social skills in a safe context
- Using the 'small world corner' to play with money/retail/ethical shopping
- Things like the 'Fiver Challenge' to explore enterprise concepts

## Use it...

- Giving children opportunities to mix in different groups and social settings
- Embedding approaches that facilitate constructive peer-to-peer criticism
- Letter writing (to politicians, business people etc) with attitudes / concerns
- Wellness techniques e.g. yoga, mediation, quiet rooms
- Budgeting practice, e.g. with prices from a catalogue



## PERSONAL

### Self awareness

Make simple comments about good and not-so-good feelings (H4)

### Self control of behaviour

Recognise that their actions may have negative consequences

### Self confidence

List some positives about themselves (L8)

### Trustworthiness, honesty, integrity

With support, make choices based on an understanding of right and wrong (e.g. follow the class rules)

### Adaptability incl Resilience and Perseverance

With support, tackle a challenge until it is resolved

### Appreciation "of human creativity and achievement"

Show signs of enjoyment

## SOCIAL

### Discernment

Make simple comments about trust (e.g. naming a trusted adult - RSE/HE)

### Consent

Know and be able to verbalise basic ideas of consent (in a non-sexual context like "tag") i.e. that each person's body belongs to them, and that there are appropriate and inappropriate forms of "touch" (RSE/HE)

### Respect

Start to show respect through their actions (e.g. following class rules)

### Empathy

Identify the differences and similarities between people in a polite way (R8)

### Building bonds

Recognise when people are being unkind to them or others (R12)

### Collaboration

Play with others, rather than alongside them

Recognise that resorting to violence is never right (RSE/HE)

### Accepting Advice

Follow the advice of others

### Communication

Share their opinions on things that matter to them (R5)

Offer feedback to others (R7)



## HEALTH

### Self care

Recognise what they like and dislike, and how these can have good and not-so-good consequences (H2)

Show some basic self-care skills, e.g. flushing a toilet, washing hands (H7)

### Risk assessment / management

Be able to identify a few basic hazards and risks (e.g. trip hazards, falls from a height, hot plates, sharp objects)

### Use of tools - from our DT progression

Safely use knives with an 11-12cm non-serrated blade (supervised)

Children's scissors

## ECONOMIC

(some of these entries come from our Geography Skills Progression)

### Asking questions

Ask and answer simple questions about what they have seen or heard

### Using charts / graphs (from Maths NC)

Use tallies and simple tables

### Judging reliability

Show some understanding of the ways we can find out about the world (e.g. newspapers, books, atlases, photographs)

### Presenting information

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Cross reference against the rest of the progression guide.

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

### Good citizenship

With support, participate in activities that contribute to the school (e.g. litter picking)

### Developing a world view

Recount some facts (that have been given to them) about towns, cities and countries beyond their own

## PERSONAL

### Self awareness

Use basic vocabulary to describe some of their feelings (H4)

### Self regulation of emotions

Start using simple strategies for managing their feelings (H4)

### Self control of behaviour

Recognise that their actions have negative and positive consequences, and that it might affect other people (R2)

### Self confidence

List positives about themselves, and explain how they are unique (L8)

### Trustworthiness, honesty, integrity

Recognise what is fair and unfair, kind and unkind, right and wrong (R4)

Make choices based on these; start to develop their own moral principles

### Adaptability incl Resilience and Perseverance

Demonstrate a willingness to tackle problems/ challenges until they are resolved/achieved

### Appreciation "of human creativity and achievement"

Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others

## SOCIAL

### Discernment

Start to explain how they might recognise who to trust, or when a relationship is making them feel unhappy or uncomfortable (RSE/HE)

### Consent

Explain consent in a non-sexual context like "tag" i.e. personal space, (in)appropriate "touch", and simple forms of communicating this (RSE/HE)

Start to expand these body-rights to other people's property, too (e.g. by taking turns, sharing and returning things that were borrowed) (L3)

### Respect

Demonstrate respect for others (e.g. by choosing to help someone)

### Empathy

Identify and respect the differences and similarities between people (R8), including how others show their feelings in different ways (R1)

Demonstrate awareness of the 'rules' for behaviour in different settings (e.g. social or cultural)

### Building bonds

Recognise bullying (KS2 L6)

Know who to tell and what to say (R12)

### Collaboration

Listen to others and play and work with them cooperatively

Start to negotiate where appropriate (R6)

### Accepting Advice

Willingly accept and follow advice, but start to appreciate that some advice might not be so useful

### Communication

Share their opinions on a wider range of things (R5)

Listen to others (R6)

Offer constructive feedback and support (R7)

## HEALTH

### Self care

Use their knowledge of their likes and dislikes, and the consequences of these, to make some practical (sustainable) choices to improve their physical and emotional health (H2)

Use their knowledge of basic hygiene to protect their health and that of others e.g. by clearing away a lunch plate properly (H7)

### Risk assessment / management

Recognise a wider range of hazards and risks (e.g. resulting from other people's actions), including increased risks in different contexts (e.g. wet surfaces being slippery)

### Use of tools - from our DT progression

Safely use butter-knives without close supervision

Safely use peeler on e.g. carrots, or a grater on e.g. cheese

Safely use e.g. knitting needles

## ECONOMIC

(some of these entries come from our Geography Skills Progression)

### Asking questions

Show curiosity by voluntarily asking questions about what they have seen, heard or read

### Using charts / graphs (from Maths NC)

Use pictograms, tally charts, block diagrams; interpret simple tables

### Judging reliability

Identify ways that economics is presented and represented (e.g. articles, fiction, diagrams, maps)

### Presenting information

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Cross reference against the rest of the progression guide

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

### Good citizenship

Participate in activities that contribute to the school and wider community

### Developing a world

Independently recount facts about towns, cities and countries beyond their own

## PERSONAL

### Self awareness

Extend their vocabulary to describe their feelings, and start to explain the range and intensity of them (H6)

Start to distinguish between emotions and the symptoms of them

### Self regulation of emotions

Use simple strategies for managing their feelings (KS1 H4)

Recognise that they may sometimes experience conflicting emotions (H7)

### Self control of behaviour

Recognise the consequences of their behaviour and use this knowledge to start to manage their own behaviour

### Self confidence

Describe positives about themselves and how these make them who they are (KS1 L8)

Celebrate their achievements (H5)

### Trustworthiness, honesty, integrity

Explain the difference between fair and unfair, kind and unkind, right and wrong (R4)

Develop their own moral principles and accept that other people's views and choices may be different

### Adaptability incl Resilience and Perseverance

Tackle a problem/challenge until it is resolved/achieved

### Appreciation "of human creativity and achievement"

Identify and describe experiences (of creativity and achievement) that they like and dislike

## SOCIAL

### Discernment

Explain how they make decisions about who to trust; explain how they judge whether a relationship is a positive one (RSE/HE)

### Consent

Explain consent in detail, probably in a non-sexual context (e.g. words, phrases and body language); responsibilities of the (accidental) perpetrator; hard-to-articulate anxieties and discomfort (RSE/HE)  
Expand these body-concepts to other people's feelings as well as their property (KS1 L3)

### Respect

Consistently show respect for others through their manners and actions, including their online behaviour (e.g. by being polite when challenging others' values and opinions)

Show respect for online content (e.g. distinguishing between public and private material)

### Empathy

Start to explain commonalities, e.g. similarities and differences (L9)

Respond appropriately when other people show feelings in different ways (KS1 R1)

Recognise and start to care about other people's feelings (R10)

Start to modify their behaviour to follow the 'rules' of different settings (e.g. social or cultural)

### Building bonds

Explain the meaning of stereotypes (R16) and harmful behaviours like bullying and discrimination (L6)

## SOCIAL continued

### Collaboration Including Conflict management

Demonstrate a willingness to listen to others to facilitate cooperative play and work

Use some simple negotiation strategies to resolve arguments (KS1 R6, KS2 R12)

Recognise that most friendships have ups and downs (RSE/HE)

### Accepting Advice

Begin to seek advice and make an informed choice about whether to follow it

### Communication

Share their opinions on a wide range of things, explaining their views to a partner or group (KS1 R7) and listening to the views of others (KS1 R6)

## HEALTH

### Self care

Develop their self-care skills by e.g. linking them to their knowledge of bacteria and viruses (H12)

Start to explain how they judge whether what they are feeling and how they are behaving is appropriate and proportionate (RSE/HE)

### Risk assessment / management

Assess risks in different situations and decide how to manage them responsibly, e.g. road safety (H10); rail, water and fire safety (H21); and online safety (H22)

### Use of tools - from our DT progression

Safely use a serrated knife with 'bridge' hold to cut onion (supervised)

Safely use a grater on e.g. carrot

Safely use scissors, metallic tape-measures and sandpaper; safely use screwdrivers (supervised)

## ECONOMIC

(some of these entries come from our Geography Skills Progression)

### Asking questions

Start to frame questions and answers in economically valid ways (e.g. about change/difference)

### Using charts / graphs (from Maths NC)

Use bar charts (e.g. not blocks); use more complex tables

### Judging reliability

Start to show awareness that there are different ways to represent economic information, and that these might inform opinions/beliefs and the way people feel about themselves (H4)

### Presenting information

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Cross reference against the rest of the progression guide

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

### Good citizenship

Start to reflect on their own impact in the community (e.g. waste, noise, carbon footprint)

### Developing a world view

Compare and contrast facts about different places and start to recognise that place is not the same as ethnicity or race

## PERSONAL

### Self awareness

Distinguish between most emotions and the symptoms of them; describe the range and intensity of some of these (H6)

### Self regulation of emotions

Start to recognise some common triggers and make efforts to avoid them; start to understand why they might experience conflicting emotions, and how they might overcome these (H7)

### Self control of behaviour

Use their knowledge of consequences to manage and adapt their own behaviour

### Self confidence

Celebrate their achievements; start to reflect by talking about areas for improvement and goals (H5)

### Trustworthiness, honesty, integrity

Start to reason about morality in the abstract; start to put their own beliefs and ideas into a religious, cultural or ethical context

Recognise and manage 'dares' (R15) and other forms of peer pressure

### Adaptability incl Resilience and Perseverance

Demonstrate persistence in tackling a challenge (e.g. by overcoming more than one set-back)

### Appreciation "of human creativity and achievement"

Describe experiences (of creativity and achievement) that they enjoy and start to describe the same for others

Express opinions and listen to those of others

## SOCIAL

### Discernment

Explain in detail how they discern the quality of a relationship, including how they manage difficult situations, how they seek help, and the risks of online friendships (RSE/HE)

### Consent

Be able to articulate an extensive understanding of the ways to communicate, facilitate and navigate consent (RSE/HE)

Expand and apply these body-concepts e.g. by starting to voice concerns when other people's rights seem to have been infringed

### Respect

Start to cope with / compensate for non-reciprocation of good manners

Show respect for online content (e.g. by acknowledging a source)

### Empathy

Explain commonalities, e.g. similarities and differences (L9)

Try to see and respect other people's points of view (R10)

Modify their behaviour appropriately for different people and settings (e.g. with regard to culture or custom - L11, L12) and explain why they are doing so

### Building bonds

Recognise when stereotypes are being used (R16)

Realise the consequences of anti-social, aggressive and harmful behaviours and start to help each other get support where appropriate (L6)

### Collaboration Including Conflict management

Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team and resolve conflicts, e.g. by looking at alternatives and making decisions (L8)

Recognise that friendships can usually be repaired after a fall-out (RSE/HE)



## SOCIAL CONTINUED

### Accepting Advice

Seek advice but make an informed choice about whether to follow it

### Communication

Use research to inform their opinions, sharing these with others (L1)

Start to understand the varying reliabilities of sources of information e.g. in social media (L18)

## HEALTH

### Self care

Use research to inform the choices they make that have an impact on their physical and mental health, e.g. food and exercise (H2, H3); and that of others (e.g. kindness and generosity)

Explain how they discern their own mental and physical wellbeing, i.e. whether what they are feeling and how they are behaving is appropriate and proportionate (RSE/HE)

### Risk assessment / management

Assess risks in different situations and develop strategies for keeping physically and emotionally safe (H21), including a wider range of online safety issues and protections (H22)

Use these as an opportunity to build resilience (H10)

Use of tools - from our DT progression

Safely use a 'bridge' hold to cut harder veg (e.g. potato)

Safely use a peeler (e.g. potato) or a grater (e.g. lemon zest)

Safely use a compass and scissors to score

Safely use (while supervised) sewing needles, adult scissors, stanley knives and glue guns

## ECONOMIC

(some of these entries come from our Geography Skills Progression)

### Asking questions

Ask and answer economically valid questions (e.g. about cause and effect, reliability, change and difference)

### Using charts / graphs (from Maths NC)

Use time graphs 'and other graphs'; use discrete and continuous data

### Judging reliability

Recognise that economic 'facts' can vary depending on the source, and begin to suggest reasons for this (L17)

### Presenting information

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Cross reference against the rest of the progression guide.

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

### Good citizenship

Explain their own impact in the community and start to make adjustments to their own behaviour in response to this

### Developing a world view

Recall and compare facts about different places, and explain how these can both reflect and disguise ethnicity, faith and race

## PERSONAL

### Self awareness

Explain the range and intensity of their emotions and symptoms (H6)

### Self regulation of emotions

Start selecting strategies e.g. short-term to manage symptoms and longer-term for emotions; where appropriate start to 'unpick' conflicting emotions (H7)

### Self control of behaviour

Explain the consequences of their and others' actions, and start to compensate for other people's behaviour

### Self confidence

Celebrate and reflect on their achievements, strengths and areas for improvement; set themselves goals (H5)

### Trustworthiness, honesty, integrity

Explain how moral codes may differ from person to person and between cultures, and how their own beliefs/values/ideas might inform and be informed by their perspective on life

Often act according to their own principles in areas that are considered right by some and wrong by others

### Adaptability incl Resilience and Perseverance

Persist in tackling challenges, and start to help others do so in sensitive ways

### Appreciation "of human creativity and achievement"

Start to alter their behaviour to accommodate others' likes and dislikes (e.g. adding caveats like "in my opinion", or compromising on choices)

Show an interest in reflecting other people's experiences

## SOCIAL

### Discernment

Start to support friends in discerning the quality of a relationship, including how to manage difficult situations and/or seek help (RSE/HE)

### Consent

Explain some legal and ethical aspects of: rights to privacy and personal boundaries (R21); peer pressure and media manipulation (H13, H15); ways to ask for help and report abuse (H14)

Show a willingness to stand up for other people's rights (consent, property, feelings and wellbeing)

### Respect

Sensitively deal with others' lack of manners

Show respect for online content (e.g. by investigating permissions)

### Empathy

Listen and respond respectfully to a wide range of people, including strangers, showing that they care about other people's feelings

### Building

Recognise and challenge stereotypes (R16), bullying and discrimination (L6), and where appropriate other people's points of view (R10)

Develop strategies for getting support for themselves or others in these contexts (L6)

### Collaboration Including Conflict management

Relate to others people's opinions, qualities and skills, and work towards consensus, e.g. by seeing and respecting others' points of view, giving feedback and support, making decisions and explaining them (L8)

Recognise that friendships can sometimes be strengthened if fall-outs are dealt with sensitively (RSE/HE)

## SOCIAL CONTINUED

### Accepting Advice

Start to be able to explain about skill-levels and authority of advice-givers

### Communication

Research and debate topical issues, problems and events that are of concern to them and offer some basic recommendations to appropriate people (L1)

Discern bias/reliability in social media and other sources of information (L18)

## HEALTH

### Self care

Be able to articulate how lifestyle choices can have positive, neutral and negative consequences (H2)

Where possible and appropriate, help their friends discern whether what they are feeling and how they are behaving is appropriate and proportionate

### Risk assessment / management

Be able to explain a range of online safety issues (physical, mental and emotional), including identity theft, sharing of images and the reliability of information (H22)

Use of tools - from our DT progression

Safely use a 'claw' grip to cut e.g. celery or carrot

Safely remove e.g. hot biscuits from a baking tray with a fish-slice (supervised)

While supervised, safely use hammer and nails, mallet, chisel, plane, vice

## ECONOMIC

(some of these entries come from our Geography Skills Progression)

### Asking questions

Ask and answer economically valid questions (e.g. about significance, relevance, reliability, perspective)

### Using charts / graphs (from Maths NC)

Complete and interpret tables, including timetables; calculate the mode and range

### Judging reliability

Begin to explain how economic 'facts' are often interpreted to support opinions (L17)

### Presenting information

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Cross reference against the rest of the progression guide

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

### Good citizenship

Adjust their own behaviours to lessen their negative impact in the community (e.g. use of plastic)

### Developing a world view

Start to understand how the 'emerging world culture of shared experiences' (e.g. through TV and internet) is changing communities around the world

## PERSONAL

### Self awareness

'Read', understand and accurately describe their emotions; if asked, start to help others unpick their own

### Self regulation of emotions

Select between **strategies to manage emotions**, including **conflicting emotions**, and the symptoms of them

### Self control of behaviour

Often compensate for other people's (negative) behaviour

### Self confidence

Celebrate and reflect on their achievements, strengths, areas for improvement and aspirations; set high short-term and long-term goals for themselves (H5)

### Trustworthiness, honesty, integrity

Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this

Confidently act according to their own principles in areas that are considered right by some and wrong by others

### Adaptability incl Resilience and Perseverance

Demonstrate persistence and help others do so in a sensitive way

### Appreciation "of human creativity and achievement"

Explain how their own enjoyment might affect that of others

## SOCIAL

### Discernment

**Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations**  
(RSE/HE)

### Consent

Start to apply these issues in adolescent and adult contexts (e.g. sexual relationships)

Start managing other people's bad manners, or insensitivity, in appropriate and courteous ways

Show awareness of, and explain, privacy, copyright and plagiarism

### Building bonds

Show a confidence and sensitivity in constructively challenging other people's behaviours (L6) and points of view (R10), where appropriate and/or safe

### Collaboration Including Conflict management

Relate to others and work towards consensus, e.g. by negotiation and appropriate compromise, and by giving rich and constructive feedback and support (R12), and by adapting behaviour and speech (e.g. facilitating / 'uniting' interactions)

## SOCIAL CONTINUED

### Accepting Advice

Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers

### Communication

Research, discuss and debate topical issues, problems and events that are of concern to them and to others, making formal recommendations to appropriate people if required (L1)

Discuss issues of bias/reliability in social media and other sources of information and use this to make mature decisions about what to 'share' or forward (L18)

## HEALTH

### Self care

Be able to articulate the concept of a 'balanced lifestyle' - i.e. that many health choices actually have both positive and negative consequences (H2)

### Risk assessment / management

Explain and strategise about a range of online safety issues (physical, mental and emotional) including screen time (H24), online courtesies (H24, H25), and the sharing of politically incorrect or even illegal opinion and polemic (H25)

### Use of tools - from our DT progression

Safely use large knives on hard vegetables (e.g. swede) (supervised)

Safely handle hot food with oven gloves (supervised)

While supervised, safely use a saw and other power tools

## ECONOMIC

(some of these entries come from our Geography Skills Progression)

### Asking questions

Regularly ask and answer perceptive questions in economically valid ways

### Using charts / graphs (from Maths NC)

Read, interpret and use pie charts and line graphs; calculate the mean

### Judging reliability

Explain and critique the way economic 'facts' are used and interpreted to support and influence opinions (L17), and affect how people feel about themselves (H4)

### Presenting information

Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Cross reference against the rest of the progression guide

Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:

- for isolated datasets
- in longer and coherently-structured pieces of work

### Good citizenship

Reflect on their own contribution to society 'and to the world of work'

### Developing a world view

Explain how the 'emerging world culture of shared experiences' (e.g. through TV and internet) is changing world communities

# Progression in PSHE, knowledge and understanding

## PERSONAL

Year 1	Year 2	Year 3
<p><b>Self awareness</b></p> <p>Make simple comments about good and not-so-good feelings (H4)</p>	<p><b>Self awareness</b></p> <p>Use basic vocabulary to describe some of their feelings (H4)</p>	<p><b>Self awareness</b></p> <p>Extend their vocabulary to describe their feelings, and start to explain the range and intensity of them (H6)</p> <p>Start to distinguish between emotions and the symptoms of them</p>
	<p><b>Self regulation of emotions</b></p> <p>Start using simple strategies for managing their feelings (H4)</p>	<p><b>Self regulation of emotions</b></p> <p>Use simple strategies for managing their feelings (KS1 H4)</p> <p>Recognise that they may sometimes experience conflicting emotions (H7)</p>
<p><b>Self control for behaviour</b></p> <p>Recognise that their actions may have negative consequences</p>	<p><b>Self control for behaviour</b></p> <p>Recognise that their actions have negative and positive consequences, and that it might affect other people (R2)</p>	<p><b>Self control for behaviour</b></p> <p>Recognise the consequences of their behaviour and use this knowledge to start to manage their own behaviour</p>
<p><b>Self confidence</b></p> <p>List some positives about themselves (L8)</p>	<p><b>Self confidence</b></p> <p>List positives about themselves, and explain how they are unique (L8)</p>	<p><b>Self confidence</b></p> <p>Describe positives about themselves and how these make them who they are (KS1 L8)</p> <p>Celebrate their achievements (H5)</p>
<p><b>Trustworthiness, honesty, integrity</b></p> <p>With support, make choices based on an understanding of right and wrong (e.g. follow the class rules)</p>	<p><b>Trustworthiness, honesty, integrity</b></p> <p>Recognise what is fair and unfair, kind and unkind, right and wrong (R4)</p> <p>Make choices based on these; start to develop their own moral principles</p>	<p><b>Trustworthiness, honesty, integrity</b></p> <p>Explain the difference between fair and unfair, kind and unkind, right and wrong (R4)</p> <p>Develop their own moral principles and accept that other people's views and choices may be different</p>



# Progression in PSHE, knowledge and understanding

## PERSONAL

Year 4	Year 5	Year 6
<p><b>Self awareness</b></p> <p>Distinguish between most emotions and the symptoms of them; <b>describe the range and intensity of some of these</b> (H6)</p>	<p><b>Self awareness</b></p> <p><b>Explain the range and intensity</b> of their emotions and symptoms (H6)</p>	<p><b>Self awareness</b></p> <p>'Read', understand and accurately describe their emotions; if asked, start to help others unpick their own</p>
<p><b>Self regulation of emotions</b></p> <p>Start to recognise some common triggers and make efforts to avoid them; <b>start to understand why they might experience conflicting emotions, and how they might overcome these</b> (H7)</p>	<p><b>Self regulation of emotions</b></p> <p>Start selecting strategies e.g. short-term to manage symptoms and longer-term for emotions; <b>where appropriate start to 'unpick' conflicting emotions</b> (H7)</p>	<p><b>Self regulation of emotions</b></p> <p>Select between <b>strategies to manage emotions</b>, including <b>conflicting emotions</b>, and the symptoms of them</p>
<p><b>Self control for behaviour</b></p> <p>Use their knowledge of consequences to manage and adapt their own behaviour</p>	<p><b>Self control for behaviour</b></p> <p>Explain the consequences of their and others' actions, and start to compensate for other people's behaviour</p>	<p><b>Self control for behaviour</b></p> <p>Often compensate for other people's (negative) behaviour</p>
<p><b>Self confidence</b></p> <p><b>Celebrate their achievements; start to reflect by talking about areas for improvement and goals</b> (H5)</p>	<p><b>Self confidence</b></p> <p><b>Celebrate and reflect on their achievements, strengths and areas for improvement; set themselves goals</b> (H5)</p>	<p><b>Self confidence</b></p> <p><b>Celebrate and reflect on their achievements, strengths, areas for improvement and aspirations; set high short-term and long-term goals for themselves</b> (H5)</p>
<p><b>Trustworthiness, honesty, integrity</b></p> <p>Start to reason about morality in the abstract; start to put their own beliefs and ideas into a religious, cultural or ethical context <b>Recognise and manage 'dares'</b> (R15) and other forms of peer pressure</p>	<p><b>Trustworthiness, honesty, integrity</b></p> <p>Explain how moral codes may differ from person to person and between cultures, and how their own beliefs/values/ideas might inform and be informed by their perspective on life Often act according to their own principles in areas that are considered right by some and wrong by others</p>	<p><b>Trustworthiness, honesty, integrity</b></p> <p>Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this Confidently act according to their own principles in areas that are considered right by some and wrong by others</p>

# Progression in PSHE, knowledge and understanding

## PERSONAL (CONTINUED)

<b>Adaptability incl Resilience and Perseverance</b> With support, tackle a challenge until it is resolved	<b>Adaptability incl Resilience and Perseverance</b> Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved	<b>Adaptability incl Resilience and Perseverance</b> Tackle a problem/challenge until it is resolved/achieved
<b>Appreciation “of human creativity and achievement”</b> Show signs of enjoyment	<b>Appreciation “of human creativity and achievement”</b> Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others	<b>Appreciation “of human creativity and achievement”</b> Identify and describe experiences (of creativity and achievement) that they like and dislike

## SOCIAL

Year 1	Year 2	Year 3
<b>Discernment</b> Make simple comments about trust (e.g. naming a trusted adult - RSE/HE)	<b>Discernment</b> Start to explain how they might recognise who to trust, or when a relationship is making them feel unhappy or uncomfortable (RSE/HE)	<b>Discernment</b> Explain how they make decisions about who to trust; explain how they judge whether a relationship is a positive one (RSE/HE)
<b>Consent</b> Know and be able to verbalise basic ideas of consent (in a non-sexual context like “tag”) i.e. that each person’s body belongs to them, and that there are appropriate and inappropriate forms of “touch” (RSE/HE)	<b>Consent</b> Explain consent in a non-sexual context like “tag” i.e. personal space, (in)appropriate “touch”, and simple forms of communicating this (RSE/HE) Start to expand these body-rights to other people’s property, too (e.g. by taking turns, sharing and returning things that were borrowed) (L3)	<b>Consent</b> Explain consent in detail, probably in a non-sexual context (e.g. words, phrases and body language); responsibilities of the (accidental) perpetrator; hard-to-articulate anxieties and discomfort (RSE/HE) Expand these body-concepts to other people’s feelings as well as their property (KS1 L3)

# Progression in PSHE, knowledge and understanding

## PERSONAL (CONTINUED)

Adaptability incl Resilience and Perseverance	Adaptability incl Resilience and Perseverance	Adaptability incl Resilience and Perseverance
Demonstrate persistence in tackling a challenge (e.g. by overcoming more than one set-back)	Persist in tackling challenges, and start to help others do so in sensitive ways	Demonstrate persistence and help others do so in a sensitive way
Appreciation "of human creativity and achievement"	Appreciation "of human creativity and achievement"	Appreciation "of human creativity and achievement"
Describe experiences (of creativity and achievement) that they enjoy and start to describe the same for others	Start to alter their behaviour to accommodate others' likes and dislikes (e.g. adding caveats like "in my opinion", or compromising on choices)	Explain how their own enjoyment might affect that of others
Express opinions and listen to those of others	Show an interest in reflecting other people's experiences	

## SOCIAL

Year 4	Year 5	Year 6
Discernment	Discernment	Discernment
Explain in detail how they discern the quality of a relationship, including how they manage difficult situations, how they seek help, and the risks of online friendships (RSE/HE)	Start to support friends in discerning the quality of a relationship, including how to manage difficult situations and/or seek help (RSE/HE)	Be able to offer sensitive support and advice to friends, to help them discern the quality of a relationship, and better manage difficult situations (RSE/HE)
Consent	Consent	Consent
Be able to articulate an extensive understanding of the ways to communicate, facilitate and navigate consent (RSE/HE)	Explain some legal and ethical aspects of: rights to privacy and personal boundaries (R21); peer pressure and media manipulation (H13, H15); ways to ask for help and report abuse (H14)	Start to apply these issues in adolescent and adult contexts (e.g. sexual relationships)
Expand and apply these body-concepts e.g by starting to voice concerns when other people's rights seem to have been infringed	Show a willingness to stand up for other people's rights (consent, property, feelings and wellbeing)	

# Progression in PSHE, knowledge and understanding

## SOCIAL (CONTINUED)

<p><b>Respect</b></p> <p>Start to show respect through their actions (e.g. following class rules)</p>	<p><b>Respect</b></p> <p>Demonstrate respect for others (e.g. by choosing to help someone)</p>	<p><b>Respect</b></p> <p>Consistently show respect for others through their manners and actions, including their online behaviour (e.g. by being polite when challenging others' values and opinions)</p> <p>Show respect for online content (e.g. distinguishing between public and private material)</p>
<p><b>Empathy</b></p> <p>Identify the differences and similarities between people in a polite way (R8)</p>	<p><b>Empathy</b></p> <p>Identify and respect the differences and similarities between people (R8), including how others show their feelings in different ways (R1)</p> <p>Demonstrate awareness of the 'rules' for behaviour in different settings (e.g. social or cultural)</p>	<p><b>Empathy</b></p> <p>Start to explain commonalities, e.g. similarities and differences (L9)</p> <p>Respond appropriately when other people show feelings in different ways (KS1 R1)</p> <p>Recognise and start to care about other people's feelings (R10)</p> <p>Start to modify their behaviour to follow the 'rules' of different settings (e.g. social or cultural)</p>
<p><b>Building bonds</b></p> <p>Recognise when people are being unkind to them or others (R12)</p>	<p><b>Building bonds</b></p> <p>Recognise bullying (KS2 L6)</p> <p>Know who to tell and what to say (R12)</p>	<p><b>Building bonds</b></p> <p>Explain the meaning of stereotypes (R16) and harmful behaviours like bullying and discrimination (L6)</p>
<p><b>Collaboration Including Conflict Management</b></p> <p>Play with others, rather than alongside them</p> <p>Recognise that resorting to violence is never right (RSE/HE)</p>	<p><b>Collaboration Including Conflict Management</b></p> <p>Listen to others and play and work with them cooperatively</p> <p>Start to negotiate where appropriate (R6)</p>	<p><b>Collaboration Including Conflict Management</b></p> <p>Demonstrate a willingness to listen to others to facilitate cooperative play and work</p> <p>Use some simple negotiation strategies to resolve arguments (KS1 R6, KS2 R12)</p> <p>Recognise that most friendships have ups and downs (RSE/HE)</p>

# Progression in PSHE, knowledge and understanding

## SOCIAL (CONTINUED)

<p><b>Respect</b></p> <p>Start to cope with / compensate for non-reciprocation of good manners</p> <p>Show respect for online content (e.g. by acknowledging a source)</p>	<p><b>Respect</b></p> <p>Sensitively deal with others' lack of manners</p> <p>Show respect for online content (e.g. by investigating permissions)</p>	<p><b>Respect</b></p> <p>Start managing other people's bad manners, or insensitivity, in appropriate and courteous ways</p> <p>Show awareness of, and explain, privacy, copyright and plagiarism</p>
<p><b>Empathy</b></p> <p>Explain commonalities, e.g. similarities and differences (L9)</p> <p>Try to see and respect other people's points of view (R10)</p> <p>Modify their behaviour appropriately for different people and settings (e.g. with regard to culture or custom (L11, L12) and explain why they are doing so</p>	<p><b>Empathy</b></p> <p>Listen and respond respectfully to a wide range of people, including strangers, showing that they care about other people's feelings</p>	
<p><b>Building bonds</b></p> <p>Recognise when stereotypes are being used (R16)</p> <p>Realise the consequences of anti-social, aggressive and harmful behaviours and start to help each other get support where appropriate (L6)</p>	<p><b>Building bonds</b></p> <p>Recognise and challenge stereotypes (R16), bullying and discrimination (L6), and where appropriate other people's points of view (R10)</p> <p>Develop strategies for getting support for themselves or others in these contexts (L6)</p>	<p><b>Building bonds</b></p> <p>Show a confidence and sensitivity in constructively challenging other people's behaviours (L6) and points of view (R10), where appropriate and/or safe</p>
<p><b>Collaboration Including Conflict Management</b></p> <p>Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team and resolve conflicts, e.g. by looking at alternatives and making decisions (L8)</p> <p>Recognise that friendships can usually be repaired after a fall-out (RSE/HE)</p>	<p><b>Collaboration Including Conflict Management</b></p> <p>Relate to others people's opinions, qualities and skills, and work towards consensus, e.g. by seeing and respecting others' points of view, giving feedback and support, making decisions and explaining them (L8)</p> <p>Recognise that friendships can sometimes be strengthened if fall-outs are dealt with sensitively (RSE/HE)</p>	<p><b>Collaboration Including Conflict Management</b></p> <p>Relate to others and work towards consensus, e.g. by negotiation and appropriate compromise, and by giving rich and constructive feedback and support (R12), and by adapting behaviour and speech (e.g. facilitating / 'uniting' interactions)</p>

# Progression in PSHE, knowledge and understanding

## SOCIAL (CONTINUED)

<p><b>Accepting Advice</b></p> <p>Follow the advice of others</p>	<p><b>Accepting Advice</b></p> <p>Willingly accept and follow advice, but start to appreciate that some advice might not be so useful</p>	<p><b>Accepting Advice</b></p> <p>Begin to seek advice and make an informed choice about whether to follow it</p>
<p><b>Communication</b></p> <p>Share their opinions on things that matter to them (R5)</p> <p>Offer feedback to others (R7)</p>	<p><b>Communication</b></p> <p>Share their opinions on a wider range of things (R5)</p> <p>Listen to others (R6)</p> <p>Offer constructive feedback and support (R7)</p>	<p><b>Communication</b></p> <p>Share their opinions on a wide range of things, explaining their views to a partner or group (KS1 R7) and listening to the views of others (KS1 R6)</p>



# Progression in PSHE, knowledge and understanding

## SOCIAL (CONTINUED)

<p><b>Accepting Advice</b></p>	<p><b>Accepting Advice</b></p>	<p><b>Accepting Advice</b></p>
<p>Seek advice but make an informed choice about whether to follow it</p>	<p>Start to be able to explain about skill-levels and authority of advice-givers</p>	<p>Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers</p>
<p><b>Communication</b></p>	<p><b>Communication</b></p>	<p><b>Communication</b></p>
<p>Use research to inform their opinions, sharing these with others (L1)</p> <p>Start to understand the varying reliabilities of sources of information e.g. in social media (L18)</p>	<p>Research and debate topical issues, problems and events that are of concern to them and offer some basic recommendations to appropriate people (L1)</p> <p>Discern bias/reliability in social media and other sources of information (L18)</p>	<p>Research, discuss and debate topical issues, problems and events that are of concern to them and to others, making formal recommendations to appropriate people if required (L1)</p> <p>Discuss issues of bias/reliability in social media and other sources of information and use this to make mature decisions about what to 'share' or forward (L18)</p>

# Progression in PSHE, knowledge and understanding

## HEALTH

Year 1	Year 2	Year 3
<p><b>Self care</b></p> <p>Recognise what they like and dislike, and how these can have good and not-so-good consequences (H2)</p> <p>Show some basic self-care skills, e.g. flushing a toilet, washing hands (H7)</p>	<p><b>Self care</b></p> <p>Use their knowledge of their likes and dislikes, and the consequences of these, to make some practical (sustainable) choices to improve their physical and emotional health (H2)</p> <p>Use their knowledge of basic hygiene to protect their health and that of others, e.g. by clearing away a lunch plate properly (H7)</p>	<p><b>Self care</b></p> <p>Develop their self-care skills by e.g. linking them to their knowledge of bacteria and viruses (H12)</p> <p>Start to explain how they judge whether what they are feeling and how they are behaving is appropriate and proportionate (RSE/HE)</p>
<p><b>Risk assessment / management</b></p> <p>Be able to identify a few basic hazards and risks (e.g. trip hazards, falls from a height, hot plates, sharp objects)</p>	<p><b>Risk assessment / management</b></p> <p>Recognise a wider range of hazards and risks (e.g. resulting from other people's actions), including increased risks in different contexts (e.g. wet surfaces being slippery)</p>	<p><b>Risk assessment / management</b></p> <p>Assess risks in different situations and decide how to manage them responsibly, e.g. road safety (H10); rail, water and fire safety (H21); and online safety (H22)</p>
<p><b>Use of tools - from our DT progression</b></p> <p>Safely use knives with an 11-12cm non-serrated blade (supervised)</p> <p>Children's scissors</p>	<p><b>Use of tools - from our DT progression</b></p> <p>Safely use butter-knives without close supervision</p> <p>Safely use peeler on e.g. carrots, or a grater on e.g. cheese</p> <p>Safely use e.g. knitting needles</p>	<p><b>Use of tools - from our DT progression</b></p> <p>Safely use a serrated knife with 'bridge' hold to cut onion (supervised)</p> <p>Safely use a grater on e.g. carrot</p> <p>Safely use scissors, metallic tape-measures and sandpaper; safely use screwdrivers (supervised)</p>

# Progression in PSHE, knowledge and understanding

## HEALTH

Year 4	Year 5	Year 6
<p><b>Self care</b></p> <p>Use research to inform the choices they make that have an impact on their physical and mental health, e.g. food and exercise (H2, H3); and that of others (e.g. kindness and generosity)</p> <p><b>Explain how they discern their own mental and physical wellbeing, i.e. whether what they are feeling and how they are behaving is appropriate and proportionate</b> (RSE/HE)</p>	<p><b>Self care</b></p> <p>Be able to articulate how lifestyle choices can have positive, neutral and negative consequences (H2)</p> <p>Where possible and appropriate, help their friends discern whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p><b>Self care</b></p> <p>Be able to articulate the concept of a 'balanced lifestyle' - i.e. that many health choices actually have both positive and negative consequences (H2)</p>
<p><b>Risk assessment / management</b></p> <p>Assess risks in different situations and develop strategies for keeping physically and emotionally safe (H21), including a wider range of online safety issues and protections (H22)</p> <p>Use these as an opportunity to build resilience (H10)</p>	<p><b>Risk assessment / management</b></p> <p>Be able to explain a range of online safety issues (physical, mental and emotional), including identity theft, sharing of images and the reliability of information (H22)</p>	<p><b>Risk assessment / management</b></p> <p>Explain and strategise about a range of online safety issues (physical, mental and emotional) including screen time (H24), online courtesies (H24, H25), and the sharing of politically incorrect or even illegal opinion and polemic (H25)</p>
<p><b>Use of tools - from our DT progression</b></p> <p>Safely use a 'bridge' hold to cut harder veg (e.g. potato)</p> <p>Safely use a peeler (e.g. potato) or a grater (e.g. lemon zest)</p> <p>Safely use a compass and scissors to score</p> <p>Safely use (while supervised) sewing needles, adult scissors, stanley knives and glue guns</p>	<p><b>Use of tools - from our DT progression</b></p> <p>Safely use a 'claw' grip to cut e.g. celery or carrot</p> <p>Safely remove e.g. hot biscuits from a baking tray with a fish-slice (supervised)</p> <p>While supervised, safely use hammer and nails, mallet, chisel, plane, vice</p>	<p><b>Use of tools - from our DT progression</b></p> <p>Safely use large knives on hard vegetables (e.g. swede) (supervised)</p> <p>Safely handle hot food with oven gloves (supervised)</p> <p>While supervised, safely use a saw and other power tools</p>

# Progression in PSHE, knowledge and understanding

## ECONOMIC (some of these entries come from our Geography Skills Progression)

Year 1	Year 2	Year 3
<b>Asking questions</b>	<b>Asking questions</b>	<b>Asking questions</b>
Ask and answer simple questions about what they have seen or heard	Show curiosity by voluntarily asking questions about what they have seen, heard or read	Start to frame questions and answers in economically valid ways (e.g. about change/difference)
<b>Using charts / graphs (from Maths NC)</b>	<b>Using charts / graphs (from Maths NC)</b>	<b>Using charts / graphs (from Maths NC)</b>
Use tallies and simple tables	Use pictograms, tally charts, block diagrams; interpret simple tables	Use bar charts (e.g. not blocks); use more complex tables
<b>Judging reliability</b>	<b>Judging reliability</b>	<b>Judging reliability</b>
Show some understanding of the ways we can find out about the world (e.g. newspapers, books, atlases, photographs)	Identify ways that economics is presented and represented (e.g. articles, fiction, diagrams, maps)	Start to show awareness that there are different ways to represent economic information, and that these might inform opinions/beliefs and the way people feel about themselves (H4)
<b>Presenting information</b>	<b>Presenting information</b>	<b>Presenting information</b>
<p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Cross reference against the rest of the progression guide.</p> <p>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</p> <ul style="list-style-type: none"> <li>• for isolated datasets</li> <li>• in longer and coherently-structured pieces of work</li> </ul>		
<b>Good citizenship</b>	<b>Good citizenship</b>	<b>Good citizenship</b>
With support, participate in activities that contribute to the school (e.g. litter picking)	Participate in activities that contribute to the school and wider community	Start to reflect on their own impact in the community (e.g. waste, noise, carbon footprint)
<b>Developing a world view</b>	<b>Developing a world view</b>	<b>Developing a world view</b>
Recount some facts (that have been given to them) about towns, cities and countries beyond their own	Independently recount facts about towns, cities and countries beyond their own	Compare and contrast facts about different places and start to recognise that place is not the same as ethnicity or race

# Progression in PSHE, knowledge and understanding

## ECONOMIC (some of these entries come from our Geography Skills Progression)

Year 4	Year 5	Year 6
<b>Asking questions</b>	<b>Asking questions</b>	<b>Asking questions</b>
Ask and answer economically valid questions (e.g. about cause and effect, reliability, change and difference)	Ask and answer economically valid questions (e.g. about significance, relevance, reliability, perspective)	Regularly ask and answer perceptive questions in economically valid ways
<b>Using charts / graphs (from Maths NC)</b>	<b>Using charts / graphs (from Maths NC)</b>	<b>Using charts / graphs (from Maths NC)</b>
Use time graphs 'and other graphs'; use discrete and continuous data	Complete and interpret tables, including timetables; calculate the mode and range	Read, interpret and use pie charts and line graphs; calculate the mean
<b>Judging reliability</b>	<b>Judging reliability</b>	<b>Judging reliability</b>
Recognise that economic 'facts' can vary depending on the source, and begin to suggest reasons for this (L17)	Begin to explain how economic 'facts' are often interpreted to support opinions (L17)	Explain and critique the way economic 'facts' are used and interpreted to support and influence opinions (L17), and affect how people feel about themselves (H4)
<b>Presenting information</b>	<b>Presenting information</b>	<b>Presenting information</b>
Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Cross reference against the rest of the progression guide.		
Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:		
<ul style="list-style-type: none"> <li>• for isolated datasets</li> <li>• in longer and coherently-structured pieces of work</li> </ul>		
<b>Good citizenship</b>	<b>Good citizenship</b>	<b>Good citizenship</b>
Explain their own impact in the community and start to make adjustments to their own behaviour in response to this	Adjust their own behaviours to lessen their negative impact in the community (e.g. use of plastic)	Reflect on their own contribution to society 'and to the world of work'
<b>Developing a world view</b>	<b>Developing a world view</b>	<b>Developing a world view</b>
Recall and compare facts about different places, and explain how these can both reflect and disguise ethnicity, faith and race	Start to understand how the 'emerging world culture of shared experiences' (e.g. through TV and internet) is changing communities around the world	Explain how the 'emerging world culture of shared experiences' (e.g. through TV and internet) is changing world communities



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