

PSHE Ladder			
Year Group	Health and Wellbeing	Living in the wider world	Relationships
Year 1	<p>Identify and name some feelings. With support, they can express and manage their feelings and are able to express some of their positive qualities</p> <p>Understand people have different likes and dislikes. Share their likes and dislikes. With support they can set themselves simple, short term goals.</p> <p>List and describe some things that keep them healthy, and with support make simple choices about aspects of their health.</p> <p>Know the basic ways of keeping clean, name the main parts of the body and show a basic understand of how people grow from young to old.</p> <p>Be able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations</p>	<p>With support, recognise simple choices they can make, and usually recognise the difference between right and wrong.</p> <p>Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders.</p> <p>With support, understand some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.</p> <p>To explain simple ideas of different communities, such as family and school. With adult direction and support, begin to contribute to the life of the class and school.</p> <p>Explain in simple terms where money comes from and some different ways in which it can be used.</p>	<p>Begin to understand what bullying is and to recognise that it is wrong. They are able to list some ways to get help if it is happening.</p> <p>With adult support, have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations.</p> <p>Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another.</p> <p>Know how to listen appropriately. Take turns to speak with one other person or in a small group, and answer simple questions relation to topical issues.</p>
Year 1 Greater depth	<p>Express and manage their feelings effectively, talk about their positive qualities and explain why these are positive.</p> <p>They are able to make healthy choices in regards to eating, exercise and keeping clean and explain why these are good choices in life.</p>	<p>Recognise the difference between right and wrong and give some explanations why the scenario/choice is right or wrong.</p> <p>Understand and obey classroom and school rules and adapt their behaviour to different situations without needing reminders.</p> <p>Have their own ideas about how they could contribute to the life of the class and the school.</p>	<p>Be able to explain what bullying is, describe why it is wrong and begin to say what effect it may have on the victim.</p> <p>Have a good understanding of the consequences of their own behaviour and others.</p> <p>Be able to hold a conversation effectively, showing very good listening and be confident answering questions about various topics.</p>

<p>Year 2</p>	<p>Express some of their positive qualities and identify, name and demonstrate that they can manage some of their feelings</p> <p>Understand the purpose of goal setting. Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals.</p> <p>Make choices about wider aspects of their health and well-being, and know what keeps them healthy.</p> <p>Explain ways of keeping clean, name the parts of the body and describe some of the changes as people grow from young to old. Some children will be able to explain the implications of changing bodies as people get older.</p> <p>Describe confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations.</p>	<p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong.</p> <p>Contribute more ideas for rules for the group and classroom. Know why rules help them and refer to the rules in the context of their and others' behaviour.</p> <p>Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.</p> <p>Understand and describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p> <p>Realise and be able to describe that money comes from different sources and that it can be used for different purposes.</p>	<p>Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims.</p> <p>Know their behaviour affects others. Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties.</p> <p>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another.</p> <p>Know how to respond appropriately within a conversation. Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates.</p>
<p>Year 2 Greater depth</p>	<p>Express and manage their feelings effectively, talk about their positive qualities and explain why these are positive but also how these can have an impact on other people around them. Explain how to keep yourself and others safe and give scenarios to support this.</p>	<p>Explain why something may be right or wrong and follow the right choices in school. Describe how the wrong choices may have an impact on yourself and others.</p> <p>Describe confidently different groups and communities they belong to and begin to recognise some groups their peers belong to. E.g. religious, ethnic identity.</p>	<p>State a clear definition of what bullying is. Know that bullying is wrong and give strategies to help victims. Be able to talk about what effect bullying may have on the victim and show empathy towards them.</p> <p>Understand the importance of healthy relationships. Demonstrate how to build good relationships with their peers. If conflicts arise they are able to resolve these effectively and show compassion to others.</p>

<p>Year 3</p>	<p>Recognise their own worth, but with support need help in demonstrating and expressing it. They are also beginning to identify ways to face new challenges</p> <p>They are beginning to understand some of the bodily and emotional changes in their life, and with support, how to begin to deal with these.</p> <p>Begin to express simple ideas, with support, about how to develop healthy lifestyles.</p> <p>Know what negative peer pressure is. Beginning to make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being.</p> <p>With support, they can list some commonly available substances and drugs that are legal and illegal. They are beginning to be able to describe some of their effects and risks.</p>	<p>Name jobs, begin to understand that they will need to develop skills to work in the future, and, with support demonstrate how to look after and save money.</p> <p>With support begin to, research, discuss and debate topical issues, problems and events.</p> <p>To begin to understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</p> <p>To begin to understand some of the range of national, regional, religious and ethnic identities in the UK and describe, with support, some of the different beliefs and values in society.</p> <p>To begin to understand that resources can be allocated in different ways and that these economic choices affect individuals.</p>	<p>To begin to express their view, and listen to those of others, sometimes needing reminders about how to show respect for others.</p> <p>Begin to identify, with support, some factors that affect how people think and feel.</p> <p>To begin to identify different types of relationships and how to maintain good relationships.</p> <p>Understand what bullying is and its' consequences. Begin to understand, with support, the nature and consequences of bullying, and ways of responding to it.</p> <p>Begin to recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of aggressive behaviours such as bullying on individuals.</p> <p>With support, begin to demonstrate respect and tolerance towards others.</p>
<p>Year 3 Greater Depth</p>	<p>Be able to explain how to support healthy lifestyles including healthy eating, exercise, drinking water and getting enough rest.</p> <p>Understand and explain the risks of negative peer pressure and give simple suggestions as to how to deal with it.</p>	<p>To begin to see similarities between different national, regional, religious and ethnic identities.</p> <p>To understand that there are different stakeholders when resources are allocated and start to empathise with more than one point of view.</p>	<p>Start to distinguish between falling out and bullying.</p> <p>Be able to empathise with victims of bullying and explain how bullying might make them feel.</p> <p>Independently, begin to demonstrate respect and tolerance towards others.</p>

<p>Year 4</p>	<p>Recognise their own worth and begin to be able to identify and express the worth of others. They also can identify ways to face new challenges.</p> <p>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way.</p> <p>Express simple ideas about how to develop healthy lifestyles.</p> <p>Know what negative peer pressure is. Make judgements and decision and list, some ways of resisting negative peer pressures around issues affecting their health and well being.</p> <p>With support, they can list commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations.</p>	<p>Name a range of jobs, understand that they will need to develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>With support, research, discuss and debate topical issues, problems and events.</p> <p>Understand why and how rules are made and enforces, why different rules are needed in different situations and take part in making and changing rules.</p> <p>Understand some of the range of national, regional, religious and ethnic identities in the UK and describe, some of the different beliefs and values in society.</p> <p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<p>Express their views, and listen to those of others. Identify, with support, some factors that affect how people think and feel.</p> <p>Identify different types of relationships, and with support, show ways to maintain good relationships.</p> <p>Understand the nature and consequences of bullying, and ways of responding to it.</p> <p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and with support, resolve difference by looking at alternatives, making decisions and explaining choices.</p>
<p>Year 4 Greater Depth</p>	<p>Be able to explain confidently how to support healthy lifestyles including healthy eating, exercise, drinking water and getting enough rest.</p>	<p>To begin to see similarities between different national, regional, religious and ethnic identities and understand that despite differences, there may be shared values and beliefs.</p> <p>To understand that there are different stakeholders when resources are allocated and start to empathise with more than one point of view.</p>	<p>Distinguish between falling out and bullying. Be able to empathise with victims of bullying and explain how bullying might make them feel.</p> <p>Independently, demonstrate respect and tolerance towards others.</p>

Year 5	<p>Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges.</p> <p>Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way.</p> <p>Make choices about healthy lifestyles.</p> <p>Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being.</p> <p>List commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations.</p>	<p>Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>Research, discuss and debate topical issues, problems and events.</p> <p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society.</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<p>Express their view confidently, and listen to and show respect for the views of others.</p> <p>Identify some factors that affect emotional health and wellbeing.</p> <p>Identify different types of relationships and show ways to maintain good relationships.</p> <p>Describe the nature and consequences of bullying, and express ways of responding to it.</p> <p>Respond to, or challenge, negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Demonstrate respect and tolerance towards others, resolve differences by looking at alternatives, making decisions and explaining choices.</p>
Year 5 Greater Depth	Be able to explain confidently how to support healthy lifestyles including healthy eating (eating a balanced diet – not just eating fruit and vegetables), exercise, drinking water, getting enough rest and, as an adult, avoiding smoking or too much alcohol.	Be able to identify the skills and traits that they will need for jobs in the future and understand that different jobs require different skills. Start to identify jobs that they may be suitable for based on their skills as opposed to just being jobs they would like to do.	<p>Give strategies for solving disputes between friends.</p> <p>Independently, demonstrate respect and tolerance towards others and explain why tolerance is part of British values.</p>
Year 6	Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify and demonstrate ways to face new challenges.	Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money.	Know about growth and fixed mind-set. Express their views confidently, and show how their views can develop in the light of listening to others.

	<p>Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way.</p> <p>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles.</p> <p>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being.</p> <p>List a range of substances and drugs that are legal and illegal , including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations.</p>	<p>Understand that issues and events have an effect on us. Take a lead role in researching, discussing and debating topical issues, problems and events.</p> <p>Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules.</p> <p>Appreciate and explain the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society.</p> <p>Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Explore and comment on how the media present information.</p>	<p>Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them.</p> <p>Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships.</p> <p>Recognise and describe the natures and consequences of bullying, express ways of responding to it, and support others to do so.</p> <p>Know, respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explain choices.</p>
<p>Year 6 Greater Depth</p>	<p>Know the importance of a healthy lifestyle. Be able to explain confidently how to support healthy lifestyles including healthy eating, exercise, drinking water, getting enough rest and, as an adult, avoiding smoking or too much alcohol or illegal drugs.</p>	<p>Know the importance of rules and laws. Be able to recognise the need to adhere to laws and rules that they don't agree with for the greater good of the community or society as a whole.</p>	<p>Give strategies for solving disputes between friends and explain how these might be different to strategies for solving disputes between children who are not friends.</p> <p>Independently, demonstrate respect and tolerance towards others; explain why tolerance is part of British values and have an awareness of other countries where tolerance is not practised.</p>