

## The Priory Catholic Voluntary Academy PSHE Progression Ladders

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping/ Staying Safe	<p><b>Blue Explore's Road Safety</b></p> <p>I know I should cross the road safely on a crossing with an adult. I know I should wear a helmet to protect my head when I am on a bike/scooter.</p>	<p><b>Road Safety:</b></p> <p>I understand why it is important to stay safe when crossing the road and I can recognise a range of safe places to cross the road.</p> <p>I understand the differences between safe and risky choices and know different ways to help me stay safe when crossing the road.</p>	<p><b>Tying Shoelaces</b></p> <p>I know the reasons why I should make sure my laces are tied and know how to tie up my laces properly.</p> <p>I know rules to keep myself safe and understand the differences between safe and risky choices.</p>	<p><b>Staying Safe</b></p> <p>I know ways to keep myself and others safe and I can recognise risky situations.</p> <p>I can identify trusted adults around me and understand the differences between safe and risky choices.</p> <p><b>Leaning Out of Windows</b></p> <p>I can recognise a range of warning signs.</p> <p>I can spot the dangers I might find at home.</p> <p>I know the importance of listening to trusted adults.</p> <p>I understand different ways I can keep myself and others safe at home and know the differences between safe and risky choices.</p>	<p><b>Cycle Safety</b></p> <p>I can identify strategies we can use to keep ourselves and others safe on a bicycle.</p> <p>I recognise the impact and possible consequences of an accident or incident involving riding a bicycle.</p> <p>I can identify what a risky choice is and can create a set of rules for and identify ways of keeping safe when riding a bicycle.</p>	<p><b>Water Safety</b></p> <p>I can identify a range of danger signs linked to water safety.</p> <p>I can develop and name strategies that can help keep myself and others safe, including water safety.</p> <p>I can recognise the impact and possible consequences of an accident or incident involving water safety.</p>	<p><b>Peer Pressure</b></p> <p>I can identify strategies to keep myself and others safe and I recognise ways to manage peer pressure.</p> <p>I can explain the potential outcomes that may happen if we take risks and recognise the impact and possible consequences of an accident or incident.</p>

Keeping/Staying Healthy	<p><b>Red Visits the Dentist</b> I know that I should go to the dentist for a check-up. I know what will happen when I visit the dentist.</p> <p><b>Purple's Poorly</b> I know that I can go to the doctors when I feel poorly. I know what happens when I visit the doctors and how they can make me feel better.</p> <p><b>Yellow Learns about Germs</b> I know that germs can be passed onto other people and make them feel unwell. I know I should wash my hands because they have germs on.</p> <p><b>Rainbow Visits the Seaside</b> I know I should wear sun cream, a hat and glasses on a sunny day to keep my skin safe.</p> <p><b>Green's Greens</b> I know that too much unhealthy food can make me feel poorly. I know that I should eat fruit and vegetables often.</p>	<p><b>Washing Hands</b> I understand why we need to wash our hands, how germs are spread and how they can affect our health. I can wash my hands correctly. I know the differences between healthy and unhealthy choices, with regards to washing hands.</p> <p><b>Healthy Eating</b> I know that food is needed for our bodies to be healthy and to grow. I understand that some foods are better for good health than others. I can list different types of healthy foods and know the difference between healthy and unhealthy choices.</p>	<p><b>Brushing Teeth</b> I understand why we need to brush our teeth, and I can practise brushing my teeth. I can develop strategies to remind me to brush my teeth when I forget, when I am tired or busy.</p>	<p><b>Medicine</b> I know, understand and I can practise simple safety rules about medicine. I understand when it is safe to take medicine and know who we can accept medicine from. I know the differences between healthy and unhealthy choices, with regards to taking medicine.</p>	<p><b>Smoking</b> I can explain some of the risks associated with smoking and name the addictive ingredient found in cigarettes. I can describe how smoking can affect your immediate and future health and well-being. I can identify and use skills and strategies to resist any pressure to smoke and to keep safe.</p>	<p><b>Alcohol</b> I can identify what a risky choice is. I can identify the risks associated with alcohol and can describe how alcohol can affect your immediate and future health and well-being. I can identify and use skills and strategies to resist any pressure to drink alcohol and to keep safe.</p>	<p><b>Healthy Living</b> I can explain what is meant by a balanced diet and can plan a balanced meal. I understand nutritional information on packaged food and can explain what it means. I recognise how too much salt, sugar and saturated fat in our food and drink can affect us now and when we are older, and I can describe different ways to maintain a healthy lifestyle.</p>
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Feelings and Emotions	<p><b>Pink Goes to School</b> I can say what I like about starting school. I can say how I feel about starting school.</p> <p><b>Blues Best Friend</b> I can play with different friends in my class. I can talk about what to do if I feel jealous.</p> <p><b>Green is Moving Up a Year</b> I know that I will get to try out my new class. I can say how I feel about moving up to a new class.</p>	<p><b>Jealousy</b> I recognise and name emotions and their physical effects. I understand feelings can be communicated with and without words. I know the difference between pleasant and unpleasant emotions. I can learn a range of skills for coping with unpleasant/uncomfortable emotions.</p>	<p><b>Worry and Anger</b> I recognise and name emotions and their physical effects and I know the difference between pleasant and unpleasant emotions. I know a range of skills for coping with unpleasant/uncomfortable emotions, including worry/anger. I understand that feelings can be communicated with and without words.</p>	<p><b>Grief</b> I recognise and name emotions and their physical effects and know the difference between pleasant and unpleasant emotions, including grief. I can learn a range of skills for coping with unpleasant and uncomfortable emotions, including grief. I understand that feelings can be communicated with and without words.</p>	<p><b>Jealousy</b> I recognise different thoughts, feelings and emotions and identify the differences between those that feel good and those that feel not so good. I can describe how we can support those who feel lonely, jealous, or upset. I recognise that we can choose how we act on our emotions, including jealousy, and understand that our choices and actions can affect ourselves and other people. I can demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.</p>	<p><b>Anger</b> I recognise that everyone experiences emotions (including anger) and that these can have physical effects on our body, both pleasant and unpleasant. I can explain how feelings (including anger) can be communicated with and without words. I recognise that we can choose how we act on our emotions, including anger, and that our choices and our actions can affect ourselves and other people. I can demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions such as anger.</p>	<p><b>Worry</b> I can recognise our thoughts, feelings and emotions including worry. I can identify how we can reduce our feelings of worry and can explain how we can support others who feel worried. I recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.</p>

Relationships (Y1-3)	<p><b>Blue Learns to Share</b> I can follow rules to play a game with my friends. I can join in and take turns to lead a game with my friends.</p> <p><b>Pink Misses Mummy</b> I can say goodbye to my mummy in the morning when I come to school. I can say kind words to my friends when they are upset or worried.</p> <p><b>Why Does Purple Play Differently?</b> I know that some children need extra help from adults to help them join in and understand.</p> <p><b>Blue Gets Lost</b> I know what to do if I get lost in a shop.</p>	<p><b>Friendship</b> I understand how to be a good friend and can recognise kind and thoughtful behaviours. I understand the importance of caring about the feelings of others. I can see a situation from another person's point of view.</p>	<p><b>Bullying</b> I can name a range of feelings and understand why we should care about the feelings of other people. I recognise and understand bullying behaviours. I know how to cope with these bullying behaviours.</p>	<p><b>Touch</b> I understand the difference between appropriate and inappropriate touch. I know why it is important to care about the feelings of other people. I can name human body parts, understand personal boundaries and know who and how to ask for help.</p> <p><b>Body Language</b> I can recognise and name a range of feelings. I understand that feelings can be shown without words. I can see a situation from someone else's point of view and care about other people's feelings.</p>	<p><b>Relationships</b> I can identify the different types of relationships that we can have and I can describe how these can change as we grow. I can explain how families support us and how we can support our families. I can identify how relationships can be healthy and unhealthy. I can explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.</p>		
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Computer Safety	<p><b>Pink's Screen Time</b> I know that we should have a break from screen time. I know that too much screen time is unhealthy.</p>	<p><b>Online Bullying</b> I understand how my online activity can affect others. I can identify the positives and negatives of using technology. I recognise kind and unkind comments and know who and how to ask for help.</p>	<p><b>Computer safety</b> I can follow rules to keep myself safe online. I know that I should be kind and thoughtful, say nice things and treat others as I want to be treated online and know that it is unkind to make others feel bad about themselves, silly or embarrassed. I know who I can talk to if I feel worried about something I have seen or heard online.</p> <p><b>Image Sharing</b> I know how my online actions can affect others. I can name the positive and negative ways I can use technology. I know the risks of sharing images without permission and understand the types of images that you should and should not post online.</p>	<p><b>Making Friends Online</b> I can identify possible dangers and consequences of talking to strangers online. I know how to keep safe in online chatrooms and can name positives/negatives of using technology. I understand the difference between safe and risky choices online.</p>	<p><b>Making Friends Online</b> I can list the key applications that I may use now and, in the future, and I know and understand why some applications have age restrictions. I can identify ways to keep myself and others safe in a range of situations online and offline. I recognise that people may not always be who they say they are online.</p>	<p><b>Image Sharing</b> I can list reasons for sharing images online and identify rules to follow when sharing images online. I can describe the positive and negative consequences of sharing images online. I recognise possible influences and pressures to share images online.</p>	<p><b>Online Bullying</b> I recognise the key values that are important in positive online relationships. I can identify the feelings and emotions that may arise from online bullying. I can develop coping strategies to use if we or someone we know is being bullied online and can identify how and who to ask for help.</p>
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Being Responsible	<p><b>Yellow's Bedtime</b> I know the younger I am the more sleep I need. I know some ways to help me to get ready to go to sleep.</p> <p><b>Red's Hearing Aid</b> I know that some children have difficulty hearing. I know how I can help someone who cannot hear.</p> <p><b>Green Gets Glasses</b> I know that some children cannot see clearly. I know that we can go to the opticians to have our eyes checked.</p>	<p><b>Water Spillage</b> I know how I can help people around me and understand the types of things I am responsible for. I know how and understand the importance of preventing accidents. I can recognise the differences between being responsible and being irresponsible.</p> <p><b>Is it Safe to Eat or Drink?</b> I know what food and drink items are safe or unsafe to eat or drink.</p>	<p><b>Helping Someone in Need</b> I know how I can help other people and can recognise kind and thoughtful behaviours and actions. I understand the risks of talking to people I don't know very well in the community. I can identify the differences between being responsible and being irresponsible.</p> <p><b>Practice Makes Perfect</b> I can name ways in which I can improve in an activity or sport and understand the importance of trying hard and not giving up. I can see the benefits of practising an activity or sport. I can learn ways to set goals and work to reach them.</p>	<p><b>Stealing</b> I understand the difference between borrowing and stealing. I can describe how I feel if something is borrowed and not returned. I know it is wrong to steal and understand the differences between being responsible and irresponsible.</p> <p><b>Is it Safe to Play With</b> I recognise items that are safe and unsafe to play with.</p>	<p><b>Coming Home on Time</b> I recognise the importance of behaving in a responsible manner in a range of situations. I can describe a range of situations where being on time is important. I can explain the importance of having rules in the home and can describe ways that behaviour can be seen to be sensible and responsible.</p>	<p><b>Looking Out for Others</b> I can describe caring and considerate behaviour, including the importance of looking out for each other and recognise that we should take action when someone is being unkind. I can demonstrate why it is important to behave in an appropriate and responsible way. I can identify how making some choices can impact others' lives in a negative way.</p>	<p><b>Stealing</b> I recognise the importance of being honest and not stealing. I can explain why it is important to have a trusting relationship between friends and family. I can identify how making some choices can impact others' lives in a negative way.</p>
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Our World	<p><b>Rainbow's Food Journey</b></p> <p>I know that my friends might eat different foods from different countries.</p> <p>I know that I can eat different foods in different ways.</p> <p><b>Yellow Wants to Play with Orange</b></p> <p>I know that some of my friends speak in a different way/language.</p> <p>I can communicate with my friends in different ways.</p>	<p><b>Growing in Our World</b></p> <p>I understand the needs of a baby and I recognise what I can do for myself now that I am older.</p> <p>I can describe the common features of family life.</p> <p>I can recognise the ways in which my family is special and unique.</p>	<p><b>Living in our World</b></p> <p>I understand why we should look after living things and can identify how we can look after living things both inside and outside of the home.</p> <p>I recognise why it is important to keep our communities and countryside clean.</p> <p>I can encourage others to help keep our communities and countryside clean.</p>	<p><b>Working in Our World</b></p> <p>I understand different ways we can receive money and know how to keep money safe.</p> <p>I recognise the differences between wants and needs.</p> <p>I can describe the skills you may need in a future job or career.</p> <p><b>Looking After our World</b></p> <p>I can explain the meaning of reduce, reuse, recycle and can recognise how to help look after our planet.</p> <p>I can recognise ways to reduce the amount of electricity and water we use.</p> <p>I understand how we can reduce our carbon footprint.</p>	<p><b>Chores at Home</b></p> <p>I can identify ways in which we can help those who look after us and explain the positive impact of our actions.</p> <p>I can describe the ways in which we can contribute to our home, school and community.</p> <p>I can identify the skills we may need in our future job roles.</p>	<p><b>Enterprise</b></p> <p>I understand and can explain why people might want to save money.</p> <p>I can identify ways in which I can help out at home.</p> <p>I can budget for items I would like to buy, recognise ways to make money and the early stages of enterprise.</p>	<p><b>In-App Purchases</b></p> <p>I know and understand many money-related terms and can identify strategies to save money.</p> <p>I recognise some of the ways we can spend money via technology.</p> <p>I can describe the potential impact of spending money without permission.</p>
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A World Without Judgement					<p><b>Breaking Down Barriers</b>  I can recognise positive attributes in others and can explain why being different is okay. I recognise my own strengths and goals and understand that these may be different from those around me.  I can identify ways to overcome barriers and promote equality.</p>	<p><b>Inclusion and Acceptance</b>  I can identify some of the ways in which we are different and unique.  I can explain some of the elements which help us to have a diverse community.  I can describe strategies to overcome barriers and promote diversity and inclusion.</p>	<p><b>British Values</b>  I understand that there is a wide range of religions and beliefs in the UK and can explain how all religions can live in cohesion.  I can explain each of the British Values.  I can create a range of values for my educational setting.</p>
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Fire Safety and First Aid		<p><b>Hoax Calling</b> I understand the importance of being responsible and how our actions/choices can affect others. I know what a hoax call is and how it can be risky. I understand why the emergency services are an important part of our community and can show my knowledge of fire safety to others.</p>	<p><b>Petty Arson</b> I understand the importance of being responsible and how our actions/choices can affect others. I know that even small fires can be dangerous. I can identify the differences between safe and risky choices.</p>	<p><b>Texting Whilst Driving</b> I understand our actions and choices can affect others. I recognise how drivers can be distracted. I know how to help others stay safe and can describe the difference between safe and risky choices.</p>	<p><b>First Aid</b> I can list reasons why someone might struggle to breathe and can identify the signs of an asthma attack or choking. I can identify the signs of an allergic reaction and anaphylactic shock. I understand the correct steps for seeking immediate emergency help and can provide first aid treatment to someone who is struggling to breath.</p>	<p><b>First Aid</b> I can complete a primary survey for first aid and can demonstrate the recovery position for an unresponsive breathing casualty. I know when to deliver CPR and can demonstrate how to do CPR. I know how to call for emergency help.</p>	<p><b>First Aid</b> I know how to support someone with a minor or serious head injury. I understand how to support someone who is having a seizure. I know how to support someone with a serious bleed, fractured bone, minor burn or scald. I know how to support someone who is having a heart attack and how to seek immediate medical help.</p>
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