PSHE/RSHE Skills Development EYFS to KS2 – PSHE/SMSC skills permeating through all areas of the curriculum				
Key Skills	**By the end of EYFS**	**By the end of Year 2**	**By the end of Year 4**	**By the end of Year 6**
Personal Effectiveness	• To become an active listener who listens respectfully to others	• To respond to simple questions and explain their own views and ideas to others around moral and social dilemmas	• To take part in discussions and debates on topical issues that affect themselves and others	• To sensitively and respectfully take part in discussions and debates on topical issues that affect themselves, others and the wider community
	• To be a confident talker who is able to take turns in conversations effectively	• To be confident to initiate conversation, beginning to show understanding of values such as honesty, tolerance, respect and concern for others	• To effectively engage in conversation as part of a group to recall and apply knowledge and recognise and manage peer influence	• To show understanding of rights, responsibilities, rules and fairness through meaningful conversation, demonstrating a broad knowledge and understanding of the topics and issues they have explored
	• To begin to understand their own self-worth and self-confidence which supports the development of a healthy self-concept	• To develop skills of resilience and self-regulation to affirm their own value and self-worth	• To continue to develop and maintain a healthy self-concept including self-confidence, self-image, self-worth, self-advocacy, assertiveness and self-respect	• To demonstrate understanding of democracy, governance, fairness, justice, rules, laws, diversity, identifies and communities, power and authority and key values such as honest, tolerance, respect and concern for others
	• To understand a range of different emotions and feelings	• To recognise a range of different emotions and feelings in themselves and others	• To continue to recognise a range of different emotions and feelings in themselves and others and develop ways to respond appropriately	• To recognise the changing emotions and feelings in themselves and others and develop strategies to manage their changing needs
Interpersonal and Social Effectiveness	• To form positive relationships with adults and other children	• To develop an understanding of mutual respect showing empathy and compassion towards others	• To continue to understand that others have different beliefs, values and opinions which may be different from their own	• To negotiate, decide and take part in responsible actions, both in the academy and in the wider community, and reflect on their participation
	• To share and take turns effectively understanding how their actions on others	• To play and work cooperatively, taking and sharing responsibility	• To take part responsibly in activities which involve resolving differences and exploring and making choices, showing respect and consideration for others	• To consolidate and affirm a range of respectful, flexible relationships including the ability to compromise
	• To understand their place within a group and how they can work together effectively to achieve shared goals	• To build healthy relationships through effective cooperation valuing and respecting diversity • To understand what personal aspirations are and how the setting of goals can help to achieve them	• To develop skills and attributes towards enterprise such as aspiration, creativity and goal setting	• Through group and class discussion and debate, present and develop ideas and views • To develop leadership skills to support positive risk taking and managing influence to achieve positive skills in enterprise

Managing Risk and Decision Making	• To work as part of a group or class to understand and follow rules, showing sensitivity to others needs and feelings • To adjust their behaviour to different situations, taking changes of routine in their stride	• To make real choices and know how to ask for help • To make informed decisions demonstrating the ability to take responsibility for their own actions • To identify and manage risks for themselves and others	• To take part responsibly in activities which involve resolving difference by exploring alternative and making informed choices • To consider where to access safe and reliable sources of information identifying links between values, beliefs, decisions and actions	• To identify links between values and beliefs, decisions and actions to support risk taking and effective decision making • To engage in risk analysis in a variety of contexts to separate fact and reasoned arguments from rumour, speculation and opinion • To assess the validity and reliability of information to manage risk successfully
Becoming Informed Citizens	• To manage own their own basic personal hygiene and needs successfully • To understand the importance of good health and physical exercise knowing different ways to keep healthy and safe	• To further develop an understanding of how to stay healthy, effectively managing risk and safety at home and at school • To show understanding of simple concepts such as right and wrong, fairness and rules	• To take responsibility towards maintaining a balanced life-style through developing informed health choices and habits • To identify risks and hazards in school, at home and in the local environment	• To develop a positive attitude to mental health and make well informed choices that positively impact on their own mental wellbeing and that of others • To be able to keep safe in different situations, including keeping others safe • To communicate their findings and experiences with others making suggestions for improvements or changes