

## PSHE – Progression Of Skills/Knowledge

Early Years Foundation stage Early Learning Goals	National curriculum expectation
<p>Personal, Social and Emotional Development ELG: Self Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p>Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p>PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.</p> <p>However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle</p>

Health and Wellbeing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	<p><b>H1</b>-about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p> <p><b>H2</b>-about making healthy choices</p> <p><b>H3</b>-to recognise what they are good at and set simple goals</p> <p><b>H4</b>-about different kinds of feelings /simple strategies to manage feelings</p> <p><b>H5</b>-about how it feels when there is change or loss</p> <p><b>H6/H7</b>-about basic personal hygiene routines and why these are important</p> <p><b>H8/H9</b>-about growing, changing and becoming more independent</p> <p><b>H10</b>-the correct names for the main parts of the body of boys and girls</p> <p><b>H11</b>-That household products, including medicines, can be harmful if not used correctly</p> <p><b>H12</b>-about rules for keeping safe (in familiar and unfamiliar situations)</p>	<p><b>H1/H2</b>- about what makes a ‘balanced lifestyle’, about making choices in relation to health</p> <p><b>H3</b>-about what makes up a balanced diet, about opportunities they have to make their own choices about food about what influences their choices about food</p> <p><b>H4</b>-that images in the media do not necessarily reflect reality</p> <p><b>H5</b>-to recognise their achievements and set personal targets for the future</p> <p><b>H6/H7</b>-about a wider range of feelings, both good and not so good, that people can experience conflicting feelings at the same time about describing their feelings to others</p> <p><b>H8</b>-about the kinds of change that happen in life and the feelings associated with this</p> <p><b>H9/H10/H11</b>-about managing risk in familiar situations and keeping safe</p> <p><b>H12</b>- that simple hygiene routines can prevent the spread of bacteria and viruses</p>	<p><b>H1/H2</b>- about positively and negatively affects health and wellbeing (including mental and emotional health), how to make informed choices that contribute to a ‘balanced lifestyle’</p> <p><b>H3</b>- about the benefits of a balanced diet, about different influences on food and diet, about developing skills to help make their own choices about food</p> <p><b>H4</b>- how images in the media can distort reality, that this can affect how people feel about themselves</p> <p><b>H5</b>- about different ways of achieving and celebrating personal goals, how having high aspirations can support personal achievements</p> <p><b>H6/H7</b>-how to further describe the range and intensity of their feelings to others, how to manage complex or conflicting emotions</p> <p><b>H8</b>- about coping with change and transition - how this relates to bereavement and the process of grieving</p>			

	<b>H13/H14/H15</b> -how to ask for help if they are worried about something	<b>H13/H14</b> - about feeling negative pressure and how to manage this	<b>H9/H10/H11</b> -about independence, increased responsibility and keeping safe, strategies for managing risk
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Living in the wider world						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>L1/L2</b> - about group and class rules and why they are important</p> <p><b>L3</b>- about respecting the needs of ourselves and others</p> <p><b>L4</b> - about groups and communities that they belong to</p> <p><b>L5</b> - about looking after the local environment</p> <p><b>L6/L7</b> - about where money comes from and what it is used for, about how to keep money safe</p> <p><b>L8</b> - that everybody is unique</p> <p><b>L9</b> - about the ways we are the same as other people</p> <p><b>L10</b> - about the people who work in their community how to get their help, including in an emergency</p>		<p><b>L1</b> - to discuss and debate issues concerning health and wellbeing</p> <p><b>L2</b>- about the ways in which rules and laws keep people safe, to take part in making and changing rules</p> <p><b>L3/L4</b> - that everyone has human rights (and that children have their own set of human rights), about the UN declaration on the Rights of the Child</p> <p><b>L6</b> - what anti-social behaviour is and how it can affect people, how to get help or support</p> <p><b>L7</b> - about their responsibilities, rights and duties (home, school and the environment)</p> <p><b>L8</b> - about resolving differences – agreeing and disagreeing</p> <p><b>L9/L10</b> - about being part of a community, about who works with the local community</p>		<p><b>L1</b> - To research, discuss and debate to discuss and debate issues concerning health and wellbeing</p> <p><b>L2</b>- why and how laws are rules and laws are made, how to take part in making and changing rules</p> <p><b>L3/L4</b> - about the importance of human rights (and the Rights of the Child), about the UN declaration on the Rights of the Child</p> <p><b>L5</b> - that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights. That human rights overrule any beliefs, ideas or practices that harm others</p> <p><b>L6</b> - how anti-social behaviours can affect wellbeing, how to handle, challenge or respond to anti-social or aggressive behaviour</p> <p><b>L7</b> - about different kinds of</p>	

		<p><b>L11</b> - To appreciate difference and diversity (people living in the UK)</p> <p><b>L12</b> - about the values and customs of people around the world</p> <p><b>L13</b> - about the role of money, ways of managing money (budgeting and saving)</p> <p><b>L14</b> - about what is meant by 'interest' and 'loan'</p> <p><b>L15</b> - about the sustainability of the environment across the world</p> <p><b>L16</b> - What it means to be 'enterprising'</p> <p><b>L17/L18</b> - that information presented in the media can be misleading</p>	<p>responsibilities (home, school, community and the environment)</p> <p><b>L8</b> - about resolving differences, respecting different points of view and making their own decisions</p> <p><b>L9/L10</b> - about what it means to be a part of a community about different groups / individuals that support the local community, about the role of voluntary, community and pressure groups</p> <p><b>L11</b> - To appreciate the range of national, regional, religious and ethnic identities of people living in the UK</p> <p><b>L12</b> - about the lives, values and customs of people living in other places</p> <p><b>L13</b> - how finance plays an important part in people's lives, about being a critical consumer</p> <p><b>L14</b> - about what is meant by 'interest', 'loan', 'debt', about the importance of looking after money, including managing loans and debts, that people pay 'tax' to contribute to society</p> <p><b>L15</b> - about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p><b>L16</b> - what it takes to set up an enterprise, about what enterprise means for work and society</p>
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Relationships						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly; Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p><b>R1-</b> about recognising how other people are feeling, about sharing feelings their own feelings with others</p> <p><b>R2/R4/R12-</b> about different types of behaviour and how this can make others feel</p> <p><b>R3-</b>about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</p> <p><b>R5-</b>to share their views and opinions with others</p> <p><b>R6/R7-</b>about listening to others and playing cooperatively</p> <p><b>R8-</b>about the importance for respect for the differences and similarities between people</p> <p><b>R9-</b> about special people in their lives</p> <p><b>R10-</b>about appropriate and inappropriate touch</p> <p><b>R11</b> - that bodies and feelings can be hurt</p> <p><b>R13/R14-</b> that hurtful teasing and bullying is wrong what to do if teasing and bullying is happening</p>	<p><b>R1-</b> to recognise a wider range of feelings in others, about responding to how others are feeling</p> <p><b>R2/R4/-</b> about what makes a positive, healthy relationship, including friendships, how to maintain good friendships</p> <p><b>R7-</b>how actions can affect ourselves and others</p> <p><b>R8-</b>about the difference between acceptable and unacceptable physical contact, how to respond to unacceptable physical contact</p> <p><b>R9-</b>about the concept of keeping something confidential or secret, about when they should or should not agree to keeping a secret</p> <p><b>R10-</b>how to listen and respond respectfully to a wide range of people, about sharing their points of view</p> <p><b>R11-</b> about working collaboratively toward shared goals</p> <p><b>R12-</b>about solving disputes and conflict amongst themselves and their peers</p> <p><b>R13</b> - about differences and similarities between people, but understand everyone is equal</p> <p><b>R14/R18-</b> to recognise bullying, how to respond and ask for help</p>	<p><b>R1-</b>how to respond appropriately to a wider range of feelings in others</p> <p><b>R2/R4/-</b> about different types of relationships (friends, families, couples, marriage, civil partnership), about what constitutes a positive, healthy relationship, about the skills to maintain positive relationships</p> <p><b>R3-</b> to recognise when a relationship is unhealthy</p> <p><b>R5/R19-</b>about committed loving relationships (including marriage and civil partnership)</p> <p><b>R6/R20-</b>that marriage, arranged marriage and civil partnership is between two people who willingly agree, that to force anyone into marriage (forced marriage) is illegal, about the importance speaking out about forced marriage</p> <p><b>R7-</b>about the consequences of their actions on themselves and others</p> <p><b>R8-</b> about judging whether physical contact is acceptable or unacceptable - how to respond</p> <p><b>R9-</b>about confidentiality, about times when it appropriate and necessary to break a confidence</p> <p><b>R10</b> - to respectfully listen to others but raise concerns and challenge points of</p>
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