

Skills Progression in PSHE at Foundation Stage

	Expectations for Nursery		Expectations for Reception			ELG	Links to KS1	
<div style="border: 1px solid black; padding: 2px; width: fit-content;">Shaded = knowledge</div> Self-regulation/Making relationships	Can talk about the feelings 'happy' and 'sad'		Can talk about some feelings, such as 'angry', 'scared', 'surprised' and 'excited'		Continues to develop a wider awareness of their own feelings, such as 'jealous', 'worried' and 'frightened'	To be aware of synonyms for previously learnt feelings	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Show sensitivity to their own and to others' needs Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Be confident to try new activities and show independence, resilience and	<u>PSHE Association:</u> H11, H12, H13, H14, H15, H16, H18, H19 <u>PSHE Association:</u> R6, R7, R8, R9, R22, H22, R14, R15, R19, R20
	Recognises when they might be 'happy' or 'sad'	Can recognise when they feel some feelings, such as 'angry', 'scared', 'surprised' and 'excited'	Responds appropriately to some feelings		Recognises when they feel a wider range of feelings, such as 'jealous', 'worried' and 'frightened'	Responds appropriately to a wider range of feelings		
	Begins to understand how others might be feeling	Offers comfort when others are distressed	Recognise the feelings of characters in stories	Begin to understand their actions have a consequence	Recognise when and how they need to respond to a friend, showing sensitivity when needed	Can offer reasons for how a person is feeling		
	Celebrates accomplishments of goals	Beginning to develop an 'I can't do it yet' attitude	Continue to develop an 'I can't do it yet' attitude by doing something difficult that they want to achieve		Can persevere to reach their intended goal	Shows perseverance and resilience in the face of challenge		
	Takes turns in 1:1 activities with support	Takes turns in small group activities with support	Takes turns in 1:1 and small group activities without support	Takes turns in games and group activities with support	Takes turns in games and group activities without support	Initiates unstructured play and accepts the roles of others		
	Sometimes shares resources with adults	Knows to ask for adult support when needed	Helps to find solutions to conflicts and rivalries, such as accepting that not everyone can be Spiderman		Suggests alternative ideas to solve problems	Negotiates and solves problems without aggression		

	Develops confidence with a familiar adult and separates from main care giver	Develops confidence to talk to familiar adults about interests and wants, such as asks for help	Begins to communicate in a socially acceptable way, e.g. by saying their name first or saying 'excuse me'	Develops confidence when speaking to unfamiliar adults	Can say when they do or don't need help	Thinks about the perspective of others	perseverance in the face of challenge	
	Selects and uses resources independently to support their solitary play	Develops confidence to play alongside another child during self chosen activities	Starts to interact with others during play, engaged in the same themes		Starts to accept the needs and ideas of others during co-operative play	Initiates unstructured play and accepts the roles of others	Work and play cooperatively and take turns with others	
	Is able to focus on one activity	Is able to focus on one activity and stop when asked to listen	Can shift focus of attention from one activity/instruction to another		Can complete a task and understand an instruction at the same time in 1:1 situations	Can complete a task and understand an instruction at the same time in group situations	Form positive attachments to adults and friendships with peers	
	Can follow instructions involving 1-2 information carrying words		Can follow instructions involving 2-3 information carrying words		Can follow instructions involving 3-4 information carrying words		Give focused attention to what the teacher is saying, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	
Managing self	Has an awareness of rules and routines	Begins to understand right and wrong with adult modelling.	Can increasingly follow rules independently		Have an awareness of rules and why we need to follow them.	Can remind friends of the rules when needed.	Explain the reasons for rules, know right from wrong and try to behave accordingly	
	See PD Skills Progression						Manage their own basic hygiene and	

	<p>Is aware of healthy and unhealthy foods</p> <p>Independently accesses the outdoor area for exercise and knows why we need to exercise</p>	<p>Makes healthy choices</p>	<p>Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands</p>	<p>Is able to explain the effects of exercise, sleep and reducing screen time</p>	<p>Can understand why they need to brush their teeth twice a day and the basic effects of unhealthy foods on their teeth</p>	<p>personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	
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Year 1 and 2

Relationships

- ✓ Children can list people who care for them (e.g. parents, siblings, grandparents, relatives, friends, teachers) and discuss the role these different people play.
- ✓ Children identify the importance of telling someone — and know how to tell them — if they are worried about something in their family
- ✓ Children can discuss what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.
- ✓ Children know what it means to keep something private, including parts of the body that are private and can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches).
- ✓ Children recognise kind and unkind behaviour in and out school (including online). They can recognise how this would make people feel and can suggest actions to take if this were to occur.
- ✓ Children know how to respond if being touched makes them feel uncomfortable or unsafe and they know the importance of asking for permission to touch others/be touched.
- ✓ Children can identify what bullying is and different types of bullying they can suggest ways to ask for help if they feel unsafe or worried and what vocabulary to use
- ✓ Children can explain the difference between happy surprises and secrets and discuss how they can make people feel.
- ✓ Children know how to resist pressure to do something that feels uncomfortable or unsafe.

Health and Wellbeing

- ✓ Children can recognise what makes them unique and special.
- ✓ Children can identify basic hygiene practices to keeping healthy including food, exercise, hygiene routines and sun safety.
- ✓ Children can explain why sleep and rest are important for growing and keeping healthy and can describe routines and habits for maintaining good physical and mental health (including vaccinations/immunisations and managing allergies).
- ✓ Children can describe ways to impact on mental health in positive ways such as ways to feel good, calm down or change their mood e.g. playing outside, listening to music. They know how to manage big feelings including those associated with change, loss and bereavement and how to ask for help and how to help others.
- ✓ Children can recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- ✓ Children can identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to

avoid or remove themselves from danger (including how to dial 999 and what to say)

- ✓ Children can discuss the changes as people grow up, including new opportunities and responsibilities
- ✓ to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

Living in the Wider world

- ✓ Children can give examples of rules in different situations, e.g. class rules, rules at home, rules outside
- ✓ Children can identify ways to look after the environment, e.g. recycling
- ✓ Children explain how and why people use the internet and know the benefits of using it and how to communicate safely (knowing that not all they read is factual and true).
- ✓ Children can talk about things they are good at and set themselves goal. They can discuss what other people are good at and are sensitive to the fact that people have different strengths and interest.
- ✓ Children can list the different jobs and work that people do and they know that people get paid for going to work.
- ✓ Children can explain what money is, describing the difference between needs and wants and know how to look after money.
- ✓ Children can recognise how they are all equal, and discuss ways in which they are the same and different to others in their community.

Year 3 and 4

Relationships

- ✓ Children can recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.
- ✓ Children know that being part of a family should provide support, stability and love and what to do/whom to tell if family relationships are making them feel unhappy or unsafe.
- ✓ Children talk about the features of positive, healthy friendships such as mutual respect, trust and sharing interests and know strategies to build positive friendships
- ✓ Children recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable and how to manage associate risks.
- ✓ Children how to respond if they witness or experience hurtful behaviour or bullying, (including online). They know when it is right to keep or break a confidence or share a secret.
- ✓ Children recognise risk of content or contact when online, including how people may behave differently online including pretending to be someone they are not.
- ✓ Children can recognise and compare the similarities and differences between people (e.g. shared values, likes/dislikes, aspirations), are respectful towards this and use a vocabulary to sensitively discuss difference and include everyone.

Health and Wellbeing

- ✓ Children can identify healthy and unhealthy choices and habits (e.g. in relation to food, exercise, sleep) and be aware of what might negatively influence them.
- ✓ Children can discuss what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
- ✓ Children recognise the importance of regular visits to the dentist and the effects of different foods on oral health.
- ✓ drinks and substances on dental health Children list the things that can affect feelings both positively and negatively and know strategies to identify and talk about their feelings
- ✓ Children can identify their own personal strengths and moments they are proud of and recognise common challenges to self-worth ad have basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.
- ✓ Children can identify typical hazards in home, school and everyday situations. They know how to keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
- ✓ Children can define what is meant by a 'drug', those common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing, that they can have side-effects and that for some using drugs can become a habit which is difficult to break

- ✓ Children can identify physical and emotional changes in puberty; external genitalia; personal hygiene routines (such as washing regularly and using deodorant) ; support with puberty.

Living in the wider world

- ✓ Children can identify basic examples of human rights, including the rights of children
- ✓ Children know that they have rights and also responsibilities and that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.
- ✓ Children can recognise that images and information online can be altered or adapted and the reasons for why this happens
- ✓ Children can evaluate whether a game is suitable to play or a website is appropriate for their age-group and knowhow to report something seen or experienced online that concerns them e.g. images.
- ✓ Children can challenge job role stereotypes through examples of role models in different fields of work e.g. women in STEM
- ✓ Children can recognise that jobs that people have come from different sectors, that these require different skills needed to do a job, such as teamwork and decision-making.
- ✓ Children to recognise that they belong to different communities as well as the school community, they can how to show compassion towards others in need and the shared responsibilities of caring for them.
- ✓ Children know that everything shared online has a digital footprint that search results are ordered based on the popularity of the website and that this
 - ✓ can affect what information people access.
- ✓ Children can identify why people make different spending decisions (based on their budget, values and needs) and about different ways to pay.
- ✓ Children know how to keep track of money and why it is important to know how much is being spent.

Year
5
and
6

Relationships

- Children can make judgements, decisions to use a range of strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
- Children know and understand that it is common for friendships to experience challenges and can use strategies to positively resolve disputes and reconcile differences in friendships
- Children can ask for, give and not give permission for physical contact how to respond to unwanted or unacceptable physical contact. They know that it is never someone's fault if they have experienced unacceptable contact and know whom to tell if they are concerned about unwanted physical contact
- Children understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- Children can respond to and challenge a range of types of discrimination e.g. racism, sexism, homophobia, online trolling/harassment.
- Children recognise what it means to be attracted to someone and different kinds of loving relationships
- Children understand that people who love each other can be of any gender, ethnicity, or faith.
- Children recognise the difference between gender identity and sexual orientation and that it is everyone's right to be loved
- Children recognise ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- Children recognise what marriage and civil partnership is (e.g. a legal declaration of commitment made by two adults), they understand that this is a choice (to marry or not to) and know that to force anyone into marriage is illegal.

Health and Wellbeing

- Children recognise that sleep habits; sun safety; medicines, vaccinations, immunisations and allergies all need to be addressed to maintain good health.
- Children understand that bacteria and viruses can affect health and that they can prevent the spread of bacteria and viruses with everyday hygiene routines, including maintaining a clean environment.
- Children can respectfully discuss personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes and they recognise that for some people their gender identity does not correspond with their biological sex.
- Children recognise the link between participating in interests, hobbies and community groups and mental wellbeing.
- Children can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
- Children identify ways of keeping safe in different situations, including responding in emergencies, first aid and FGM.

- Children recognise that mental health is just as important as physical health and that both need looking after and that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.
- Children discuss the changes that may occur in life (including death), and how these can cause conflicting feelings that changes can mean people experience feelings of loss or grief.
- Children show an understanding about the transition to secondary school and how this may affect their feelings including how relationships may change as they grow up or move to secondary.
- Children can identify the links between love, committed relationships and conception.
- Children understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. They know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.
- Children can list key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- Children how to protect personal information online including; strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- Children understand that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- Children know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others.

Living in the wider world

- Children can identify the difference between prejudice and discrimination.
- Children can use strategies to safely respond to and challenge discrimination.
- Children can recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- Children identify the benefits of safe internet use e.g. learning, connecting and communicating
- Children can recognise how and why images online might be manipulated, altered, or faked and can be designed to manipulate people's emotions and
- Children understand how to report inappropriate online content or contact.
- Children recognise why people choose to communicate through social media and can list some of the risks and challenges of doing so.
- Children can discuss the role that money plays in people's lives, attitudes towards it, what influences decisions about money and how companies encourage customers to buy things (importance of being a 'critical consumer')
- Children identify common risks associated with money, including debt, fraud and gambling.

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| | <ul style="list-style-type: none">• Children know how money can be gained or lost e.g. stolen, through scams or gambling and know how to get help if they are concerned about gambling or other financial risks. |
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