





PSHE Curriculum Progression Skills

EYFS		
End of EYFS Expectations		
Personal, Social and Emotional development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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.
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
	Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.



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Aspect	Key Stage 1 (RSE requirements)	
<p>Core theme 1 HEALTH AND WELL BEING</p> <p>Links to PSHE programme:</p>  <p>'Being Me' (Autumn 1) 'Dreams and Goals' (Spring 1) 'Healthy Me' (Spring 2) 'Changing Me' (Summer 2)</p>	<ul style="list-style-type: none"> Children understand what a healthy lifestyle is by identifying the 3 basic components of a healthy lifestyle (e.g.) Diet, exercise and hygiene. Children can describe in simple terms 'what they are good at?' and what they would like to get better at. Children can talk about the things that make them feel happy/sad? And explore the meaning of other feelings (e.g.) excited, angry. Year 1 can identify the differences in growing from young to old. Children can label and name simple parts of the body. All children recognise that some household products can be harmful. Children know how to keep safe both online and out in the environment. (i.e.) road safety, cycle safety, online safety. Children can talk about their own families and the people who look after them. Children know how to keep themselves and others safe and that it is ok to say 'yes' and 'no' and understand if something makes them feel uncomfortable they do not need to keep it a secret. 	<ul style="list-style-type: none"> Children can describe and make healthy choices as well as understand the consequence of not so good choices. They can also describe in detail the prevention of spreading disease. (e.g.) flu vaccination. Children can discuss in detail their strengths and how they can improve to meet their own goals. Children can describe some simple ways to manage their feelings including change and loss. Year 2 can identify how people's needs change as they grow from young to old and the new opportunities and responsibilities it brings (e.g.) making your bed, feeding the pet. Children can label all areas of the body including external genitalia. All children recognise that some household products can be harmful, including medicines and how they should be used. Children know how to keep safe both online and out in the environment. (i.e.) fire safety, rail safety, water safety, online safety. Children can talk about their own families and how the people can help and protect them. Children know how to keep themselves safe and understand what privacy means.
<p>Core Theme 2 RELATIONSHIPS</p> <p>Links to PSHE programme:</p> 	<ul style="list-style-type: none"> Children can identify their feelings and communicate these in a simple way. Children can recognise that their behaviour can affect other people, including feelings that can be hurt. Children can recognise the difference between 'secrets' and 'surprises'. Children understand what is right and what is wrong. Children begin to share their opinions and listen to others in discussions. Children begin to understand that everyone has differences and similarities. They can identify some between each other. 	<ul style="list-style-type: none"> Can recognise their own and others feelings and how to respond. Children understand how their behaviour affects other people, including people's bodies and feelings can be hurt. Children understand the importance of not keeping a secret that makes them feel uncomfortable, anxious or afraid. Children can recognise fair and unfair, kind and unkind. Children can explain their views and opinions through discussion and give supportive feedback. Children can identify similarities and differences between themselves and various people in society.



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<p>'Being Me' (Autumn 1) 'Relationships' (Summer 1) 'Celebrating Differences' (Autumn 2) 'Changing Me' (Summer 2)</p>	<ul style="list-style-type: none"> • Children can identify their special people. • Children understand that teasing and bullying is wrong and unacceptable. 	<ul style="list-style-type: none"> • Children understand what physical contact is acceptable and unacceptable and how to respond. • Children know who to turn to if they are being teased or bullied.
<p>Core Theme 3 LIVING IN THE WIDER WORLD - Economic Well Being and being a responsible citizen</p> <p>Links to PSHE programme:</p>  <p>'Celebrating Differences' (Autumn 2) 'Dreams and Goals' (Spring 1)</p>	<ul style="list-style-type: none"> • Children know how they can contribute to the life of the classroom (i.e.) class charter. • Children understand that themselves and other living things have rights. • Children recognise themselves as part of a community (i.e.) family, swimming group, school etc. • Children can talk about what improves and harms their local environment. • Children understand the use of money including spending and saving. • Children can identify special people who look after us in the community (i.e.) police, fire, ambulance. 	<ul style="list-style-type: none"> • Children know they have responsibilities in looking after the school environment. • Children understand that they have a responsibility to look after themselves and other living things. • Children understand that they are all unique and there will never be another 'them'. • Children can describe ways to help the environment and it's impact on the wider world. • Children can describe the role money plays in our lives and how it gives us choices. • Children know what to do and who to contact in an emergency (i.e.) dialling 999.



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