

## **Progression in PSHE**

**We use Developmental Matters as Non-statutory curriculum guidance for the Early Years Foundation Stage.**

### **3- and 4-year olds will be learning to:**

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them

Develop their sense of responsibility and membership of a community

Become more outgoing with unfamiliar people, in the safe context of their setting

Show more confidence in new social situations

Play with one or more other children, extending and elaborating play ideas

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas

Increasingly follow rules, understanding why they are important

Remember rules without needing an adult to remind them

Develop appropriate ways of being assertive

Talk with others to solve conflicts

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'

Understand gradually how others might be feeling

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly

Make healthy choices about food, drink, activity and toothbrushing.

### **Children in reception will be learning to:**

See themselves as a valuable individual

Build constructive and respectful relationships

Express their feelings and consider the feelings of others

Show resilience and perseverance in the face of challenge

Identify and moderate their own feelings socially and emotionally

Think about the perspective of others

Manage their own needs

- Personal Hygiene.

Know and talk about the different factors that support their overall health and well-being:

- regular physical exercise
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

**The EYSF profile is a statutory assessment of children's attainment. At the end of the Early Years Foundation Stage children should be able to:**

To talk about their own interests

Explore kindness through listening and supporting each other

Know their own feelings and express their feelings

Describe and evaluate their work and play

Recognising their own feelings and those of others

Understand how to deal with challenges

Develop a good personal hygiene

Know the importance of exercise, healthy eating and sleep

**The national curriculum for PSHE aims to ensure that all pupils:**

- develop confidence and responsibility and making the most of their abilities
- preparing to play an active role as citizens
- develop a healthy, safer lifestyle
- develop good relationships and respecting the differences between people

## **Key stage 1**

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

## **Key Stage 2**

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Pupils should be taught to:	Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Class One		Class Two			Class Three		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Develop confidence and responsibility and making the most of their abilities</b>	<p>Select and use activities and resources, with help when needed</p> <p>Show more confidence in new social situations</p>	<p>See themselves as a valuable individual</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>Recognise what they like and dislike, what is fair and unfair, and what is right and wrong</p> <p>Share opinions on things that matter to them</p> <p>Recognise and talk about their feelings</p> <p>Talk about themselves and their experiences and recognise what they are good at</p> <p>Identify and set simple goals</p>	<p>Recognise and discuss what they like and dislike, what is fair and unfair, and what is right and wrong</p> <p>Share opinions on things that matter to them and explain their views</p> <p>Recognise, name and deal with their feelings in a positive way</p> <p>Think about themselves, learn from experiences and recognise what they are good at</p> <p>Identify and set goals to aspire to</p>	<p>Talk about their opinions, and views</p> <p>Identify positive things about themselves and their achievements</p> <p>Understand how to face new challenges positively by making responsible choices</p> <p>Recognise how people's emotions change as they get older and how to deal with their feelings</p> <p>Describe the range of jobs carried out by people they know</p> <p>Understand how to look after their money and realise the importance of saving money</p>	<p>Explain and write about their opinions, and explain their views, on issues that affect themselves and society</p> <p>Identify their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>Understand how to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p>Describe the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</p> <p>Understand how to look after their money and realise that future wants and needs may be met through saving.</p>		
<b>Preparing to play an active role as citizens</b>	<p>Develop their sense of responsibility and membership of the community</p> <p>Find solutions to conflicts and rivalries</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Remember rules without needing an adult to remind them</p> <p>Talk with others to resolve conflicts</p>	<p>Express their feelings and consider the feelings of others</p> <p>Think about the perspective of others</p>	<p>Take part in discussions with one other person and the whole class</p> <p>Take part in a simple topical issue</p> <p>Recognise choices they can make, and recognise the difference between right and wrong</p> <p>Agree and follow rules for their group and classroom</p> <p>Realise that people and other living things have needs</p> <p>Talk about how they belong to various groups and</p>	<p>Take part in discussions</p> <p>Take part in a simple debate about topical issues</p> <p>Recognise choices they can make, and recognise the difference between right and wrong</p> <p>Agree and follow rules for their group and classroom, and understand how rules help them</p> <p>Realise that people and other living things have needs, and that they have responsibilities to meet them</p>	<p>Discuss and debate topical issues</p> <p>Understand why different rules are needed in different situations</p> <p>Realise the consequences of anti-social behaviours, such as bullying and racism</p> <p>Understand that there are different kinds of responsibilities at home, at school and in the community</p> <p>Reflect on spiritual, moral, social, and cultural issues</p> <p>Resolve differences by looking at alternatives</p>	<p>Research, discuss and debate topical issues, problems and events</p> <p>Explain why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>Realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</p> <p>Understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</p> <p>Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</p> <p>Resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Understand what democracy is, and about the basic institutions that support it locally and nationally</p> <p>Recognise the role of voluntary, community and pressure groups</p>		

			<p>communities, such as family and school</p> <p>Recognises some of the ways people look after their local, natural and built environments</p> <p>Contribute to the life of the class and school</p> <p>Recognises that money comes from different sources</p>	<p>Recognise that they belong to various groups and communities and explain how it makes them feel</p> <p>Recognises what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>Contribute to the life of the class and school</p> <p>Recognises that money comes from different sources and can be used for different purposes</p>	<p>Understand what democracy is, and about the basic institutions locally</p> <p>Recognise the role of voluntary, community and pressure groups</p> <p>Understand and appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals</p> <p>Explore how the media present information</p>	<p>Understand and appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>Understand how resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore how the media present information</p>
<p><b>Developing a healthier lifestyle</b></p>	<p>Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying hands thoroughly</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>	<p>Managing their own needs e.g. personal hygiene</p> <p>To know and talk about the different factors that support their overall health and well-being e.g. regular physical exercise, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p>	<p>Can make simple choices about their health and wellbeing</p> <p>Can talk about personal hygiene</p> <p>Recognises the process of growing from young to old</p> <p>Identify and names some of the main parts of the body</p> <p>Understands that all household products, including medicines, can be harmful</p> <p>Recognises how to keep safe, including basic road safety, and about people who can help them to stay safe</p>	<p>Can make choices that improve their health and wellbeing</p> <p>Recognises the importance of maintaining personal hygiene</p> <p>Recognises how some diseases spread and can be controlled</p> <p>Recognises the process of growing from young to old and how people's needs change</p> <p>Identify and name the main parts of the body</p> <p>Understand that all household products, including medicines, can be harmful if not used properly</p>	<p>Understand what makes a healthy lifestyle, including exercise and healthy eating, what affects mental health, and how to make informed choices</p> <p>Understand that bacteria and viruses can affect our health</p> <p>Explain how the body changes as they approach puberty</p> <p>Identify which commonly available substances and drugs are legal and illegal, their effects and risks</p> <p>Recognises the different risks in different situations and then</p>	<p>Understand what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p> <p>Understand that bacteria and viruses can affect our health and that following simple, safe routines can reduce their spread</p> <p>Explain how the body changes as they approach puberty</p> <p>Identify which commonly available substances and drugs are legal and illegal, their effects and risks</p> <p>Recognises the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>Understand school rules about health and safety, basic emergency aid procedures and where to get help</p>

				Recognises that we have rules to help us keep safe and ways of keeping safe, including basic road safety, and about people who can help them to stay safe	decide how to behave responsibly Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources  Understand school rules about health and safety, basic emergency aid procedures and where to get help	
<b>Developing good relationships and respecting the differences between people</b>	Become more outgoing with unfamiliar people, in the safe context of their setting	Build constructive and respectful relationships	Recognises how their behaviour affects other people  Listens to other people, and play and work cooperatively  Identifies some differences and similarities between people  Understands that family and friends should care for each other  Recognises that it is wrong to tease and bully and who to go to if they are being bullied	Recognises how their behaviour affects other people  Listens to other people, and play and work cooperatively  Identifies and respects the differences and similarities between people  Understands that family and friends should care for each other  Recognises that there are different types of teasing and bullying, that it is wrong, and how to get help to deal with bullying	Understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view  Consider the lives of people living in other places and times, and people with different values and customs  Identifies different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships  Realises the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help  Identifies different types of relationships, including marriage and those between friends and families  Realises the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to ask for help  Understand differences and similarities between people and that they arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability	Understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view  Consider the lives of people living in other places and times, and people with different values and customs  Identifies different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships  Realises the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help  Understand differences and similarities between people and that they arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability  Understand where individuals, families and groups can get help and support
<b>Breadth of opportunities</b>	Talk about their own feelings, what makes them feel happy/sad	Express their feelings	Take and share responsibility  Feel positive about themselves	Take and share responsibility  Feel positive about themselves	Take responsibility for the environment; the needs of others; looking after animals; and	Take responsibility for the environment; the needs of others; looking after animals; and sustainable means of travel  Feel positive about themselves by having opportunities to show what they can do and how much responsibility they can take

			<p>Take part in discussions</p> <p>Make real choices</p> <p>Meet and talk with people</p> <p>Develop relationships through work and play</p> <p>Consider social and moral dilemmas that they come across in everyday life</p> <p>Understand how to ask for help</p>	<p>Take part in discussions</p> <p>Make real choices</p> <p>Meet and talk with people</p> <p>Develop relationships through work and play</p> <p>Consider social and moral dilemmas that they come across in everyday life</p> <p>Understand how to ask for help</p>	<p>sustainable means of travel</p> <p>Feel positive about themselves by having opportunities to show what they can do and how much responsibility they can take</p> <p>Participate in decision-making processes such as councils, parliaments, government and voting</p> <p>Make real choices and decisions affecting their health and wellbeing and use of resources such as money</p> <p>Meet and talk with people</p> <p>Develop relationships through work and play</p> <p>Consider social and moral dilemmas that they come across in life</p> <p>Find information and advice by understanding about welfare systems in society</p>	<p>Participate in decision-making processes such as councils, parliaments, government and voting</p> <p>Make real choices and decisions affecting their health and wellbeing and use of resources such as money</p> <p>Meet and talk with people</p> <p>Develop relationships through work and play</p> <p>Consider social and moral dilemmas that they come across in life</p> <p>Find information and advice by understanding about welfare systems in society</p> <p>Prepare for change</p>
--	--	--	---	---	--	--