



PSHE Progression of Skills EYFS-KS1

EYFS (Self-Regulation, Building Relationships, Managing Self, People, Culture and Communities)	KS1 Termly Topic	Sub-Topic	Year 1	Year 2
<p>I try to help or give comfort when others are distressed</p> <p>I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>I can talk with others to solve conflicts</p> <p>I can usually tolerate delay when my needs are not immediately met, and that my wishes may not always be met</p> <p>I can help to find solutions to conflicts and rivalries</p> <p>I understand that my actions affect other people</p> <p>I am beginning to be able to negotiate and solve problems without aggression</p> <p>I can think about the perspectives of others</p> <p>I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly</p> <p>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses</p> <p>I am interested in others' play and I am starting to join in</p> <p>I can seek out others to share experiences</p> <p>I can show affection and concern for people who are special to me</p> <p>I am beginning to form friendships with other children</p> <p>I can play with one or more other children, extending and elaborating play ideas</p> <p>I can keep my play going by responding to what others are saying or doing</p> <p>I can initiate conversations, attend to and take account of what others say</p> <p>I can build constructive and respectful relationships</p> <p>I can demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults</p> <p>I can work and play cooperatively and take turns with others</p> <p>I can form positive attachments to adults and friendships with peers</p> <p>I can show sensitivity to my own and to others' needs</p> <p>I can take part in group activities</p> <p>I can sometimes play group games with rules</p> <p>I am developing an understanding that someone else's point of view can be different from mine</p> <p>I am beginning to resolve minor disagreements through listening to others to come up with a fair solution</p> <p>I am beginning to notice and ask questions about differences such as skin colour, types of hair, gender</p> <p>I am more outgoing towards unfamiliar people and more confident in new social situations</p> <p>I can confidently talk to other children when playing, and will talk freely about my own home and community</p> <p>I can confidently speak to others about own needs, wants, interests and opinions</p> <p>I can explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>I am aware that some actions can hurt or harm others</p> <p>I am resourceful in finding support when I need help or information</p> <p>I can show sensitivity to my own and to others' needs</p>	<p style="text-align: center;">Relationships (Autumn)</p>	<p style="text-align: center;">Families and Friendships</p>	<p>1: I can identify people who care for me, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <p>2: I can outline the role these different people play in my life and how they care for me</p> <p>3: I can investigate what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>4: I can recognise the importance of telling someone, and how to tell them if I am worried about something in my family</p>	<p>1: I can explain how to be a good friend and identify the qualities needed to be a good friend e.g. kindness, listening, honesty</p> <p>2: I can identify different ways that people meet and make friends</p> <p>3: I can identify strategies for positive play with friends, e.g. joining in, including others</p> <p>4: I can discuss and explain what causes arguments between friends and how to positively resolve arguments between friends</p> <p>5: I can recognise, and ask for help, when I am feeling lonely or unhappy or to help someone else</p>
		<p style="text-align: center;">Safe Relationships</p>	<p>5: I can find out about situations when someone's body or feelings might be hurt, whom to go to for help</p> <p>6: I can describe what it means to keep something private, including parts of the body that are private</p> <p>7: I can identify different types of touch and how they make people feel</p> <p>8: I can demonstrate how to respond if being touched makes me feel uncomfortable or unsafe</p> <p>9: I can understand when it is important to ask for permission to touch others</p> <p>10: I can outline how to ask for and give/not give permission</p>	<p>6: I can identify hurtful behaviour, including online and explain what to do and whom to tell if I see or experience hurtful behaviour, including online</p> <p>7: I can investigate and weigh up what bullying is and examine different types of bullying</p> <p>8: I can outline how someone may feel if they are being bullied and explain why</p> <p>9: I can identify the difference between happy surprises and secrets that make me feel uncomfortable or worried, and how to get help</p> <p>10: I can describe how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>11: I can identify how to ask for help if I feel unsafe or worried and know what vocabulary to use</p>
<p>I can express preferences and decisions, try new things, and have started establishing my autonomy</p> <p>I am aware that some actions can hurt or harm others</p> <p>I am beginning to show 'effortful control' (waiting for a turn, resisting impulses)</p> <p>I am beginning to understand how others might be feeling</p> <p>I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others</p>		<p style="text-align: center;">Respecting Ourselves and Others</p>	<p>11: I can recognise what kind and unkind behaviour means in and out of school</p> <p>12: I can understand how kind and unkind behaviour can make people feel</p> <p>13: I can discuss what respect means, being polite to others, sharing and taking turns</p>	<p>12: I can classify the things I have in common with my friends, classmates, and other people</p> <p>13: I can investigate how my friends and I can have both similarities and differences</p> <p>14: I can demonstrate and evidence how to play and work cooperatively in different groups and situations</p>



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<p>I can talk with others to solve conflicts I am developing appropriate ways of being assertive I can usually tolerate delay when my needs are not immediately met, and that my wishes may not always be met I can help to find solutions to conflicts and rivalries I can usually adapt my behaviour to different events, social situations and changes in routine I understand that my actions affect other people I am beginning to be able to negotiate and solve problems without aggression I can think about the perspectives of others I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses I can give focused attention to what the teacher says, responding appropriately even when I am engaged in activity I can talk about the things I enjoy, I am good at, and about the things I don't find easy I am resourceful in finding support when I need help or information I see myself as a valuable individual I can initiate conversations, attend to and take account of what others say I can build constructive and respectful relationships I can demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults I can work and play cooperatively and take turns with others I can show sensitivity to my own and to others' needs I can take part in group activities I am developing an understanding that someone else's point of view can be different from mine I am beginning to resolve minor disagreements through listening to others to come up with a fair solution I have established my sense of self I am thriving as I develop self-assurance I am beginning to notice and ask questions about differences such as skin colour, types of hair, gender I can confidently speak to others about own needs, wants, interests and opinions I can describe myself in positive terms and talk about my abilities I show resilience and perseverance in the face of challenge I can express my feelings and consider the feelings of others I can explain the reasons for rules, know right from wrong and try to behave accordingly</p>				<p>15: I can suggest how to share my ideas and listen to others, take part in discussions, and give reasons for my views</p>
<p>I can show an understanding and can cooperate with some boundaries and routines I am beginning to show 'effortful control' (waiting for a turn, resisting impulses) I increasingly follow rules, understanding why they are important I do not always need an adult to remind me of a rule I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others I can usually adapt my behaviour to different events, social situations and changes in routine I can think about the perspectives of others I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses I have developed a sense of responsibility and membership of a community I can take part in group activities I can sometimes play group games with rules I am developing an understanding that someone else's point of view can be different from mine</p>	<p>Living in the Wider World (Spring)</p>	<p>Belonging to a Community</p>	<p>14: I can give examples of rules in different situations, e.g. class rules, rules at home, rules outside 15: I can identify that different people have different needs 16: I can explain how I care for people, animals and other living things in different ways 17: I can describe how I can look after the environment e.g. recycling</p>	<p>16: I can explain the importance of being a part of different groups, and the role they play in these groups e.g. class, teams and faith groups 17: I can investigate different rights and responsibilities that I have in school and the wider community 18: I can describe and evidence how a community can help people from different groups to feel included 19: I can recognise that people are all equal, and explain ways in which people are the same and different to others in their community</p>



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<p>I am beginning to resolve minor disagreements through listening to others to come up with a fair solution</p> <p>I am beginning to notice and ask questions about differences such as skin colour, types of hair, gender</p> <p>I can explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>I can understand that some places are special to members of communities</p> <p>I can recognise that people have different beliefs and celebrate special times in different ways</p> <p>I am developing understanding that people have different beliefs, attitudes, customs and traditions</p>				
<p>I can talk about members of my immediate family and community</p> <p>I can show an interest in different occupations and ways of life</p>		<p>Media Literacy and Digital Resilience</p>	<p>18: I can explain how and why people use the internet</p> <p>19: I can identify the benefits of using the internet and digital device</p> <p>20: I can discuss and describe how people find things out and communicate safely with others online</p>	<p>20: I can identify ways in which people can access the internet e.g. phones, tablets, computers</p> <p>21: I can recognise the purpose and value of the internet in everyday life</p> <p>22: I can recognise and explain that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>23: I can explain information online might not always be true</p>
<p>I can think about the perspectives of others</p> <p>I can talk about the things I enjoy, I am good at, and about the things I don't find easy</p> <p>1 see myself as a valuable individual</p> <p>I can manage my own basic hygiene and personal needs</p> <p>I can dress independently</p> <p>I can use the toilet and wash independently</p> <p>I can understand the importance of healthy food choices</p>	<p>Health and Wellbeing (Summer)</p>	<p>Physical Health and Mental Wellbeing</p>	<p>21: I can explain how everyone has different strengths, in and out of school</p> <p>22: I can describe different strengths and interests that are needed to do different jobs</p> <p>23: I can research and find out about people whose job it is to help us in my community</p> <p>24: I can name different jobs and the work people do</p> <p>25: I can decide what it means to be healthy and conclude why it is important</p> <p>26: I can identify and list ways to take care of myself on a daily basis including basic hygiene routines, e.g. hand washing</p> <p>27: I can identify healthy and unhealthy foods, including sugar intake</p> <p>28: I can investigate the importance of physical activity and how it keeps people healthy</p> <p>29: I can find out about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>30: I can identify people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> <p>31: I can explain the importance of how to keep safe in the sun</p>	<p>24: I can identify what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>25: I can identify how money can be kept and looked after</p> <p>26: I can explain how to get money, keep it and spend it wisely</p> <p>27: I can explain that people are paid money for the job they do</p> <p>28: I can recognise the difference between needs and wants</p> <p>29: I can explain how people make choices about spending money, including thinking about needs and wants</p> <p>30: I can identify and explain routines, habits for maintaining good physical and mental health</p> <p>31: I can explain why sleep and rest are important for growing and keeping healthy</p> <p>32: I can discuss and identify that medicines help people stay healthy and manage allergies</p> <p>33: I can outline the importance and routines for brushing teeth and visiting the dentist</p> <p>34: I can investigate how food and drink that affect dental health.</p> <p>35: I can describe and share a range of feelings</p> <p>36: I can investigate ways to feel good, calm down or change my mood</p> <p>37: I can suggest how to manage feelings (including change, loss and bereavement)</p> <p>38: I can identify when and how to ask for help, and how to help others with their feelings</p>
<p>I can express preferences and decisions, try new things, and have started establishing my autonomy</p> <p>I am aware of my own feelings, and I know that some actions and words can hurt others' feelings</p> <p>I am developing appropriate ways of being assertive</p> <p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>		<p>Growing and Changing</p>	<p>32: I can recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p>33: I can discuss and identify how to manage and whom to tell when finding things difficult, or when things go wrong</p>	<p>39: I can describe the human life cycle and how people grow from young to old</p> <p>40: I can outline how our needs and bodies change as we grow up.</p> <p>41: I can identify and name the main parts of the body including external genitalia</p>



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<p>I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly</p> <p>I can talk about the things I enjoy, I am good at, and about the things I don't find easy</p> <p>I am resourceful in finding support when I need help or information</p> <p>I am beginning to talk about the plans I have made to carry out activities and what I might change if I were to repeat them</p> <p>I am interested in others' play and I am starting to join in</p> <p>I see myself as a valuable individual</p> <p>I am developing an understanding that someone else's point of view can be different from mine</p> <p>I can separate from my main carer with support and encouragement from a familiar adult</p> <p>I can find ways to calm myself, when I am being calmed and comforted by a key/familiar person</p> <p>I have a growing ability to distract myself when I am upset</p> <p>I can express my own feelings such as sad, happy, cross, scared, worried</p> <p>I can respond to the feelings and wishes of others</p> <p>I am beginning to talk about my feelings in more elaborated ways</p> <p>I have established my sense of self</p> <p>I am thriving as I develop self-assurance</p> <p>I am becoming more outgoing with unfamiliar people, in the safe context of my setting</p> <p>I show more confidence in new social situations</p> <p>I can select and use activities and resources with help when needed</p> <p>I show confidence in asking adults for help</p> <p>I welcome and value praise for what I have done</p> <p>I enjoy responsibility of carrying out small tasks</p> <p>I am more outgoing towards unfamiliar people and more confident in new social situations</p> <p>I can confidently talk to other children when playing, and will talk freely about my own home and community</p> <p>I can confidently speak to others about own needs, wants, interests and opinions</p> <p>I can describe myself in positive terms and talk about my abilities</p> <p>I show resilience and perseverance in the face of challenge</p> <p>I can identify and moderate my own feelings socially and emotionally</p> <p>I can express my feelings and consider the feelings of others</p> <p>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>			<p>34: I can investigate and say how I am the same and different to others</p> <p>35: I can find out and name different kinds of feelings and recognise feelings in myself and others</p> <p>36: I can list how feelings can affect how people behave</p>	<p>42: I can explain change as people grow up, including new opportunities and responsibilities</p> <p>43: I can name ways of preparing to move to a new class and setting goals for next year</p>
		<p>Keeping Safe</p>	<p>37: I can explain how rules can help to keep me safe</p> <p>38: I can describe why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> <p>39: I can identify whom to tell if I see something online that make me feel unhappy, worried, or scared</p> <p>40: I can explain basic rules for keeping safe online</p>	<p>44: I can recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>45: I can describe how to help keep myself safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</p> <p>46: I can explain things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> <p>47: I can identify potential unsafe situations, who is responsible for keeping me safe in these situations, and steps I can take to avoid or remove myself from danger</p> <p>48: I can explain how to respond if there is an accident and someone is hurt</p> <p>49: I can identify whose job it is to keep me safe and describe how to get help in an emergency, including how to dial 999 and what to say</p> <p>50: I can describe how I can help keep myself safe at home in relation to electrical appliances, fire safety and medicines/household products</p>