

PSHE Skills Progression EYFS to Year 3

| EYFS | <b>Relationships</b>   | <b>Sense of self</b>  | <b>Understanding emotions</b>  |
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|      | <p>-Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <p>- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</p> <p>-Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</p> <p>-Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</p> <p>-Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p> <p>-Is proactive in seeking adult support and able to articulate their wants and needs.</p> | <p>-Recognises that they belong to different communities and social groups and communicates freely about own home and community.</p> <p>- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> <p>- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <p>-Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p> <p>-Has a clear idea about what they want to do in their play and how they want to go about it.</p> <p>-Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</p> | <p>-Understands their own and other people's feelings, offering empathy and comfort.</p> <p>-Talks about their own and others' feelings and behaviour and its consequences.</p> <p>- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</p> <p>-Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> |

|        | <b>Relationships</b>  | <b>Health and wellbeing</b>   | <b>Living in the wider World</b>  |
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| Year 1 | <ul style="list-style-type: none"> <li>-Discuss a range of feelings and sort them.</li> <li>-Understand the difference between fair and unfair.               <ul style="list-style-type: none"> <li>-Suggest ways to be a good listener.</li> <li>-Suggest what makes a good friend.</li> </ul> </li> <li>-Recognise the difference between teasing and bullying.</li> <li>-Know what to do if they think they are or someone else is being bullied.               <ul style="list-style-type: none"> <li>- Know how to greet different people in different ways depending on relationships we have with that person.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Understand why it is important to look after teeth.</li> <li>- Recognise foods which are healthy/unhealthy for teeth and say why.</li> <li>- Discuss why it is important to visit the dentist and some of the routines surrounding the visit.</li> <li>- Understand some of the reasons people take medicines.               <ul style="list-style-type: none"> <li>- Know rules for safe medicine storage and administration.</li> </ul> </li> <li>- Know who is safe to administer medicines.</li> </ul> <p style="color: red; text-align: center;">Some of the physical health is taught through PE curriculum.</p> | <ul style="list-style-type: none"> <li>-Identify differences between themselves and a peer including likes and dislikes and physical appearance.               <ul style="list-style-type: none"> <li>- Identify what makes them special and things that they are good at.</li> <li>- Set themselves simple and achievable targets.</li> </ul> </li> <li>- Demonstrate ways to stay safe in the sun and online.</li> <li>- Identify situations that are safe or unsafe using the ‘clever never goes’ rules.</li> <li>- Explain the difference between a secret and a surprise.</li> <li>- Know the underwear rule and what to do if someone asks to see their underwear.               <ul style="list-style-type: none"> <li>• Know what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>• Realise that people and other living things have needs, and that they have responsibilities to meet them</li> </ul> </li> </ul> |
|        | <b>Relationships</b>  | <b>Health and wellbeing</b>   | <b>Living in the wider World</b>  |

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| Year 2 | <ul style="list-style-type: none"> <li>-Identify a range of feelings, sort these and suggest simple coping strategies.</li> <li>- Understand that outside factors can impact on the way they feel and suggest some simple ways to minimise this.</li> <li>- Identify similarities and differences between emotional and physical pain.</li> <li>- Understand what co-operate means and ways to show co-operation.</li> <li>-Explain the difference between right and wrong and how this is linked to fairness.</li> <li>- Identify the difference between teasing and bullying and how to report bullying.</li> </ul> | <ul style="list-style-type: none"> <li>- Identify some simple ways to stay healthy such as diet, exercise and sleep.</li> <li>- Know why personal hygiene is important and ways to maintain it.</li> <li>- Explain in simple terms what mental health is and that it is linked to physical health.</li> <li>- Suggest simple ways to improve their self-esteem and mental health.</li> <li>- Know the scientific names for male and female genitals.</li> <li>- Name some differences between male and females.</li> <li>- Understand which parts of their body are private and know the pants rule.</li> <li>- Know the difference between a good or a bad touch and what to do if they feel uncomfortable.</li> <li>- Identify ways they have changed since they were a baby in terms of independence.</li> <li>- Suggest some basic ways to cope with worries and change.</li> </ul> | <ul style="list-style-type: none"> <li>- Identify simple similarities and differences between themselves and a peer including physical and personality.</li> <li>- Identify their own strengths and see what makes them 'unique'.</li> <li>-Understand families can look different but they are equally important.</li> <li>- Explain what tolerance is in simple terms.</li> <li>- Explain how feeling safe feels and what to do if they do not feel safe.</li> <li>- Identify hazards in the home and what to do in these situations.</li> <li>- Know rules for staying safe online and feel confident asking for help if they do not.</li> <li>- Identify some basic hazard symbols and which substances might be unsafe at home.</li> <li>- Follow and compile a simple set of safety instructions.</li> </ul> <p>Suggest some places where money comes from and uses for it.</p> <ul style="list-style-type: none"> <li>- Discuss why and where to keep it save.</li> <li>-Begin to understand the need to save and how it could be advantageous.</li> <li>- Understand the difference between a 'need' and a 'want'.</li> </ul> |
|        | <b>Relationships</b>  | <b>Health and wellbeing</b>   | <b>Living in the wider World</b>  |
| Year 3 | <ul style="list-style-type: none"> <li>- Explain the importance of respecting others who are different from ourselves because of choices, preferences or beliefs.</li> </ul>  | <ul style="list-style-type: none"> <li>-Identify the impact of poor diet and inactivity.</li> <li>- Explain impact of calorie content our bodies.</li> <li>- Understand how to seek advice and support if they need help with physical or mental health.</li> </ul>   | <ul style="list-style-type: none"> <li>- Understand the risks of excessive time spent on screens.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>- Describe conventions of courtesy and manners.</li> <li>- Describe what a respectful relationship looks like.</li> <li>- Begin to describe stereotypes and how they can impact on people.</li> <li>- Understand different types of bullying and responsibility of bystanders.</li> <li>- Explain the importance of consent, permission seeking and giving in relationships with different people.</li> </ul> | <ul style="list-style-type: none"> <li>- Explain and recognise a range of emotions and understand that they are linked to different experiences and situations.</li> <li>- Understand and explain the benefits of regular exercise on both physical and mental wellbeing.</li> </ul> | <ul style="list-style-type: none"> <li>- Understand the reasons why online gaming, social media and computer games have age restrictions.</li> <li>- Understand that online information cannot always be trusted and that.</li> <li>- Be alert to online abuse and how to spot it. Know where to report it to and how to seek help.</li> <li>- Understand how data is shared and stored online.</li> </ul> |
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