

**National Curriculum Subject: PSHE**

**Progression Map: Skills and Knowledge**

\*N.B. PSHE does not currently feature in the national curriculum. The expectation is that objectives will be covered through a combination of class assemblies, circle time, cross-curricular opportunities and explicit teaching where necessary (e.g. anti-bullying week, SRE).

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|  | **Aims** |  |
|  | Developing confidence and responsibility and making the most of their abilities. | Preparing to play an active role as citizens. | Developing good relationships and respecting the differences between people. | Anti bullying. | Sex and relationship education. |
| **EYFS****30-50** | I can select and use activities and resources with help. I can welcome and value praise for what I have done. I can be responsible for carrying out small tasks.I can be more outgoing towards unfamiliar people and more confident in new social situations.I can be confident to talk to other children when playing.I can communicate freely about own home and community.I can ask adults for help. | I am aware of my own feelings, and know that some actions and words can hurt others’ feelings.I can begin to accept the needs of others.I can take turns and share resources, sometimes with support from others. I can usually tolerate delay when my needs are not immediately met.I can understand that my wishes may not always be met. I can usually adapt my behaviour to different events, social situations and changes in routine.  | With peers:I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.I can initiate play, offering cues to peers to join them.I can keep play going by responding to what others are saying or doing.With adults:I can demonstrates friendly behaviour.I can initiate conversations and form good relationships with peers and familiar adults. |  |  |
| **EYFS 40-60** | I can describe myself in positive terms.I can talk about my abilities.I can speak to others about own my needs, wants, interests and opinions. | I can understand that my own actions affect other people, for example, I become upset or try to comfort another child when I realise I have upset them.I can begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken my toy.I am aware of the boundaries set, and of behavioural expectations in the setting.  | With peers:I can take steps to resolve conflicts with other children, e.g. finding a compromise.With adults:I can initiate conversations, attend to and takes account of what others say. I can explain own knowledge and understanding, and ask appropriate questions of others. |  |  |
| **EYFS****ELG** | I can try new activities.I can say why I like some activities more than others. I can speak in a familiar group.I can talk about my ideas.I can choose the resources I need for my chosen activities. I can say when I do or don’t need help. | I can talk about how I and others show feelings.I can talk about my own and others’ behaviour, and its consequences. I know that some behaviour is unacceptable. I can talk about my own and others’ behaviour, and its consequences.I know that some behaviour is unacceptable.I can work as part of a group or class.I can understand and follow the rules.I can adjust my behaviour to different situations.I can take changes of routine in my stride. | With peers:I can play co-operatively.I can take turns with others.I can take account of another person’s ideas about how to organise an activity.I can show sensitivity to others’ needs and feelings.With adults:I can form positive relationships with adults and other children. |  |  |
| **1** | I can identify and name some feelings. I know ways of keeping clean. | I can make real choices.I know that I belong to various groups and communities, such as family and school.I know about right and wrong, fairness and rules.  | I can explain different ways that family and friends should care for each other.I can play and work with others.  | I know that there are different types of teasing and bullying.  | I can name the main parts of the body.  |
| **2** | I can share my views and opinions about fairness.I can set myself simple goals.I can make good choices about aspects of my well being.  | I can talk about social dilemmas with others.I know values of honesty, respect and concern for others. | I can cooperate with others to take a share responsibility.I can identify and respect differences between people.I know how my behaviour can affect others. | I know that bullying is wrong and some ways to get help to deal with it.  |  |
| **3** | I can show I value myself and other people by making positive comments.I can explain my views confidently and listen to and show respect for the view of others.I know that money comes from different sources and can be used for different purposes. | I can investigate typical issues and problems using a range of sources to find answers to simple questions or information and advice.I know the value of tolerance for others.  | I can explain how my actions have consequences for myself and others. I know different types of relationships and how to maintain good relationships. | I can describe the consequences of bullying and express way of responding to it.  |  |
|  **4** | I can describe ways of keeping safe in familiar situations.I know the harmful aspects of household products and medicines. | I can present and develop my ideas and views.I can take part in decision making activities.I can reflect on my participation in citizenship activities. I know about power and authority. | I can resolve differences by exploring alternatives and making choices. I know that there are different rights and duties and home, at school and in the community.  | I can recognise the consequences of anti-social and aggressive behaviour in individuals and communities.  | I know how to maintain personal hygiene.  |
| **5** | I can identify positive ways to face new challenges.I can demonstrate how to look after and save money.I can identify some factors that affect emotional health and well being. I can make judgements and decisions to resist negative peer pressure around health and wellbeing. I can explain how to manage the risks in different familiar situations.I know commonly available drugs that are legal and illegal and the effects and risks of these.  | I can recognise the role of voluntary groups in the community. I can explain how I will develop skills for work in the future. I know some interesting concepts about rights and responsibilities. I know about a range of jobs. | I can develop relationships by communicating with children in other countries.I can respond to and challenge negative behaviours such as stereotyping and aggression.I can show respect and tolerance towards people who are different to me.I know some different beliefs and values in society.  | I know the consequences of racism. | I can discuss some of the emotional and bodily changes at puberty. I know how to deal with changes in a positive way.  |
| **6** | I can explain how to stay physically and emotionally healthy. I can make informed choices about my health and wellbeing and explain reasons for my choices. I can assess the element of risk attached to making choices about health, travel, personal safety and finances. I know that I can resist negative pressure using strategies to get help, delay and show resilience. I know that future wants and needs may be met through money management and saving. I know some basic facts and laws about alcohol, tobacco and legal and illegal drugs.  | I can demonstrate respect for differences between people. I can draw conclusions and justify personal views and opinions to contribute to a class debate. I can negotiate, decide and take part in responsible actions, both in school and wider community, and reflect on their participation. I can take responsibility for the needs of others as a playground mediator for younger children or buddy. I know the role of the media in presenting information to the public and appreciate that information can be interpreted in different ways. I know about democracy, government and justice.  | I can understand how to manage relationship changes positively.I can recognise difference and diversity. I can show understanding and empathy towards others who live their lives in different ways. I can discuss the importance of relationships to marriage, parenthood and family life.I can discuss ways that relationships change over time. I know how to negotiate within relationships.  | I can assertively challenge prejudice and discrimination.  | I can discuss how relationships change as people grow up.I know how babies are made. |