

**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).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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. |