

PROGRESSION OF SKILLS IN PSHCE



EYFS	
	The early years foundation stage framework is split into seven areas of learning. Three of these are known as the ‘prime areas’ and the other four areas are the ‘specific’ areas. The seven areas are then split into further strands as follows (shown in brackets alongside the areas of learning): • Personal, social and emotional development (self-regulation; managing self; building relationships) This area links with PSHE in the national curriculum. It is a very important part of EYFS and runs through most of what we do. This is how we foster social skills such as sharing, turn-taking, empathy for others, the ability to make and sustain relationships, confidence and independence, awareness of feelings, co-operation etc. Each strand is associated with an early learning goal (ELG). These are what we use to measure children against at the end of reception (best fit model). In order to achieve a good level of development (GLD) at the end of foundation stage, children are expected to achieve the ELG’s in the prime areas, along with those associated with literacy and maths. Below is a brief summary of where the foundation stage ELG’s fit into the National Curriculum subjects in key stages 1 and 2.
EYFS	Children will: <u>PSHE is part of the prime areas</u> PSHE teaching is linked to the overall topics or themes of the half term. During EYFS, children learn to: • Express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries including talking with others. • Develop appropriate ways of being assertive. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Make sense of their own life-story and family’s history. • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others. • Show sensitivity to their own and others’ needs. • Talk about the lives of people around them and their roles in society.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will:						
Relationships	- Identify and name some feelings (for example through interpreting facial expressions) - express some of my positive qualities.	- Demonstrate that they can manage some feelings in a positive and effective way. - Begin to share their views and opinions (for example talking about fairness). - Set themselves simple goals.	- Recognise their own worth and that of others. - Express their views confidently. - Listen to and show respect for the views of others.	- Express their views confidently. - Listen to and show respect for the views of others. - Know what a friend is and what a friend does. - Know how to cope with some friendship problems.	- Identify ways to face new challenges. - Discuss some of the bodily and emotional changes at puberty. - Demonstrate some ways of dealing with the bodily and emotional changes in a positive way.	- Identify positive ways to face new challenges (for example the transition to secondary school). - Revise the bodily and emotional changes at puberty and learn about conception to birth. - Consolidate some ways of dealing with the bodily and emotional changes in a positive way. - Talk about a range of jobs, and explain how they will develop skills to work in the future. - Demonstrate how to look after and save money.
Health and Wellbeing	- Explain ways of keeping clean and can name the main parts of the body. - Explain that people grow from young to old.	- Make simple choices about some aspects of their health and well-being - Know what keeps them healthy. - Talk about the harmful aspects of some household products and medicines. - Describe ways of keeping safe in familiar situations.	Make choices about how to develop healthy lifestyles.	Understand when they should keep secrets and promises, and when they should tell somebody about them.	- Identify some factors that affect emotional health and well-being. - Identify and explain how to manage the risks in different familiar situations. - List the commonly available substances and drugs that are legal and illegal. - Describe some of the effects and risks of different drugs.	- Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. - Consolidate some of the effects and risks of different drugs. - Learn about basic first aid.

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Living in the Wider World	• Explain different ways that family and friends should care for one another.	• Recognise that bullying is wrong and can list some ways to get help in dealing with it. • Recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). • Identify and respect differences and similarities between people.	• Explain how their actions have consequences for them and for others. • Describe the nature and consequences of bullying, and can express ways of responding to it. • Show how they care for the environment (e.g. animals and school grounds)	• Describe the nature and consequences of bullying, and can express ways of responding to it. • Identify different types of relationships (e.g: marriage or friendships). • Show ways to maintain good relationships (for example listening, supporting, caring).	• Respond to, or challenge, negative behaviours such as stereotyping and aggression.	• Describe some of the different beliefs and values in society. • Demonstrate respect and tolerance towards people different from themselves.
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RSE Progression Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• Getting on and falling out • Personal hygiene	• Identify and respect differences and similarities between people. • Know what keeps them healthy	• Exploring different relationships • Managing conflict	• Safe relationships • Coping with changes	• Changes relating to puberty • Developing friendships and peer pressure	• Positive friendships • Sex Education