

Progression of PSHE



Curriculum Knowledge and Skills Progression Document for PSHE

Knowledge, skills and understanding breakdown for EYFS

Being me in my world Autumn 1

Birth to three

Can they play with increasing confidence on their own and with other children?

Do they develop friendships with other children?

Can they safely explore emotions beyond their normal range through play and stories?

Notice and ask questions about differences between people such as skin colour, types of hair, gender, special needs and disabilities.(UTW)

Three and four year olds

Can they play with one or more children, extending and elaborating play ideas?

Do they talk with others to solve conflicts?

Can they increasingly follow rules, understanding why they are important? Do not always need an adult to remind them of a rule.

Can they talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'?

Can they begin to understand how others might be feeling?

Can they develop their sense of responsibility and membership of a community?

Continue to develop positive attitudes about the differences between people.(UTW)

Children in Reception

Do they see themselves as a valuable individual?

Can they express their feelings and consider the feelings of others?

Can they identify and moderate their own feelings socially and emotionally?

Talk about members of their immediate family and community.(UTW)

Recognise some environments that are different to the one in which they live.(UTW)

Do they think about the perspectives of others?

Can they build constructive and respectful relationships?

Can they manage their own needs?

Can they compare and contrast characters from stories, including figures from the past?

Early Learning Goal

- Show an Understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says. Responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to other's needs.

Celebrating Differences Autumn 2

Birth to three years

Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities and so on. (UTW)

Three to Four year olds

Can they talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'?

Can they begin to understand how others might be feeling?

Do they continue to develop positive attitudes about the differences between people?

Can they play with one or more other children, extending and elaborating play ideas? Do they help to find solutions to conflicts and rivalries?

Do they develop their sense of responsibility and membership of a community?

Do they begin to make sense of their own life-story and family's history?

Do they become more outgoing with unfamiliar people, in the safe context of their setting?

Do they show more confidence in new social situations?

Can they develop appropriate ways of being assertive and talk with others to solve conflicts?

Continue to develop positive attitudes about the differences between people.(UTW)

Children in reception

Do they see themselves as a valuable individual?

Do they build constructive and respectful relationships?

Do they express their feelings and consider the feelings of others?

Do they identify and moderate their own feelings socially and emotionally?

Do they think about the perspectives of others?

Can they talk about members of their immediate family and community?

Can they name and describe people who are familiar to them?

Do they show resilience and perseverance in the face of challenge?

Recognise some similarities and differences between life in this country and life in other countries.(UTW)

Early Learning Goal

- Show an Understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says. Responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to other's needs.

Dreams and Goals Spring 1

Birth to three years

Do they grow in independence, rejecting help?

Do they use engagement to achieve a goal?

Do they express preferences and decisions, try new things and start to establish their autonomy?

Three to four years

Can they play with one or more other children, extending and elaborating play ideas?

Can they help to find solutions to conflicts and rivalries?

Can they talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'?

Show interest in different occupations.(UTW)

Can they develop their sense of responsibility and membership of a community?

Do they develop appropriate ways of being assertive?
Can they talk with others to solve conflicts?
Do they begin to understand how others might be feeling?
Can they begin to make sense of their own life-story and family's history?
Can they select and use activities and resources with help when needed?

Reception children

Do they see themselves as a valuable individual?
Can they build constructive and respectful relationships?
Do they express their feelings and consider the feelings of others?
Do they show resilience and perseverance in the face of challenge?
Can they identify and moderate their own feelings socially and emotionally?
Do they think about the perspectives of others?
Talk about members of their immediate family and community.(UTW)
Can they be confident to try new activities and show independence, resilience and perseverance in the face of challenge?

Early Learning Goal

- Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says. Responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

Healthy Me – Spring 2

Birth to three years

Do they feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person?
Do they find ways of managing transitions eg from parent to keyworker?

Three to four years

Can they talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'?
Can they increasingly follow rules, understanding why they are important?
Do they not always need an adult to remind them of a rule?
Can they develop appropriate ways of being assertive and talk with others to solve conflicts?
Can they begin to understand how others might be feeling?

Reception children

Do they express their feelings and consider the feelings of others?
Can they identify and moderate their own feelings socially and emotionally?
Do they think about the perspectives of others?
Do they manage their own needs?
Can they build constructive and respectful relationships?
Can they name and describe people who are familiar to them?
Do they see themselves as a valuable individual?
Do they show resilience and perseverance in the face of challenge?

Early Learning Goal

- Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says. Responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

Relationships – Summer 1

Birth to Three

Can they find ways to calm themselves through being calmed and comforted by their key person?

Do they safely explore emotions beyond their normal range through play and stories?

Do they begin to show effortful control e.g. waiting for a turn?

Can they increasingly talk about and manage emotions?

Three to Four Years

Can they develop their sense of responsibility and membership of a community?

Do they begin to make sense of their own life-story and family's history?

Show interest in different occupations.(UTW)

Continue to develop positive attitudes about the differences between people.(UTW)

Do they play with one or more other children, extending and elaborating play ideas and can they help to find solutions to conflicts and rivalries?

Can they talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'?

Do they begin to understand how others might be feeling?

Do they develop appropriate ways of being assertive and talk with others to solve conflicts?

Do they increasingly follow rules, understanding why they are important? Do not always need an adult to remind them of a rule.

Reception children

Do they identify and moderate their own feelings socially and emotionally?

Can they think about the perspectives of others?

Name and describe people who are familiar to them.(UTW)

Talk about members of their immediate family and community.(UTW)

Do they see themselves as a valuable individual?

Do they build constructive and respectful relationships?

Do they express their feelings and consider the feelings of others?

Early Learning Goal

- Show an Understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says. Responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

Changing Me - Summer 2

Birth to Three years

Can they talk about their feelings in more elaborate ways eg "I am sad because"?

Do they thrive as they develop self –assurance?

Three to Four years

Can they talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'?

[Begin to make sense of their own life-story and family's history.\(UTW\)](#)

Do they begin to understand how others might be feeling?

Children in reception

Do they see themselves as a valuable individual?

Can they build constructive and respectful relationships?

Do they express their feelings and consider the feelings of others?

Do they manage their own needs?

Can they identify and moderate their own feelings socially and emotionally?

[Comment on images of familiar situations in the past \(UTW\)](#)

Do they think about the perspectives of others?

[Name and describe people who are familiar to them. \(UTW\)](#)

Early Learning Goals

- Set and work towards simple goals being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says. Responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to other's needs.

National Curriculum Requirements for PSHE at Key Stage 1

Being me in my world

Relationships Education

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R14) the conventions of courtesy and manners

(R16) that in school and in wider society they can expect to be treated with respect by others,

and that in turn they should show due respect to others, including those in positions of authority

Online relationships

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous

Being safe

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Celebrating difference

Families and the people who care for me

(R1) that families are important for children growing up because they can give love, security and stability

(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R14) the conventions of courtesy and manners

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive

Online relationships

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Being safe

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
(R32) where to get advice e.g. family, school and/or other sources.

Mental well-being

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

Internet safety and harms

(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

(H14) why social media, some computer games and online gaming, for example, are age restricted

(H17) where and how to report concerns and get support with issues online.

Dreams and goals

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R14) the conventions of courtesy and manners

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

Being safe

Mental well-being

(H1) that mental well-being is a normal part of daily life, in the same way as physical health

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

Healthy Me

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have

different preferences or beliefs

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(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

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(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Being safe

(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R32) where to get advice e.g. family, school and/or other sources.

Mental well-being

(H1) that mental well-being is a normal part of daily life, in the same way as physical health

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(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness

(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Internet safety and harms

(H11) that for most people the internet is an integral part of life and has many benefits

(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being

(H17) where and how to report concerns and get support with issues online.

Physical health and fitness

(H18) the characteristics and mental and physical benefits of an active lifestyle

(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

Healthy eating

(H22) what constitutes a healthy diet (including understanding calories and other nutritional

content)

(H23) the principles of planning and preparing a range of healthy meals

Health and prevention

(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

Basic first aid

(H32) how to make a clear and efficient call to emergency services if necessary

Relationships

Families and the people who care for me

(R1) that families are important for children growing up because they can give love, security and stability

(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

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Being safe

(R27) that each person's body belongs to them, and the differences between appropriate and

inappropriate or unsafe physical, and other, contact

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R32) where to get advice e.g. family, school and/or other sources.

Mental well-being

(H1) that mental well-being is a normal part of daily life, in the same way as physical health

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness

(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Internet safety and harms

(H11) that for most people the internet is an integral part of life and has many benefits

(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being

(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

(H17) where and how to report concerns and get support with issues online.

Physical health and fitness

(H18) the characteristics and mental and physical benefits of an active lifestyle

The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

Changing Me

Families and the people who care for me

(R1) that families are important for children growing up because they can give love, security and stability

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(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose

and make friends

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

Being safe

(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R32) where to get advice e.g. family, school and/or other sources.

Mental well-being

(H1) that mental well-being is a normal part of daily life, in the same way as physical health

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness

(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Knowledge, skills and understanding breakdown for Year 1

Being me in my world

Do they understand the rights and responsibilities of a member of a class?

Do they understand that their views are important?

Do they understand that their choices have consequences?

Do they understand their own rights and responsibilities with their classroom?

Do they understand that they are special?

Do they understand that they are safe in their class?

Can they identify helpful behaviours to make the class a safe place?

Can they identify what it's like to feel proud of an achievement?

Do they recognise feelings associated with positive and negative consequences?

Do they understand that they have choices?

Celebrating difference

Do they know that people have differences and similarities?

Do they know what bullying means?

Do they know who to tell if they or someone else is being bullied or is feeling unhappy?

Do they know skills to make friendships?

Do they know that people are unique and that it is OK to be different?

Do they recognise ways in which they are the same as their friends and ways they are different?
Can they identify what is bullying and what isn't?
Do they understand how being bullied might feel?
Do they know ways to help a person who is being bullied?
Can they identify emotions associated with making a new friend?
Can they verbalise some of the attributes that make them unique and special?

Dreams and goals

Do they know how to set simple goals?
Do they know how to achieve a goal?
Do they know how to work well with a partner?
Do they know that tackling a challenge can stretch their learning?
Do they know how to identify obstacles which make achieving their goals difficult and work out how to overcome them and know when a goal has been achieved?

Can they recognise things that they do well?
Can they explain how they learn best?
Do they celebrate an achievement with a friend?
Do they recognise their own feelings when faced with a challenge?
Do they recognise their own feelings when they are faced with an obstacle?
Do they recognise how they feel when they overcome an obstacle?
Can they store feelings of success so that they can be used in the future?

Healthy Me

Do they know the difference between being healthy and unhealthy?
Do they know some ways to keep healthy?
Do they know how to make healthy lifestyle choices?
Do they know how to keep themselves clean and healthy?
Do they know that germs cause disease / illness?
Do they know that all household products, including medicines, can be harmful if not used properly?
Do they know that medicines can help them if they feel poorly?
Do they know how to keep safe when crossing the road?
Do they know about people who can keep them safe?

Do they feel good about themselves when they make healthy choices?
Do they realise that they are special?
Can they keep themselves safe?
Do they recognise ways to look after themselves if they feel poorly?
Do they recognise when they feel frightened and know how to ask for help?
Do they recognise how being healthy helps them to feel happy?

Relationships

Do they know that everyone's family is different?
Do they know that there are lots of different types of families?
Do they know that families are founded on belonging, love and care?
Do they know how to make a friend?
Do they know the characteristics of healthy and safe friends?
Do they know that physical contact can be used as a greeting?
Do they know about the different people in the school community and how they help?
Do they know who to ask for help in the school community?

Can they express how it feels to be part of a family and to care for family members?
Can they say what being a good friend means?

- Can they show skills of friendship?
- Can they identify forms of physical contact they prefer?
- Can they say no when they receive a touch they don't like?
- Can they praise themselves and others?
- Can they recognise some of their personal qualities?
- Can they say why they appreciate a special relationship?

Changing Me

- Do they know that animals including humans have a life cycle?
 - Do they know that changes happen when we grow up?
 - Do they know that people grow up at different rates and that is normal?
 - Do they know the names of male and female private body parts?
 - Do they know that there are correct names for private body parts and nicknames, and when to use them?
 - Do they know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these?
 - Do they know who to ask for help if they are worried or frightened?
 - Do they know that learning brings about change?
-
- Can they understand and accept that change is a natural part of getting older?
 - Can they identify some things that have changed and some things that have stayed the same since being a baby (including the body)?
 - Can they express why they enjoy learning?
 - Can they suggest ways to manage change e.g. moving to a new class?

Year 2

Being me in my world

- Can they identify hopes and fears for the year ahead?
 - Do they understand the rights and responsibilities of class members?
 - Do they know that it is important to listen to other people?
 - Do they understand that their own views are valuable?
 - Do they know about rewards and consequences and that these stem from choices?
 - Do they know that positive choices impact positively on self-learning and the learning of others?
-
- Do they recognise their own feelings and know when and where to get help?
 - Do they know how to make their class a safe and fair place?
 - Do they show good listening skills?
 - Can they recognise the feeling of being worried?
 - Can they work cooperatively?

Celebrating difference

- Do they know there are stereotypes about boys and girls?
 - Do they know that it is OK not to conform to gender stereotypes?
 - Do they know it is good to be yourself?
 - Do they know that sometimes people get bullied because of difference?
 - Do they know the difference between right and wrong and the role that choice has to play in this?
 - Do they know that friends can be different and still be friends?
 - Do they know where to get help if being bullied?
 - Do they know the difference between a one-off incident and bullying?
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- Do they understand that boys and girls can be similar in lots of ways and that is OK?
 - Do they understand that boys and girls can be different in lots of ways and that is OK?
 - Can they explain how being bullied can make someone feel?
 - Do they choose to be kind to someone who is being bullied?
 - Do they know how to stand up for themselves when they need to?
 - Do they recognise that they shouldn't judge people because they are different?

Do they understand that everyone's differences make them special and unique?

Dreams and goals

Do they know how to choose a realistic goal and think about how to achieve it?

Do they know that it is important to persevere?

Do they know how to recognise what working together well looks like?

Do they know what good group working looks like?

Do they know how to share success with other people?

Can they describe their own achievements and the feelings linked to this?

Do they recognise their own strengths as a learner?

Do they recognise how working with others can be helpful?

Can they work effectively with a partner?

Can they choose a partner with whom they work well?

Can they work as part of a group?

Do they recognise how it feels to be part of a group that succeeds and store this feeling?

Healthy Me

Do they know what their body needs to stay healthy?

Do they know what relaxed means?

Do they know what makes them feel relaxed / stressed?

Do they know how medicines work in their bodies?

Do they know that it is important to use medicines safely?

Do they know how to make some healthy snacks?

Do they know why healthy snacks are good for their bodies?

Do they know which foods given their bodies energy?

Do they desire to make healthy lifestyle choices?

Can they identify when a feeling is weak and when a feeling is strong?

Do they feel positive about caring for their bodies and keeping it healthy?

Do they have a healthy relationship with food?

Can they express how it feels to share healthy food with their friends?

Relationships

Do they know that everyone's family is different?

Do they know that families function well when there is trust, respect, care, love and co-operation?

Do they know that there are lots of forms of physical contact within a family?

Do they know how to stay stop if someone is hurting them?

Do they know some reasons why friends have conflicts?

Do they know that friendships have ups and downs and sometimes change with time?

Do they know how to use the Mending Friendships or Solve-it-together problem-solving methods?

Do they know there are good secrets and worry secrets and why it is important to share worry secrets?

Do they know what trust is?

Can they identify the different roles and responsibilities in their family?

Can they recognise the value that families can bring?

Can they recognise and talk about the types of physical contact that is acceptable or unacceptable?

Can they use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict?

Can they identify the negative feelings associated with keeping a worry secret?

Can they identify the feelings associated with trust?

Can they identify who they trust in their own relationships?

Can they give and receive compliments?

Can they say who they would go to for help if they were worried or scared?

Changing Me

Do they know that life cycles exist in nature?

Do they know that aging is a natural process including old-age?

Do they know that some changes are out of an individual's control?

Do they know how their bodies have changed from when they were a baby and that they will continue to change as they age?

Do they know the physical differences between male and female bodies?

Do they know the correct names for private body parts?

Do they know that private body parts are special and that no one has the right to hurt these?

Do they know who to ask for help if they are worried or frightened?

Do they know there are different types of touch and that some are acceptable and some are unacceptable?

Can they appreciate that changes will happen and that some can be controlled and others not?

Can they express how they feel about changes?

Do they show appreciation for people who are older?

Can they recognise the independence and responsibilities they have now compared to being a baby or toddler?

Can they say what greater responsibilities and freedoms they may have in the future?

Can they say who they would go to for help if worried or scared?

Can they say what types of touch they find comfortable/ uncomfortable?

Can they confidently ask someone to stop if they are being hurt or frightened?

Can they say what they are looking forward to in the next year?

Progression of vocabulary for at EYFS

Key Vocabulary – Being me in my world. Autumn 1

Kind, gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Honest, worried, timid,

Key Vocabulary – Celebrating Difference Autumn 2

Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, Believe,

Key Vocabulary – Dreams and Goals Spring 1

Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage
Dentist, Farmer, Amazing, Adventure,

Key Vocabulary – Healthy Me Spring 2

Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust, Fresh,

Key Vocabulary – Relationships Summer 1

Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.
Annoy, reflect,

Key Vocabulary – Changing Me Summer 2

Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby,
Grown-up, Adult, Change, Worry, Excited, Memories.

Progression of vocabulary for PSHE at year 1

Key Vocabulary - Being me in my world – Autumn 1

Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw
Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration

Key Vocabulary - Celebrating difference – Autumn 2

Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On
purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique

Key Vocabulary - Dreams and goals – Spring 1

Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals

Key Vocabulary - Healthy Me – Spring 2

Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait

Key Vocabulary – Relationships – Summer 1

Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate

Key Vocabulary - Changing Me – Summer 2

Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping

Progression of vocabulary for PSHE at year 2

Key Vocabulary - Being me in my world – Autumn 1

Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving

Key Vocabulary - Celebrating difference – Autumn 2

Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value

Key Vocabulary - Dreams and goals – Spring 1

Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product

Key Vocabulary - Healthy Me – Spring 2

Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious

Key Vocabulary – Relationships – Summer 1

Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate

Key Vocabulary - Changing Me – Summer 2

Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy

