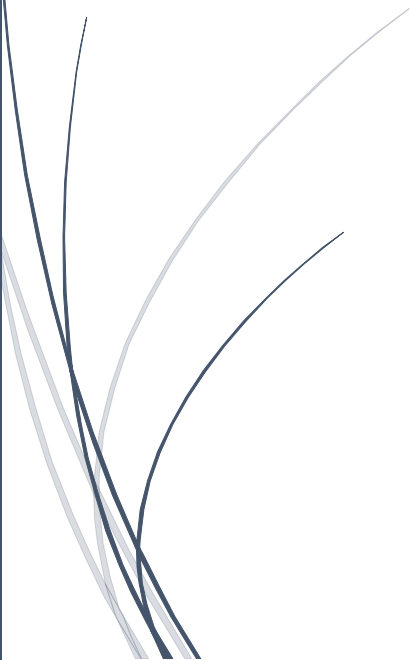




Marleigh Primary Academy

PSHE Skills Progression



Development Matters – Non-statutory Curriculum Guidance for EYFS Marleigh Primary Academy

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world.

Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Birth to Three Years Old	Three and Four Years Old	Children in Reception
<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions and try new things establishing their autonomy. • Engage with others through gestures, gaze and talk. • Find ways of managing transitions. • Thrive as they develop self-assurance. • Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help (“me do it”). • Begin to show ‘effortful control’. For example, waiting for a turn. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • Learn to use the toilet with help, and then independently 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs -personal hygiene. • 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 , being a safe pedestrian.

EYFS Statutory Framework

Early Learning Goal: PSED

Children at the expected level of development will:

Self-Regulation

- 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 focused 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.

Managing Self

- 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

Building Relationships

- 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 others' needs.

Skills Progression

	Key Stage 1 Years 1 and 2	Lower Key Stage 2 Years 3 and 4	Upper Key Stage 2 Years 5 and 6
Relationships Education			
Families and people who care for me	<ul style="list-style-type: none"> • Know what my family is like and how families are different. • Identify who is in my family and how we care for each other. • Describe what babies and children need from their families. • Identify the stable caring relationships that are at the heart of families I know. 	<ul style="list-style-type: none"> • Compare and contrast between different types of family. • Explain how my family members help each other to feel safe and secure even when things are tough. • Identify my network of special people now and describe how we affect and support each other. • Discuss how different caring, stable, adult relationships create a secure environment for children to grow up. 	<ul style="list-style-type: none"> • Identify people's different identities, locally and in the UK. • Consider how to balance the needs of family and friends and plan for how to manage this. • Explain how people in my family continue to support each other as things change. • Understand what adults should think about before they have children. • Consider why people get married or become civil partners. • Discuss what different families are like.
Caring friendships	<ul style="list-style-type: none"> • Understand how to get to know the people in my class. • Understand how to negotiate to sort out disagreements. • Describe what a good friend is and does and how it feels to be friends. • Understand why telling the truth is important. • Develop the skills to choose, make and develop friendships. • Understand how friendships go wrong, and how it feels when they do. • Develop the skills to mend friendships when they go wrong and understand why this happens. • Describe who my special people are and explain what they do to support me. • Understand how people help me to build positive and safe relationships. • Understand how friendships change over time. 	<ul style="list-style-type: none"> • Understand how to build relationships in our class and consider how this benefits me. • Understand how to work well in a group. • Explain what a healthy friendship is and how trust is an essential part of it. • Evaluate my skills of choosing, making and developing friendships. • Know how to resolve disagreements positively by listening and compromising. • Empathising with other people in disagreements. • Distinguish between bullying and falling out. 	<ul style="list-style-type: none"> • Take responsibility for building relationships in my school and understand how this benefits us all. • Know how to make people feel welcome and valued in and out of school. • Know how to be a good listener to other people. • Persevere and help others to persevere. • Explain the differences between friendship difficulties and bullying. • Understand how prejudice sometimes leads people to bully others. • Discuss what the characteristics of healthy friendships on and offline are and how they benefit me. • Know how trust and loyalty feature in my relationships on and offline. • Communicate, empathise and compromise when resolving friendship issues.
Respectful relationships	<ul style="list-style-type: none"> • Understand simple ways to make sure my school is a safe, happy place. • Acknowledge what I am good at and what is special about me. • Know how to stand up for myself. • Know how to listen well to others and work well in a group. • Understand why it is important to take turns. • Understand what makes me 'me' and you 'you'. • Discuss whether all boys and all girls like the same things. • Identify the groups I belong to. • Understand what a stereotype is and give some examples. • Describe what bullying is and why people might bully others. • Know that bullying is unacceptable and disrespectful. • Know what to do if someone is being bullied and what happens at school if this happens. • Identify who to talk to about worries. • Know how to be assertive. 	<ul style="list-style-type: none"> • Know how to help children and adults feel welcome in school. • Know it is important to accept and feel proud of who we are. • Understand what the word 'unique' means. • Know how I can disagree without being disagreeable. • Know how to listen to other people. • Share my views and opinions effectively. • Give and receive constructive criticism. • Discuss what we have in common and how we are different. • Understand the expectations of girls and boys affect people's feelings and choices. • Consider the different traditions, cultures and beliefs in my locality. • Understand the value of diversity. • Know how to challenge stereotypes. • Understand what it means to be treated and to treat others with respect. • Identify who is in positions of authority within our school and communities and how we can show respect. • Understand how people can use power to bully. • Explain the key characteristics of different types of bullying. 	<ul style="list-style-type: none"> • Explain what my responsibilities are for making sure everyone in school feels happy and safe. • Understand what it means to have a 'strong sense of identity' and 'self-respect'. • Know how to boost my self-respect. • Share my views effectively and negotiate with others to reach an agreement. • Give, receive and act on sensitive and constructive feedback. • Understand how people's perceptions, views and stereotypes influence my sense of identity. • Know how views of gender affect my identity, friendships, behaviour and choices. • Show respect to those with different lifestyles, beliefs and traditions. • Understand the negative effects of stereotyping. • Understand the conventions of courtesy and manners and know how these vary. • Define the characteristics and different forms of bullying.

		<ul style="list-style-type: none"> • Explain how a lack of respect and empathy towards others can lead to bullying. • Know how myself and my school support people being bullied. 	<ul style="list-style-type: none"> • Know how people use technology and social media to bully others and how I can help others to prevent and manage this. • Respond assertively to bullying, online and offline. • Identify ways of preventing bullying in school and the wider community. • Explain the conventions of courtesy and manners and how they vary.
Online relationships	<ul style="list-style-type: none"> • Give examples of ways in which I use technology and the internet and name the benefits. • Discuss what is meant by 'identity' and how someone's identity online may be different from their identity in the physical world. • Give examples of online content or contact that might mean I feel unsafe, worried or upset. • Consider what information I should put online. • Consider when to report something and how to report something. 	<ul style="list-style-type: none"> • Understand how my use of technology might change as I get older and how I can make healthier and safer decisions. • Explain how my own and others' online identity affect my decisions about communicating online. • Discuss how people with similar likes and interests get together online. • Explain the difference between 'liking' and 'trusting' someone online. • Show respect online and consider how my feelings, and the feelings of others, can be affected by online content and contact. • Distinguish between opinions, beliefs and facts online. 	<ul style="list-style-type: none"> • Name some examples of how I use the internet, the services IT offers and explain how I make decisions. • Explain the principles for my contact and conduct online, including when I am anonymous. • Critically consider my online friendships, contacts and sources of information, and make positive contributions. • Understand how the media might shape my ideas about various issues and how I can challenge or reject them. • Explain some ways in which information and data is shared and used online. • Discuss how online content impact me positively and negatively. • Recognise risks online and report concerns.
Being safe	<ul style="list-style-type: none"> • Name the main parts of the body. • Know when I am in charge of my actions and my body. • Know what my personal space is and how I can talk to people about it. • Understand the risks if I am lost and know how to get help. • Identify which classroom/school rules are about helping people feel safe. • Name my own Early Warning Signs. • Know who to talk to if I have a worry or need to ask for help. • Know what to do if a friend or someone in my family isn't kind to me. • Identify private body parts and say 'no' to unwanted touch. • Know what to do if I am worried about a secret. • Know what I could do if something worries or upsets me online. 	<ul style="list-style-type: none"> • Discuss when I might meet adults I don't know and consider how to respond safely. • Discuss how male and female bodies are different and name the different parts. • Know when we talk about our bodies, how they change and who we talk to. • Know how to check with my friends that their personal boundaries have not been crossed. • Name who is on my Network of Support and know how to ask them for help. • Recognise when my Early Warning Signs are telling me I don't feel safe. • Know what to do if I feel worried about a friendship or family relationship. • Know what sort of physical contact I feel comfortable with and what I could do if physical contact is unwanted. • Decide if a secret is safe or unsafe. • Know how to keep safe online. 	<ul style="list-style-type: none"> • Know when I am responsible for my own safety as I get older and how I can keep others safe. • Safely get the attention of a known or unknown adult in an emergency. • Talk about bodies confidently and appropriately. • Name the male and female sexual parts and explain their functions. • Use my Early Warning Signs to judge how safe I am feeling. • Know how I can seek help or advice from someone on my network of support and consider when I should review my network. • Know how I can report my concerns of abuse or neglect. • Identify appropriate and inappropriate or unsafe physical contact. • Judge when it is not right to keep a secret and what action I could take. • Assess risk and help me feel safer when I am feeling unsafe. • Check that my friends give consent on and offline.
Physical health and mental wellbeing			
Mental wellbeing	<ul style="list-style-type: none"> • Know how people might feel if they are being bullied. • Name some different feelings. • Describe situations in which I might feel happy, sad, cross, etc. • Consider how my feelings and actions affect others. • Consider how I manage some of my emotions and associated behaviours. • Know the different ways people might feel relaxed. • Know who I share my feelings with. • Know what 'my community' means and how it feels to be a part of it. • Know what it feels like to be healthy. 	<ul style="list-style-type: none"> • Know why mental wellbeing is as important as physical wellbeing. • Know how physical health affects mental wellbeing. • Know how I can communicate my emotions. • Recognise some simple ways to manage difficult emotions. • Understand what it means when someone says I am 'over reacting' and how I show understanding towards myself and others. • Understand how my actions and feelings affect the way I and others feel. • Know how to care for other people's feelings. • Know who I can talk to about the way I feel. • Know what bystanders and followers are and how they might feel. • Understand that bullying might affect how people feel for a long time. 	<ul style="list-style-type: none"> • Know how we can make mental wellbeing a normal part of daily life, in the same way as physical wellbeing. • Know how to manage strong emotions. • Judge if my own feelings and behaviours are appropriate and proportionate. • Understand what loneliness is and how to manage feelings of isolation. • Understand how common mental ill health is and what self-care techniques I can use. • Know how and from whom I can get support when things are difficult. • Identify which wider groups and communities I am part of and how this benefits me.

			<ul style="list-style-type: none"> • Know what voluntary organisations are and how they make a difference. • Understand how different groups experience bullying in different ways. • Understand how people's personal circumstances affect their experiences. • Discuss how bullying might affect people's mental wellbeing and behaviour. • Know how my words or actions can affect how others feel and what my responsibilities are. • Understand how physical activity helps me and what the risks are of not engaging in it.
Internet safety and harms	<ul style="list-style-type: none"> • Discuss rules that keep us safe and healthy when using technology. • Explain who can help me if I have questions or concerns about what I experience online or about other's online behaviour. 	<ul style="list-style-type: none"> • Understand why it is important to ration the time we spend using technology and the internet. • Understand how the things I see and do online affect how I feel and how healthy I am, and how I can get support when I need it. • Understand why social media, some computer games, online gaming and TV/films are age restricted and how peer influence plays a part in my decision making. 	<ul style="list-style-type: none"> • Name my responsibilities for my own and others' mental and physical wellbeing online and how I can fulfil these. • Name some ways of reporting concerns and explain why it is important to persist in asking. • Identify, flag and report inappropriate content. • Explain why online apps and games are age restricted. • List the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health.
Physical health and fitness	<ul style="list-style-type: none"> • Understand the importance of being active and identify opportunities to be active. 	<ul style="list-style-type: none"> • Explain what an active lifestyle is and understand how it helps me to be healthier. 	<ul style="list-style-type: none"> • Discuss the different aspects of a healthy lifestyle and understand how to become healthier.
Healthy eating	<ul style="list-style-type: none"> • Identify what can help me to eat healthily. • Understand what healthy eating means and why it is important. 	<ul style="list-style-type: none"> • Discuss what healthy eating and a balanced diet are. • Know how to plan and prepare simple, healthy meals safely. 	<ul style="list-style-type: none"> • Explain what characterises a balanced or unbalanced diet and explain the associated benefits and risks.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • Identify which substances might enter our bodies, explain how they get there and what they do. • Understand what medicines are and why and when some people use them. • Know who is in charge of medicine I take. • Explain what makes me feel better if I feel poorly. • Know how I can keep safe with medicines and substances at home and at school. 	<ul style="list-style-type: none"> • Identify what medical and legal drugs I know about and what their effects are. • Know who uses and misuses legal drugs. • Explain why some people need medicine and who prescribes it. • Know what to do if I find something risky, like a syringe. • Know what the safety rules for storing medicine and other risky substances. 	<ul style="list-style-type: none"> • Explain what I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them. • Understand how drug use affects the way a body or brain works. • Explain how medicines help people with different illnesses. • Explain drug misuse. • Know the laws around drugs. • Know how and when to check information about drugs.
Health and prevention	<ul style="list-style-type: none"> • Know how to keep my body clean. • Know how to avoid spreading common illnesses and diseases. • Explain how to stay as healthy as possible. • Understand the benefits and risks for me in the sun and how to stay safer. • Explain when and why people have an injection from a doctor or a nurse. 	<ul style="list-style-type: none"> • Know why it is important to keep myself clean. • Know what I can do for myself to stay clean and how this will change in the future. • Explain how different illnesses and diseases spread and what I can do to prevent this. • Know how much sleep I need and what happens if I don't have enough. • Know how I can look after my teeth and why this is important. • Discuss immunisations and identify if I have had any. 	<ul style="list-style-type: none"> • Identify what immunisations I have had or may have in the future and know how these keep me healthy. • Know how being outside supports my wellbeing and how I keep myself safe in the sun. • Know how to keep my growing and changing body clean. • Know how I can reduce the spread of viruses and bacteria. • Know what the signs of physical illness are and how I might respond to them.
Basic first aid	<ul style="list-style-type: none"> • Know my name, address and phone number and know when I might need to give them. • Know what an emergency is and who can help. • Know I can help to stop simple accidents happening and how I can help if there is an accident. 	<ul style="list-style-type: none"> • Know what actions I could take in an emergency or accident and how I can call the emergency services. 	<ul style="list-style-type: none"> • Carry out basic first aid in common situations, including head injuries.
Changing	<ul style="list-style-type: none"> • Discuss my responsibilities now I am growing up. 	<ul style="list-style-type: none"> • Understand what it means to be 'grown up'. • Know what I am responsible for now and how this will change. 	<ul style="list-style-type: none"> • Know what happens to different bodies at puberty. • Know the effect that puberty might have on people's feelings and

adolescent body			emotions.
Relationships and Sex Education	<ul style="list-style-type: none">• From Science NC: Know how babies change and grow.• From Science NC: Know how I have changed since I was a baby.	<ul style="list-style-type: none">• From Science NC: Know the main stages of the human life cycle.• From Science NC: Know how I began.	<ul style="list-style-type: none">• Know the different ways babies are conceived and born.