



Fressingfield CofE Primary School EYFS Skills and Knowledge Progression Subject area: PSHE

| Skills and Knowledge | Communication and Language | Personal, Social and Emotional Development | Physical Development | Understanding the World |
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| <p>Three and Four Year olds</p> | <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Talks more extensively about things that are of particular importance to them.</p> | <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • 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. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, | <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> | <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Shows interest in different occupations and ways of life indoors and outdoors |

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| | | <p>understanding why they are important.</p> <ul style="list-style-type: none"> • 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 t be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others | | <ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>Begin to understand the effect their behaviour can have on the environment</p> |
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| | | <p>to play and attempting to join others' play</p> <ul style="list-style-type: none">• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers• Is sensitive to others' messages of appreciation or criticism <p>Enjoys a sense of belonging through being involved in daily tasks</p> <ul style="list-style-type: none">• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others• Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have | | |
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| | | <p>nightmares</p> <ul style="list-style-type: none"> • Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants • Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions | | |
| Reception | Communication and Language | Personal, Social and Emotional Development | Physical Development | Understanding the World |
| | <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> | <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 | <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Further develop the skills | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of |

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| | | <p>health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' <p>-having a good sleep routine -being a safe pedestrian</p> <ul style="list-style-type: none"> • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Understands their own and other people's feelings, offering empathy and comfort <ul style="list-style-type: none"> • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have | <p>they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes | <p>family members</p> <ul style="list-style-type: none"> • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions |
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| | | <p>caused upset and understands how their actions impact other people</p> <ul style="list-style-type: none"> • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met | | |
| ELG | <p>Communication and Language Listening, Attention and Understanding Speaking</p> | <p>Personal, Social and Emotional Development-Self-Regulation Managing Self Building Relationships</p> | <p>Physical Development- Gross Motor Skills</p> | <p>Understanding the World- Past and Present</p> |
| | <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. | <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Talk about the lives of people around them and their roles in society. |



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| Skills and Knowledge | Yr. R-1 | Yr. 2-3 | Yr. 4-5 | Yr. 6 |
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| Being Me in My World | <p>Identify feelings associated with belonging.</p> <p>Identify feelings of happiness and sadness.</p> <p>Develop skills to play cooperatively with others.</p> <p>Be able to consider others' feelings.</p> <p>Be responsible in the setting.</p> <p>Understand that they are special.</p> <p>Understand that they are safe in their class.</p> <p>Identify what it's like to feel proud of an achievement.</p> <p>Recognise feelings associated with positive and negative consequences.</p> <p>Understand that they have choices.</p> | <p>Recognise own feelings and know when and where to get help.</p> <p>Know how to make their class a safe and fair place.</p> <p>Show good listening skills.</p> <p>Recognise feelings of happiness, sadness, worry and fear, in themselves and others.</p> <p>Be able to work cooperatively.</p> <p>Recognise self-worth.</p> <p>Identify personal strengths.</p> <p>Be able to set a personal goal.</p> <p>Make other people feel valued.</p> <p>Develop compassion and empathy for others.</p> | <p>Identify the feelings associated with being included or excluded.</p> <p>Make others feel valued and included.</p> <p>Be able to take on a role in a group discussion/task and contribute to the overall outcome.</p> <p>Make others feel cared for and welcomed.</p> <p>Recognise the feelings of being motivated or unmotivated.</p> <p>Understand why the school community benefits from a Learning Charter.</p> <p>Know how to regulate their emotions.</p> <p>Be able to identify what they value most about school.</p> <p>Identify hopes for the school year.</p> <p>Have empathy for people whose lives are different from their own.</p> <p>Consider their own actions and the effect they have on themselves and others.</p> <p>Be able to work as part of a group, listening and contributing effectively.</p> | <p>Be able to make others feel welcomed and valued.</p> <p>Know own wants and needs.</p> <p>Be able to compare their life with the lives of those less fortunate.</p> <p>Demonstrate empathy and understanding towards others.</p> <p>Demonstrate attributes of a positive role-model.</p> <p>Take positive action to help others.</p> <p>Be able to contribute towards a group task.</p> <p>Know what effective group</p> |

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| | | | | work is. Know how to regulate my emotions. |
| Celebrating Difference | <p>Identify feelings associated with being proud.</p> <p>Identify things they are good at.</p> <p>Be able to vocalise success for themselves and others' successes.</p> <p>Identify some ways they can be different and the same as others.</p> <p>Recognise similarities and differences between their family and other families.</p> <p>Identify and use skills to make a friend.</p> <p>Identify and use skills to stand up for themselves.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry.</p> <p>Recognise ways in which they are the same as their friends and ways they are different.</p> <p>Identify what is bullying and what isn't.</p> <p>Understand how being bullied might feel.</p> <p>Know ways to help a person who is being bullied.</p> <p>Identify emotions associated with making a new friend.</p> <p>Verbalise some of the attributes that make them unique and special.</p> | <p>Understand that boys and girls can be similar in lots of ways and that is OK.</p> <p>Understand that boys and girls can be different in lots of ways and that is OK.</p> <p>Explain how being bullied can make someone feel.</p> <p>Choose to be kind to someone who is being bullied.</p> <p>Know how to stand up for themselves when they need to.</p> <p>Recognise that they shouldn't judge people because they are different.</p> <p>Understand that everyone's differences make them special and unique.</p> <p>Give and receive compliments.</p> <p>Be able to show appreciation for their families, parents and carers.</p> <p>Empathise with people who are bullied.</p> <p>Employ skills to support someone who is bullied.</p> <p>Be able to 'problem solve' a bullying situation, accessing appropriate support if necessary.</p> <p>Be able to recognise, accept and give compliments.</p> <p>Recognise feelings associated with receiving a compliment.</p> | <p>Try to accept people for who they are.</p> <p>Identify influences that have made them think or feel positively/negatively about a situation.</p> <p>Identify feelings that a bystander might feel in a bullying situation.</p> <p>Identify reasons why a bystander might join in with bullying.</p> <p>Identify their own uniqueness.</p> <p>Identify when a first impression they had was right or wrong.</p> <p>Identify their own culture from different cultures within their class community.</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds.</p> <p>Identify a range of strategies for managing their own feelings in bullying situations.</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices.</p> <p>Be able to support children who are being bullied.</p> <p>Appreciate the value of happiness regardless of material wealth.</p> <p>Develop respect for cultures different from their own.</p> | <p>Empathise with people who are different and be aware of my own feelings towards them.</p> <p>Identify feelings associated with being excluded.</p> <p>Be able to recognise when someone is exerting power negatively in a relationship.</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict.</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario.</p> <p>Be able to vocalise their thoughts and</p> |

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| | | | | feelings about prejudice and discrimination and why it happens. Appreciate people for who they are. Show empathy. |
| Dreams and Goals | <p>Understand that challenges can be difficult.</p> <p>Recognise some of the feelings linked to perseverance.</p> <p>Talk about a time that they kept of trying and achieved a goal.</p> <p>Be ambitious.</p> <p>Develop resilience.</p> <p>Recognise how kind words can encourage people.</p> <p>Feel proud of their successes.</p> <p>Celebrate success.</p> <p>Recognise things that they do well.</p> <p>Explain how they learn best.</p> <p>Celebrate an achievement with a friend.</p> <p>Recognise their own feelings when faced with a new challenge.</p> <p>Recognise their own feelings when they are faced with an obstacle.</p> <p>Recognise how they feel when they overcome an obstacle.</p> <p>Store feelings of success so that they can be used in the future.</p> | <p>Be able to describe their own achievements and the feelings linked to this.</p> <p>Recognise their own strengths.</p> <p>Recognise how working with others can be helpful.</p> <p>Be able to work effectively with a partner.</p> <p>Be able to choose a partner with whom they work well.</p> <p>Be able to work as part of a group.</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling.</p> <p>Recognise other people's achievements in overcoming difficulties.</p> <p>Imagine how it will feel when they achieve their dream/ambition.</p> <p>Break down a goal into small steps.</p> <p>Recognise how other people can help them to achieve their goals.</p> <p>Manage feelings of frustration linked to facing obstacles.</p> <p>Share their success with others.</p> <p>Store feelings of success to be used</p> | <p>Talk about their hopes and dreams and the feelings associated with these.</p> <p>Identify the feeling of disappointment.</p> <p>Identify a time when they have felt disappointed.</p> <p>Be able to cope with disappointment.</p> <p>Identify what resilience is.</p> <p>Have a positive attitude.</p> <p>Enjoy being part of a group challenge.</p> <p>Share their success with others.</p> <p>Store feelings of success to be used at another time.</p> <p>Verbalise what they would like their life to be like when they are grown up.</p> <p>Appreciate the contributions made by people in different jobs.</p> <p>Appreciate the opportunities learning and education can give them.</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture.</p> <p>Appreciate the differences between themselves and someone from a different culture.</p> <p>Understand why they are motivated to make a positive contribution to</p> | <p>Understand why it is important to stretch the boundaries of their current learning.</p> <p>Set success criteria so that they know when they have achieved their goal.</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances.</p> <p>Empathise with people who are suffering or living in difficult situations.</p> |

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| | | at another time. | supporting others. | Be able to give praise and compliments to other people when they recognise that person's achievements. |
| Healthy Me | <p>Recognise how exercise makes them feel.</p> <p>Recognise how different foods can make them feel.</p> <p>Explain what they need to do to stay healthy.</p> <p>Give examples of healthy foods.</p> <p>Explain how they might feel if they don't get enough sleep.</p> <p>Explain what to do if a stranger approaches them.</p> <p>Feel good about themselves when they make healthy choices.</p> <p>Realise that they are special.</p> <p>Keep themselves safe.</p> <p>Recognise ways to look after themselves if they feel poorly.</p> <p>Recognise when they feel frightened and know how to ask for help.</p> <p>Recognise how being healthy helps them to feel happy.</p> | <p>Desire to make healthy lifestyle choices.</p> <p>Feel positive about caring for their bodies and keeping it healthy.</p> <p>Have a healthy relationship with food.</p> <p>Express how it feels to share healthy food with their friends.</p> <p>Be able to set themselves a fitness challenge.</p> <p>Recognise what it feels like to make a healthy choice.</p> <p>Express how being anxious or scared feels.</p> <p>Take responsibility for keeping themselves and others safe.</p> <p>Respect their own bodies and appreciate what they do.</p> | <p>Identify the feelings that they have about their friends and different friendship groups.</p> <p>Recognise how different people and groups they interact with impact on them.</p> <p>Identify which people they most want to be friends with.</p> <p>Recognise negative feelings in peer pressure situations.</p> <p>Identify the feelings of anxiety and fear associated with peer pressure.</p> <p>Tap into their inner strength and know how to be assertive.</p> <p>Make informed decisions about whether or not they choose to smoke when they are older.</p> <p>Make informed decisions about whether they choose to drink alcohol when they are older.</p> <p>Recognise strategies for resisting pressure.</p> <p>Identify ways to keep themselves calm in an emergency.</p> <p>Reflect on their own body image and know how important it is that this is positive.</p> | <p>Be motivated to care for their own physical and emotional health.</p> <p>Be motivated to find ways to be happy.</p> <p>Identify ways that someone who is being exploited could help themselves.</p> <p>Suggest strategies someone could use to avoid being pressured.</p> <p>Recognise that people have different attitudes towards mental health/illness.</p> <p>Use different strategies to manage stress and pressure.</p> |

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| | | | <p>Accept and respect themselves for who they are. Respect and value their own bodies. Be motivated to keep themselves healthy and happy.</p> | |
| Relationships | <p>Identify what jobs they do in their family and those carried out by parents/carers and siblings. Suggest ways to make a friend or help someone who is lonely. Use different ways to mend a friendship. Recognise what being angry feels like. Show strategies to help them calm down when feeling angry or upset. Express how it feels to be part of a family and to care for family members. Say what being a good friend means. Show skills of friendship. Identify forms of physical contact they prefer. Say no when they receive a touch they don't like. Praise themselves and others. Recognise some of their personal qualities. Say why they appreciate a special relationship.</p> | <p>Identify the different roles and responsibilities in their family, including their own. Recognise the value that families can bring. Recognise and talk about the types of physical contact that is acceptable and unacceptable. Use positive problem solving strategies to resolve a friendship conflict. Identify the negative feelings associated with keeping a worry secret. Identify the feelings associated with trust. Identify who they trust in their own relationships. Say who they would go to for help if they were worried or scared. Know how to access help if they are concerned about anything on social media or the internet. Empathise with people from other countries who may be less fortunate. Understand that they are connected to the global community in many ways. Identify similarities in children's rights around the world. Identify their own wants and needs</p> | <p>Identify feelings and emotions that accompany jealousy. Suggest positive strategies for managing jealousy. Identify people who are special to them and express why. Identify the feelings and emotions that accompany loss. Suggest strategies for managing loss. Suggest ways to manage relationship changes including how to negotiate. Suggest strategies for building self-esteem of themselves and others. Identify when an online community/social media group feels risky, uncomfortable or unsafe. Suggest strategies for staying safe online. Say how to report unsafe online/social network activity. Identify when an online game is safe or unsafe. Suggest ways to monitor and reduce screen time. Suggest strategies for managing unhelpful pressures online or in social networks.</p> | <p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of. Help themselves and others when worried about a mental health problem. Recognise when they are feeling grief and have strategies to manage them. Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control. Take responsibility for their own safety and well-being.</p> |

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| | | and how these may be similar or different from other children in school and the global community. | | |
| Changing Me | <p>Identify some things that have changed since being a baby and some things that have stayed the same.</p> <p>Say what might change for them as they get older.</p> <p>Recognise that changing class can illicit happy/and or sad emotions.</p> <p>Say how they feel about changing class/growing up.</p> <p>Identify positive memories from the past year in school/home.</p> <p>Understand and accept that change is a natural part of getting older.</p> <p>Express why they enjoy learning.</p> <p>Suggest ways to manage change, e.g. moving to a new class.</p> | <p>Appreciate that changes will happen and that some can be controlled and others not.</p> <p>Express how they feel about changes.</p> <p>Show appreciation for people who are older.</p> <p>Recognise the independence and responsibilities they have now compared to being a baby or toddler.</p> <p>Say what greater responsibilities and freedoms they may have in the future.</p> <p>Say who they would go to for help if worried or scared.</p> <p>Say what types of touch they find comfortable/uncomfortable.</p> <p>Be able to confidently ask someone to stop if they are hurt or frightened.</p> <p>Express how they feel about babies.</p> <p>Describe the emotions that a new baby can bring to a family.</p> <p>Express how they feel about puberty.</p> <p>Say who they can talk to about puberty if they have any worries.</p> <p>Identify stereotypical family roles and challenge these ideas.</p> <p>Identify changes they are looking forward to in the next year.</p> <p>Suggest ways to help them manage feelings during changes they are more anxious about.</p> | <p>Appreciate their own uniqueness and that of others.</p> <p>Express how they feel about having children when they are grown up.</p> <p>Say who they can talk to about puberty if they are worried.</p> <p>Apply the 'circle of change' model to themselves to have strategies for managing change.</p> <p>Have strategies for managing the emotions relating to change.</p> <p>Celebrate what they like about their own and others' self-image and body-image.</p> <p>Suggest ways to boost self-esteem of themselves and others.</p> <p>Recognise that puberty is a natural process that happens to everybody.</p> <p>Ask questions about puberty to seek clarification.</p> <p>Express how they feel about having a romantic relationship when they are an adult.</p> <p>Express how they feel about having children when they are an adult.</p> <p>Express how they feel about becoming a teenager.</p> <p>Say who they can talk to if concerned about puberty or becoming a teenager/adult.</p> | <p>Recognise ways they can develop their own self-esteem.</p> <p>Express how they feel about the changes that will happen to them during puberty.</p> <p>Recognise how they feel when they reflect on the development and birth of a baby.</p> <p>Understand that mutual respect is essential in a relationship and that they shouldn't feel pressured into doing something that they don't want to do.</p> <p>Celebrate what they like about their own and others' self-image and body-image.</p> <p>Use strategies to</p> |

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| | | | | prepare themselves emotionally for the transition to secondary school. |
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