



Foundation Stage	Personal, Social Emotional Development	Physical Development	Understanding the World
<p><b>Nursery 2yrs-4yrs</b></p>	<p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>- Interested in others' play and starting to join in.</li> <li>- Seeks out others to share experiences.</li> <li>- Shows affection and concern for people who are special to them.</li> <li>- May form a special friendship with another child.</li> </ul> <p><b>Self Confidence and Self Awareness:</b></p> <ul style="list-style-type: none"> <li>- Separates from main carer with support and encouragement from a familiar adult.</li> <li>- Expresses own preferences and interests.</li> <li>- Can select and use activities and resources with help.</li> <li>- Welcomes and values praise for what they have done.</li> <li>- Enjoys responsibility of carrying out small tasks.</li> <li>- Is more outgoing towards unfamiliar people and more confident in new social situations</li> <li>- Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>- Shows confidence in asking adults for help.</li> </ul> <p><b>Managing Feelings and Behaviour:</b></p> <ul style="list-style-type: none"> <li>- Seeks comfort from familiar adults when needed.</li> <li>- Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others.</li> <li>- Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines.</li> </ul>	<p><b>Health and Self Care:</b></p> <ul style="list-style-type: none"> <li>- Feeds self competently with spoon.</li> <li>- Drinks well without spilling.</li> <li>- Clearly communicates their need for potty or toilet.</li> <li>- Beginning to recognise danger and seeks support of significant adults for help.</li> <li>- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>- Beginning to be independent in self-care, but still often needs adult support.</li> <li>- Can tell adults when hungry or tired or when they want to rest or play.</li> <li>- Observes the effects of activity on their bodies.</li> <li>- Understands that equipment and tools have to be used safely.</li> <li>- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>- Can usually manage washing and drying hands.</li> <li>- 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.</li> </ul>	<p><b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>- Has a sense of own immediate family and relations.</li> <li>- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends.</li> <li>- Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> <li>- Shows interest in the lives of people who are familiar to them.</li> <li>- Remembers and talks about significant events in their own experience.</li> <li>- Recognises and describes special times or events for family or friends.</li> <li>- Shows interest in different occupations and ways of life.</li> <li>- 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</li> </ul> <p><b>The World:</b></p> <ul style="list-style-type: none"> <li>- Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>- Notices detailed features of objects in their environment.</li> <li>- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>- Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>- Talks about why things happen and how things work.</li> <li>- Developing an understanding of growth, decay and changes over time.</li> </ul>



PSHE Progression of Knowledge and Skills EYFS-Y6

	<ul style="list-style-type: none"> <li>- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>- Growing ability to distract self when upset, e.g. by engaging in a new play activity</li> </ul>		<ul style="list-style-type: none"> <li>- Shows care and concern for living things and the environment.</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>- Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> <li>- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>- Knows that information can be retrieved from computers</li> </ul>
<p><b>Reception 4yrs+</b></p>	<p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>- Initiates conversations, attends to and takes account of what others say.</li> <li>- Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>- Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>ELG:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Self Confidence and Self Awareness:</b></p> <ul style="list-style-type: none"> <li>- Confident to speak to others about own needs, wants, interests and opinions.</li> <li>- Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>ELG:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar</p>	<p><b>Health and Self Care:</b></p> <ul style="list-style-type: none"> <li>- Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>- Usually dry and clean during the day.</li> <li>- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>- Shows understanding of how to transport and store equipment safely.</li> <li>- Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>ELG:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>- Enjoys joining in with family customs and routines.</li> </ul> <p><b>ELG:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The World:</b></p> <ul style="list-style-type: none"> <li>- Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>ELG:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>



## PSHE Progression of Knowledge and Skills EYFS-Y6

	<p>group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say</p> <p><b>Managing Feelings and Behaviour:</b></p> <ul style="list-style-type: none"><li>- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li><li>- Aware of the boundaries set, and of behavioural expectations in the setting.</li><li>- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li></ul> <p><b>ELG:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>		<p><b>Technology:</b></p> <ul style="list-style-type: none"><li>- Completes a simple program on a computer.</li><li>- Uses ICT hardware to interact with age-appropriate computer software.</li></ul> <p><b>ELG:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
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PSHE Progression of Knowledge and Skills EYFS-Y6

PSHE	Relationships	Living in the Wider World	Health and Wellbeing
Year 1	<p><b>Family Friendships:</b></p> <ul style="list-style-type: none"> <li>- Roles of different people; families; feeling cared for</li> </ul> <p><b>Safe Relationships:</b></p> <ul style="list-style-type: none"> <li>- Recognising privacy; staying safe; seeking permission</li> </ul> <p><b>Respecting ourselves and others:</b></p> <ul style="list-style-type: none"> <li>- How behaviour affects others; being polite and respectful</li> </ul>	<p><b>Belonging to a community:</b></p> <ul style="list-style-type: none"> <li>- What rules are; caring for others' needs; looking after the environment</li> </ul> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- Using the internet and digital devices; communicating online</li> </ul> <p><b>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- Strengths and interests; jobs in the community</li> </ul>	<p><b>Physical health and mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>- Keeping healthy; food and exercise, hygiene routines; sun safety</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>- Recognising what makes them unique and special; feelings; managing when things go wrong</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>- How rules and age restrictions help us; keeping safe online</li> </ul>
Year 2	<p><b>Family Friendships:</b></p> <ul style="list-style-type: none"> <li>- Making friends; feeling lonely and getting help</li> </ul> <p><b>Safe Relationships:</b></p> <ul style="list-style-type: none"> <li>- Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</li> </ul> <p><b>Respecting ourselves and others:</b></p> <ul style="list-style-type: none"> <li>- Recognising things in common and differences; playing and working cooperatively; sharing opinions</li> </ul>	<p><b>Belonging to a community:</b></p> <ul style="list-style-type: none"> <li>- Belonging to a group; roles and responsibilities; being the same and different in the community</li> </ul> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- The internet in everyday life; online content and information</li> </ul> <p><b>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- What money is; needs and wants; looking after money</li> </ul>	<p><b>Physical health and mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>- Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>- Growing older; naming body parts; moving class or year</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>- Safety in different environments; risk and safety at home; emergencies</li> </ul>
Year 3	<p><b>Family Friendships:</b></p> <ul style="list-style-type: none"> <li>- What makes a family; features of family life</li> </ul> <p><b>Safe Relationships:</b></p> <ul style="list-style-type: none"> <li>- Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> </ul> <p><b>Respecting ourselves and others:</b></p> <ul style="list-style-type: none"> <li>- Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul>	<p><b>Belonging to a community:</b></p> <ul style="list-style-type: none"> <li>- The value of rules and laws; rights, freedoms and responsibilities</li> </ul> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- How the internet is used; assessing information online</li> </ul> <p><b>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- Different jobs and skills; job stereotypes; setting personal goals</li> </ul>	<p><b>Physical health and mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>- Health choices and habits; what affects feelings; expressing feelings</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>- Personal strengths and achievements; managing and reframing setbacks</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>- Risks and hazards; safety in the local environment and unfamiliar places</li> </ul>
Year 4	<p><b>Family Friendships:</b></p> <ul style="list-style-type: none"> <li>- Positive friendships, including online</li> </ul> <p><b>Safe Relationships:</b></p> <ul style="list-style-type: none"> <li>- Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> </ul> <p><b>Respecting ourselves and others:</b></p> <ul style="list-style-type: none"> <li>- Respecting differences and similarities; discussing difference sensitively</li> </ul>	<p><b>Belonging to a community:</b></p> <ul style="list-style-type: none"> <li>- What makes a community; shared responsibilities</li> </ul> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- How data is shared and used</li> </ul> <p><b>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- Making decisions about money; using and keeping money safe</li> </ul>	<p><b>Physical health and mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>- Maintaining a balanced lifestyle; oral hygiene and dental care</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>- Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>- Medicines and household products; drugs common to everyday life</li> </ul>



PSHE Progression of Knowledge and Skills EYFS-Y6

<p>Year 5</p>	<p><b>Family Friendships:</b></p> <ul style="list-style-type: none"> <li>- Managing friendships and peer influence</li> </ul> <p><b>Safe Relationships:</b></p> <ul style="list-style-type: none"> <li>- Physical contact and feeling safe</li> </ul> <p><b>Respecting ourselves and others:</b></p> <ul style="list-style-type: none"> <li>- Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> </ul>	<p><b>Belonging to a community:</b></p> <ul style="list-style-type: none"> <li>- Protecting the environment; compassion towards others</li> </ul> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- How information online is targeted; different media types, their role and impact</li> </ul> <p><b>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- Identifying job interests and aspirations; what influences career choices; workplace stereotypes</li> </ul>	<p><b>Physical health and mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>- Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>- Personal identity; recognising individuality and different qualities; mental wellbeing</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>- Keeping safe in different situations, including responding in emergencies, first aid and FGM</li> </ul>
<p>Year 6</p>	<p><b>Family Friendships:</b></p> <ul style="list-style-type: none"> <li>- Attraction to others; romantic relationships; civil partnership and marriage</li> </ul> <p><b>Safe Relationships:</b></p> <ul style="list-style-type: none"> <li>- Recognising and managing pressure; consent in different situations</li> </ul> <p><b>Respecting ourselves and others:</b></p> <ul style="list-style-type: none"> <li>- Expressing opinions and respecting other points of view, including discussing topical issues</li> </ul>	<p><b>Belonging to a community:</b></p> <ul style="list-style-type: none"> <li>- Valuing diversity; challenging discrimination and stereotypes</li> </ul> <p><b>Media literacy and digital resilience:</b></p> <ul style="list-style-type: none"> <li>- Evaluating media sources; sharing things online</li> </ul> <p><b>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- Influences and attitudes to money; money and financial risks</li> </ul>	<p><b>Physical health and mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>- Human reproduction and birth; increasing independence; managing transition</li> </ul> <p><b>Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>- Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</li> </ul>



Additional Sex Education

Year 2	<b>Growing up – Our Bodies:</b> <b>Lesson 1: Our Bodies</b> - I can name the main parts of boys' and girls' bodies.
Year 4	<b>Growing up – Human Reproduction and Puberty:</b> <b>Lesson 1: Human Reproduction</b> - I can describe male and female body parts and explain what these are for. <b>Lesson 6: Where do I come from?</b> - I can describe how babies are made and how they are born.
Year 6	<b>Human Reproduction and Talking About Sex:</b> <b>Lesson 5: Talking about Sex</b> - I understand what a sexual relationship is and who can have a sexual relationship. <b>Lesson 6: Human Reproduction</b> - I can describe the changes people's bodies go through during puberty and how we can look after our changing bodies.

EYFS – Collated from Development Matters

Y1-Y6 – Collated from PSHE Association Programme builder for PSHE Education – Thematic Model