

PSHE Progression of Knowledge and Skills EYFS-Y6

<b>EYFS Development Matters 2021</b>	<b>Communication and Language</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>
<b>Nursery 3 and 4 year olds</b>	<ul style="list-style-type: none"> <li>• be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>• start a conversation with an adult or a friend and continue it for many turns</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• develop their sense of responsibility and membership of a community</li> <li>• become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>• show more confidence in new social situations</li> <li>• play with one or more other children, extending and elaborating play ideas</li> <li>• find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>• go up steps and stairs, or climb up apparatus, using alternate feet</li> <li>• skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• start taking part in some group activities which they make up for themselves, or in teams</li> <li>• increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>• match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li> <li>• choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel</li> <li>• collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>• use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>• use a comfortable grip with good control when holding pens and pencils</li> <li>• show a preference for a dominant hand</li> <li>• be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> </ul>
	<p style="text-align: center;"><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• increasingly follow rules, understanding why they are important</li> <li>• remember rules without needing an adult to remind them</li> <li>• develop appropriate ways of being assertive</li> <li>• talk with others to solve conflicts</li> <li>• talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>• understand gradually how others might be feeling</li> <li>• be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>• make healthy choices about food, drink, activity and toothbrushing</li> </ul>	
	<ul style="list-style-type: none"> <li>• begin to make sense of their own life story and family's history</li> <li>• show interest in different occupations</li> <li>• explore how things work</li> <li>• plant seeds and care for growing plants</li> <li>• understand the key features of the life cycle of a plant and an animal</li> <li>• begin to understand the need to respect and care for the natural environment and all living things</li> <li>• continue developing positive attitudes about the differences between people</li> <li>• know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>		



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Reception Year	<ul style="list-style-type: none"> <li>understand how to listen carefully and why listening is important</li> <li>ask questions to find out more and to check they understand what has been said to them</li> <li>articulate their ideas and thoughts in well-formed sentences</li> <li>connect one idea or action to another using a range of connectives</li> <li>describe events in some detail</li> <li>use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>develop social phrases</li> </ul>	<ul style="list-style-type: none"> <li>see themselves as a valuable individual</li> <li>build constructive and respectful relationships</li> <li>express their feelings and consider the feelings of others</li> <li>show resilience and perseverance in the face of challenge</li> <li>identify and moderate their own feelings socially and emotionally</li> <li>think about the perspectives of others</li> <li>manage their own needs and personal hygiene</li> <li>know and talk about the different factors that support their overall health and wellbeing including:               <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>revise and refine the fundamental movement skills they have already acquired such as:               <ul style="list-style-type: none"> <li>rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> </ul> </li> <li>progress towards a more fluent style of moving, with developing control and grace</li> <li>develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include:               <ul style="list-style-type: none"> <li>pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons</li> </ul> </li> <li>use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>develop overall body strength, balance, coordination and agility</li> <li>further develop and refine a range of ball skills including:               <ul style="list-style-type: none"> <li>throwing, catching, kicking, passing, batting, aiming</li> </ul> </li> <li>develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes.</li> </ul>
	<b>Understanding the World</b>		
	<ul style="list-style-type: none"> <li>talk about members of their immediate family and community</li> <li>name and describe people who are familiar to them</li> <li>comment on images of familiar situations in the past</li> <li>compare and contrast characters from stories, including figures from the past</li> <li>understand that some places are special to members of their community</li> <li>recognise that people have different beliefs and celebrate special times in different ways</li> <li>recognise some similarities and differences between life in this country and life in other countries</li> <li>recognise some environments that are different from the one in which they live</li> </ul>		



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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>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- Strengths and interests; jobs in the community 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>- 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> <li>- Using the internet and digital devices; communicating online</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>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- Different jobs and skills; job stereotypes; setting personal goals</li> <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>- 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> <li>- How the internet is used; assessing information online</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>



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<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>Money and Work:</b></p> <ul style="list-style-type: none"> <li>- Identifying job interests and aspirations; what influences career choices; workplace stereotypes</li> <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>- 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 (where appropriate)</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> <li>- How information online is targeted; different media types, their role and impact</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>



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**Suggested order of study (Twinkl Life Scheme) – Teachers may choose to change the order of study to meet the needs of the cohort.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	PSHE will be taught through continuous provision linked to the 2021 EYFS Framework and Development Matters supporting documents. Teachers will plan and deliver PSHE lessons in line with this as and when necessary to meet the needs of the cohort.					
Year 1	<b><u>KS1 TEAM</u></b> (Relationships)	<b><u>KS1 Think Positive</u></b> (Health and Wellbeing)	<b><u>KS1 Diverse Britain</u></b> (Living in the Wider World)	<b><u>KS1 Be Yourself</u></b> (Relationships)	<b><u>KS1 It's My Body</u></b> (Health and Wellbeing)	<b><u>KS1 Aiming High</u></b> (Living in the Wider World)
Year 2	<b><u>KS1 VIPs</u></b> (Relationships)	<b><u>KS1 Safety First</u></b> (Health and Wellbeing)	<b><u>KS1 One World</u></b> (Living in the Wider World)	<b><u>KS1 Digital Wellbeing</u></b> (Relationships)	<b><u>KS1 Money Matters</u></b> (Living in the Wider World)	<b><u>KS1 Growing Up</u></b> (Health and Wellbeing)
Year 3	<b><u>LKS2 TEAM</u></b> (Relationships)	<b><u>LKS2 Think Positive</u></b> (Health and Wellbeing)	<b><u>LKS2 Diverse Britain</u></b> (Living in the Wider World)	<b><u>LKS2 Be Yourself</u></b> (Relationships)	<b><u>LKS2 It's My Body</u></b> (Health and Wellbeing)	<b><u>LKS2 Aiming High</u></b> (Living in the Wider World)
Year 4	<b><u>LKS2 VIPs</u></b> (Relationships)	<b><u>LKS2 Safety First</u></b> (Health and Wellbeing)	<b><u>LKS2 One World</u></b> (Living in the Wider World)	<b><u>LKS2 Digital Wellbeing</u></b> (Relationships)	<b><u>LKS2 Money Matters</u></b> (Living in the Wider World)	<b><u>LKS2 Growing Up</u></b> (Health and Wellbeing)
Year 5	<b><u>UKS2 TEAM</u></b> (Relationships)	<b><u>UKS2 Think Positive</u></b> (Health and Wellbeing)	<b><u>UKS2 Diverse Britain</u></b> (Living in the Wider World)	<b><u>UKS2 Be Yourself</u></b> (Relationships)	<b><u>UKS2 It's My Body</u></b> (Health and Wellbeing)	<b><u>UKS2 Aiming High</u></b> (Living in the Wider World)
Year 6	<b><u>UKS2 VIPs</u></b> (Relationships)	<b><u>UKS2 Safety First</u></b> (Health and Wellbeing)	<b><u>UKS2 One World</u></b> (Living in the Wider World)	<b><u>UKS2 Digital Wellbeing</u></b> (Relationships)	<b><u>UKS2 Money Matters</u></b> (Living in the Wider World)	<b><u>UKS2 Growing Up</u></b> (Health and Wellbeing)

**Optional Sex Education – Please see the PSHE Policy for further information on the parent’s right to withdraw.**

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

EYFS – Collated from Development Matters 2021

Y1-Y6 – Collated from PSHE Association Programme builder for PSHE Education – Thematic Model and Twinkl Life scheme