

PSHCE –Progression of skills for Personal, Social and Emotional Development in EYFS



Nursery	
<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. 	<ul style="list-style-type: none"> Link to Dreams and Goals
<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> Link to 'Being Me in My World'
<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. 	<ul style="list-style-type: none"> Link to 'Being Me in My World'
<ul style="list-style-type: none"> 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, and suggesting other ideas. 	<ul style="list-style-type: none"> Link to 'Being Me in My World' Link to 'Celebrating Differences'
<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> Link to 'Being Me in My World'
<ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> Link to 'Celebrating Differences'
<ul style="list-style-type: none"> Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> Link to 'Relationships'
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Link to 'Healthy Me'

Reception	
<ul style="list-style-type: none"> See themselves as a valuable individual. 	<ul style="list-style-type: none"> Link to 'Being Me in My World'
<ul style="list-style-type: none"> Build constructive and respectful relationships. 	<ul style="list-style-type: none"> Link to 'Relationships'
<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> Link to 'Being Me in My World'
<ul style="list-style-type: none"> Show resilience and perseverance in the face of the challenge. 	<ul style="list-style-type: none"> Link to Dreams and Goals
<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> Link to 'Healthy Me'
<ul style="list-style-type: none"> Think about the perspectives of others. 	<ul style="list-style-type: none"> Link to 'Celebrating Differences'
<ul style="list-style-type: none"> Manage their own personal needs: <ul style="list-style-type: none"> Personal hygiene 	<ul style="list-style-type: none"> Link to 'Healthy Me'
<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> Regular physical activity Healthy eating Toothbrushing Sensible amounts of 'screen time' Having a good sleep routine Being a safe pedestrian 	<ul style="list-style-type: none"> Link to 'Healthy Me'

Early Learning Goals

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.

PSHCE – JIGSAW – Progression of core skills



Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Being Me in My World	PSHCE skills.					
	I can explain why my class is a happy and safe place to learn.	I can explain why my behaviour can impact on other people in my class.	I can explain how my behaviour can affect how others feel and behave.	I can explain why being listened to and listening to others is important in my school community.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.	I can explain how my choices can have an impact on people in my immediate community and globally.
	Social and emotional skills					
	I can give different examples where I or others make my class happy and safe.	I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can explain why being democratic is important and can help me and others feel valued.	I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can empathise with others in my community and globally and explain how this can influence the choices I make.

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2 Celebrating differences	PSHCE skills.					
	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.	I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	I can explain ways in which difference can be a source of conflict or a cause for celebration.
	Social and emotional skills					
	I can explain what bullying is and how being bullied might make somebody feel.	I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.	I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It together or asking for help.	I can explain why it is good to accept myself and others for who we are.	I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1 Dreams and Goals	PSHCE skills.					
	I can explain how I feel when I am successful and how this can be celebrated positively.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.	I can explain the different ways that help me learn and what I need to do to improve.	I can plan and set new goals even after a disappointment.	I can compare my hopes and dreams with those of young people from different cultures.	I can explain different ways to work with others to help make the world a better place.
	Social and emotional skills					
	I can say why my internal treasure chest is an important place to store positive feelings.	I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can explain what it means to be resilient and have a positive attitude.	I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can tell you how making the world a better place makes me feel.

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2 Healthy Me	PSHCE skills.					
	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.	I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.
	Social and emotional skills					
	I can give examples where being healthy can help me feel happy.	I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can express how being anxious/ scared and unwell feels.	I can identify feelings of anxiety and fear associated with peer pressure.	I can summarise different ways that I respect and value my body.	I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure

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Summer 1 Relationships	PSHCE skills.					
	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.	I can explain how my life is influenced positively by people I know and also by people from other countries.	I can recognise how people are feeling when they miss a special person or animal.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
	Social and emotional skills					
	I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can give ways that might help me manage my feelings when missing a special person or animal.	I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2 Changing Me	PSHCE skills.					
	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.	I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.	I can explain how my choices can have an impact on people in my immediate community and globally.
	Social and emotional skills					
	I can explain why some changes I might experience might feel better than others.	I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.	I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.	I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.	I can empathise with others in my community and globally and explain how this can influence the choices I make.