



## Wortham Primary School

### EYFS Skills and Knowledge Progression

#### Subject area: PSHE

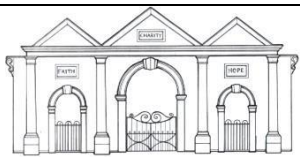
#### Age 3 to 4

- 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.
- 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, 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.
- 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 tooth brushing.

#### Reception

- 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

ELG	<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• 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.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
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### Skills and Knowledge Progression

#### Subject area: PSHE

Skills and Knowledge	Yr. 1	Yr. 2-3	Yr. 4-5	Yr. 6
<b>Being Me in My World</b>	<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>	

<b>Celebrating Difference</b>	<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>

				<p>feelings about prejudice and discrimination and why it happens.</p> <p>Appreciate people for who they are.</p> <p>Show empathy.</p>
<b>Dreams and Goals</b>	<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>	

		at another time.	supporting others.	
<b>Healthy Me</b>	<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>

			<p>Accept and respect themselves for who they are.</p> <p>Respect and value their own bodies.</p> <p>Be motivated to keep themselves healthy and happy.</p>	
<b>Relationships</b>	<p>Identify what jobs they do in their family and those carried out by parents/carers and siblings.</p> <p>Suggest ways to make a friend or help someone who is lonely.</p> <p>Use different ways to mend a friendship.</p> <p>Recognise what being angry feels like.</p> <p>Show strategies to help them calm down when feeling angry or upset.</p> <p>Express how it feels to be part of a family and to care for family members.</p> <p>Say what being a good friend means.</p> <p>Show skills of friendship.</p> <p>Identify forms of physical contact they prefer.</p> <p>Say no when they receive a touch they don't like.</p> <p>Praise themselves and others.</p> <p>Recognise some of their personal qualities.</p> <p>Say why they appreciate a special relationship.</p>	<p>Identify the different roles and responsibilities in their family, including their own.</p> <p>Recognise the value that families can bring.</p> <p>Recognise and talk about the types of physical contact that is acceptable and unacceptable.</p> <p>Use positive problem solving strategies to resolve a friendship conflict.</p> <p>Identify the negative feelings associated with keeping a worry secret.</p> <p>Identify the feelings associated with trust.</p> <p>Identify who they trust in their own relationships.</p> <p>Say who they would go to for help if they were worried or scared.</p> <p>Know how to access help if they are concerned about anything on social media or the internet.</p> <p>Empathise with people from other countries who may be less fortunate.</p> <p>Understand that they are connected to the global community in many ways.</p> <p>Identify similarities in children's rights around the world.</p> <p>Identify their own wants and needs</p>	<p>Identify feelings and emotions that accompany jealousy.</p> <p>Suggest positive strategies for managing jealousy.</p> <p>Identify people who are special to them and express why.</p> <p>Identify the feelings and emotions that accompany loss.</p> <p>Suggest strategies for managing loss.</p> <p>Suggest ways to manage relationship changes including how to negotiate.</p> <p>Suggest strategies for building self-esteem of themselves and others.</p> <p>Identify when an online community/social media group feels risky, uncomfortable or unsafe.</p> <p>Suggest strategies for staying safe online.</p> <p>Say how to report unsafe online/social network activity.</p> <p>Identify when an online game is safe or unsafe.</p> <p>Suggest ways to monitor and reduce screen time.</p> <p>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.</p> <p>Help themselves and others when worried about a mental health problem.</p> <p>Recognise when they are feeling grief and have strategies to manage them.</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control.</p> <p>Take responsibility for their own safety and well-being.</p>

		and how these may be similar or different from other children in school and the global community.		
<b>Changing Me</b>	<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>



				prepare themselves emotionally for the transition to secondary school.
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