Progression of Skills in PSHE (Foundation and KS1)

	Content	WALT and suggested activity	Knowledge and Skills
Year R	*Being Me in My World*	understand how it feels to belong and that we are similar and different *by observing and discussing a collection of toys* recognise and manage my feelings *and respond to photos as question prompts* work with others to make school a good place to be *and demonstrate example through role play* understand why it is good to be kind and use gentle hands *using the book "Hands Are Not for Hitting" and Jigsaw Jenie to talk to* understand children's rights and this means we should all be allowed to learn and play *and play the "What if…?" game* understand what being responsible means *and discuss responsibilities that help us feel safe and happy in school*	recognise that we all have similarities and differences and that we are all unique; can express ideas and show awareness of the listener. know some strategies to make self and others feel better when feeling sad or angry; can tell about a time when I was happy/sad etc… understand that working together helps look after each other and our setting; can share and find solutions together understand that we all make mistakes that can hurt or annoy others; can say sorry and find a better way to play; can use words to try dealing with someone who is being hurtful or annoying. understand the importance and purpose of rules; can identify what it feels like not to be allowed to do something. begin to understand what being responsible means and that we all have responsibilities; can look after something and keep it with me
	Celebrating Differences	can identify something I am good at and understand everyone is good at different things *and compare to box contents of items and activities* understand that being different makes us all special *and make an "I'm Special" link for the class paper chain* know we are all different but the same in some ways *and sort and group photos in different ways* can tell you why I think my home is special to me *and construct a house for a teddy*	know what I am good at in school and recognise that everyone is good at different things; am proud of my achievements and am happy for my friends when they are good at something. know that we are all unique and that it is ok to be and do different things to the people around us; can communicate with a partner and find out something they are good at. know that we can all be very similar but also have features that make us different and unique; can identify and discuss differences and similarities in people. know that homes and houses can be different from one another and compare with own; can tell what a house is like and how it differs from

			another.
		can tell you how to be a kind friend *and respond to a story about making friends*	understand there are things I can say and do to be a kind friend; can tell what I can say and do to make friends.
		know which words to use to stand up for myself when someone says or does something unkind *and discuss puppets in role play*	understand what unkind behaviour is and what it feels like; can use nice words and phrases to help deal with unkind behaviour.
	Dreams and Goals	understand perseverance can help tackle challenges *and try to complete a hard challenge*	understand that if I persevere I can tackle challenges; can recognise some everyday challenges and say what can be done to help achieve them.
		recognise when we have persevered and achieved a goal *and respond to a story about never giving up*	know that some things are hard to start with but with practice and never giving up they can be managed; can tell about a time when I didn't give up until I achieved my goal.
		set a goal and work towards it *and create a display of ideas*	can identify something I would like to get better at; can say what would happen if I don't try and give up easily on everything.
		use kind words to encourage people *and discuss teachers' role play scenario*	know that having the support of friends helps us achieve our goals; can say something good about a friend and can say kind words to encourage others.
		recognise the link between what I learn now and the job I might like to do when I'm older *through acting out a selection of jobs*	understand the link between what I learn now and the job I might like to do when I'm older; can tell some skills I would need for a particular job.
		identify how we feel when we achieve our goal *and design a special achievement footprint*	know what it feels like to be proud of my achievements; can tell about a goal I have achieved.
	Healthy Me	understand that I need to exercise to keep my body healthy *and share photos and certificates*	know that exercise is good for our bodies; can complete some physical activity and tell how my body changes.
		understand how moving and resting are good for my body *and act out some sport activities*	know why it is important to exercise; can tell how my body feels after exercise.
		know which foods are healthy and not so healthy *and sort the contents of shopping bags*	know what healthy and less healthy foods does to our bodies; can make healthy eating choices.
		understand why sleep is good for me and know how to help myself go to sleep *by sharing bedtime routines*	know what happens to our bodies when we are asleep; can share ideas about my bedroom routine.

		understand why washing hands is important especially before I eat and after I go to the toilet *and discuss invisible dirt and germs* know what a stranger is and how to stay safe if a stranger approaches me *and respond to the story of Little Red Riding Hood*	understand the importance of handwashing and know what germs can do; can clean and wash my hands thoroughly understand what a stranger is and know what to do and say if approached; can tell of ways to keep myself safe from strangers.
	Relationships	identify some of the jobs I do in my family *and participate in a hot-seating activity* know how to make friends *and use a picture stimulus for discussion* think of ways to solve problems and stay friends *and read the story, "George and Martha."* understand the impact of unkind words *and use a set of phrases as prompts* use Calm Me time to manage my feelings *and respond to video clips* know how to be a good friend *and match up pairs of friends*	understand what a family is and the importance of family jobs; can tell some family jobs and what would happen if no-one did their jobs. understand what being lonely means and know some solutions to stop self from feeling lonely; can be a good friend and say what I like best about my friends. know some ways to solve problems and stay friends; can tell how it feels to have fallen out with a friend. understand the impact of negative and positive statements on people's feelings; can think before I speak and use kind and positive words. understand what people do and feel when they are angry and know some ways of calming down; use "Calm Me" time to calm self down. understand what being a friend means and that it is ok sometimes to fall out; know what things we should and shouldn't do when being a friend.
	Changing Me	know the names of parts of the body *and label a life sized body template* can tell you some ways to keep healthy *and complete a sorting activity of healthy/less healthy items* understand how we grow *and order pictures of different life stages* consider how I feel about moving on *and act out different feelings*	know and name some parts of the body; suggest what some body parts are for. know what we need to do to keep happy and healthy; can say what impact eating less healthy foods all the time would have. know that we all grow from babies to adults and that we need to look after ourselves as we grow up; can say what we will be able to do when we are older that we can't do now. understand that the best thing to do when we have worries is to share them; can recognise it is natural to feel lots of different emotions and express how I feel about moving to Year 1.

		share ideas about the coming year *and participate in a circle time* recall favourite memories of the past year *and contribute to a special memory box*	know some ways of overcoming fears and worries; can talk about my worries and/or the things I am looking forward to about being in Year 1. know that I will always have my past memories and that new memories will be made; can share my memories of the best bits of this year in Reception.
Year 1	*Being Me In my World*	understand what being safe means *and draw a captioned picture* understand the language of rights and responsibilities *and participate in role play/mime* understand what makes learning happy and enjoyable *and make a flipchart of ideas* understand what being proud of something means and how this can make us feel, *responding to "ticket" statements* understand that consequences are the result of our choices *and match consequences to given rules* identify what a classroom would look like if everyone followed the rules *and draw a class picture for display*	know how to record my learning; feel special and safe in my class. understand the rights and responsibilities as a member of my class; know that I belong to my class. understand the rights and responsibilities for being a member of my class; know how to make my class a safe place for everybody to learn. know my views are valued and can contribute to the Learning Charter; recognise how it feels to be proud of an achievement. can recognise the choices I make and understand the consequences; recognise the range of feelings when I face certain consequences. understand my rights and responsibilities within our Learning Charter; understand my choices in following the Learning Charter.
	Celebrating Difference	recognise how we are similar to each other *and design a T-shirt* recognise how we are different from each other *and scribe on a pair of shorts* understand the features of bullying behaviour *and create an anti-bullying slogan* identify some solutions to bullying behaviours *and scribe on a shoe template* recognise the qualities and behaviours that make a	can identify similarities between people in my class; can tell you some ways in which I am the same as my friends. can identify differences between people in my class; can tell you some ways I am different from my friends. can tell you what bullying is; understand how being bullied might feel. know some people who I could talk to if I was feeling unhappy or being bullied; can be kind to children who are bullied. know how to make new friends;

		friend *and complete a friendship token* understand how we can be the sam and different from our friends *and complete the "Celebrating Me" label*	know how it feels to make a new friend. can tell you some ways I am different from my friends; understand these differences make us all special and unique.
	Dreams and Goals	identify our successful achievements *and decorate a small treasure chest* understand that a step-by-step process is needed to achieve our goals *and plan steps for a given challenge* understand the benefits of partner-work *and design a welly* understand that new challenges may stretch our learning *and make a "stretchy flower."* identify obstacles to challenges *and complete a stepping stones activity.* consider our thoughts about our successes *and complete the sentence stems.*	can set simple goals; can tell you about a thing I do well. can set a goal and work out how to achieve it; can tell you how I learn best. understand how to work well with a partner; can celebrate achievement with my partner. can tackle a new challenge and understand this might stretch my learning; can identify how I feel when I am faced with a new challenge. can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them; know how I feel when I see obstacles and how I feel when I overcome them. can tell you how I felt when I succeeded in a new challenge and how I celebrated it; know how to store the feelings of success in my internal treasure chest.
	Healthy Me	understand that there are lots of ways to keep ourselves healthy *and mime some healthy lifestyle messages* identify healthy choices *and annotate a picture* understand the importance of cleaning and its impact of germs *to sort pictures of safe/unsafe household items* understand medicines and how to use them, *playing the healthy/safe card game.* know the steps for crossing the road safely *and give instructions to a partner*	understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy; feel good about myself when I make healthy choices. know how to make healthy lifestyle choices; feel good about myself when I make healthy choices. know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly; am special so I keep myself safe. understand that medicines can help me if I feel poorly and I know how to use them safely; know some ways to help myself when I feel poorly. know how to keep safe when crossing the road, and about people who can help me to stay safe;

			can recognise when I feel frightened and know who to ask for help.
		understand what keeps us healthy and safe *and complete a "Keeping Clean and Healthy Timeline."*	can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy; can recognise how being healthy helps me to feel happy.
	Relationships	understand that families can be different from our own *and draw a labelled picture of own family*	can identify the members of my family and understand that there are lots of different types of families; know how it feels to belong to a family and care about the people who are important to me.
		understand that, to have good friends, we need to be a good friend *and rank the important qualities of a good friend*	can identify what being a good friend means to me; know how to make a new friend.
		say what feels good or not *and distinguish between different sorts of physical greeting*	know appropriate ways of physical contact to greet my friends and know which ways I prefer; can recognise which forms of physical contact are acceptable and unacceptable to me.
		recognise people in school who can help us and know how to ask them for help *by practising with scenario cards*	know who can help me in my school community; know when I need help and know how to ask for it.
		understand how praise helps us feel good about ourselves *and complete "The Incredible Me" template*	can recognise my qualities as person and a friend; know ways to praise myself.
		identify why someone is special to me *and complete a balloon label*	can tell you why I appreciate someone who is special to me; can express how I feel about them.
	Changing Me	understand the stages from baby to adult *and sequence different life cycles*	begin to understand the life cycles of animals and humans; understand that changes happen as we grow and that this is OK.
		identify changes since being a baby *and draw the sections on the concertina booklet*	can tell you some things about me that have changed and some things about me that have stayed the same; know that changes are OK and that sometimes they will happen whether I want them to or not.
		recognise that we go through body and other changes *and annotate children's photos*	can tell you how my body has changed since I was a baby; understand that growing up is natural and that everybody grows at different rates.
		name our private body parts correctly *and complete a class boy/girl Venn diagram*	can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus;

			respect my body and understand which parts are private.
		understand that we are always learning and growing *and complete a flower template of personal growth*	understand that every time I learn something new I change a little bit; enjoy learning new things.
		identify change events and associated feelings *and record speech bubbles to explain own experience*	can tell you about changes that have happened in my life; know some ways to cope with changes.
Year 2	*Being Me In my World*	understand that we can help ourselves to cope with worries *and complete a "Monster Worries" template*	can identify some of my hopes and fears for this year; recognise when I feel worried and know who to ask for help.
		know that belonging to a class brings responsibility *and rank picture cards in order of importance*	understand the rights and responsibilities for being a member of my class and school; recognise when I feel worried and know who to ask for help.
		recognise some rewards we have valued *and sort pictures of positive/unhelpful behaviours to match with rewards*	understand the rights and responsibilities for being a member of my class; can help to make my class a safe and fair place.
		understand the link between choice and consequence and *discuss scenario outcomes*	can listen to other people and contribute my own ideas about rewards and consequences; can help make my class a safe and fair place.
		recognise the responsibilities which help our right to learn *and design a poster*	understand how following the Learning Charter will help me and others learn; can work cooperatively.
		identify the key features of a learning charter *and draw someone choosing to follow it.*	can recognise the choices I make and understand the consequences; am choosing to follow the Learning Charter
	Celebrating Difference	understand what an assumption is and that it can be right or not - *and design a similarity shield*	understand that sometimes people make assumptions about boys and girls (stereotypes); understand some ways in which boys and girls are similar and feel good about this.
		understand that boys and girls can be different *and design a differences shield*	understand that sometimes people make assumptions about boys and girls (stereotypes); understand some ways in which boys and girls are different and accept that this is OK.
		understand what bullying is *and create a flipchart of ideas*	understand that bullying is sometimes about difference; can tell you how someone who is bullied feels; can be kind to children who are bullied.
		examine ways of helping someone who looked sad *and create a freeze frame*	can recognise what is right and wrong and know how to look after myself;

			know when and how to stand up for myself and others and know how to get help if I am being bullied.
		understand that a kind community accepts different types of people *and record a "gift list"*	understand that it is OK to be different from other people and to be friends with them; understand we shouldn't judge people if they are different and know how it feels to be a friend/have a friend.
		recognise that it could be good to have friends different to us *and complete a trophy template*	can tell you some ways I am different from my friends; understand these differences make us all special and unique.
	Dreams and Goals	understand that realistic goals are challenging but achievable *and complete a treasure chest template*	can choose a realistic goal and think about how to achieve it; can tell you things I have achieved and say how that makes me feel.
		understand that steps are needed to achieve a goal *and give advice on how to persevere*	carry on trying (persevering) even when I find things difficult; can tell you some of my strengths as a learner.
		examine how working as a team contributes to achieving a goal *and work through a given challenge*	can recognise who I work well with and who it is more difficult for me to work with; can tell you how working with other people helps me learn.
		develop a positive attitude as part of a team *and make some imaginary dream birds*	can work well in a group; can work with others in a group to solve problems.
		work co-operatively as a group *and solve problems*	can tell you some ways I worked well with my group; can tell you how I felt about working in my group.
		consider our thoughts and feelings about a challenge *and share our ideas*	know how to share success with other people; can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.
	Healthy Me	understand what motivation means *and identify how this can help healthy choices*	know what I need to keep my body healthy; am motivated to make healthy lifestyle choices.
		understand what being relaxed means *and position feelings along a continuum of relaxation*	can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed; can tell you when a feeling is weak and when a feeling is strong.
		understand some rules about medicine safety *and record ways of being safe when taking medicine*	understand how medicines work in my body and how important it is to use them safely; feel positive about caring for my body and keeping it healthy.

		understand the healthy eating plate *and sort cards into different food groups*	can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy; have a healthy relationship with food and know which foods I enjoy the most.
		examine foods that are used in healthy recipes *and follow the recipe instructions*	can make some healthy snacks and explain why they are good for my body; can express how it feels to share healthy food with my friends.
		understand that our bodies need energy and rest *and complete a "Healthy Happy Me Recipe"*	can decide which foods to eat to give my body energy; have a healthy relationship with food and I know which foods are most nutritious for my body.
	Relationships	understand the special role of families *and create a "Happy Home Recipe"*	can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate; accept that everyone's family is different and understand that most people value their family.
		understand different types of physical contact *and compare ideas on the "hands" template*	understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not; know which types of physical contact I like and don't like and can talk about this.
		identify the positive approach to mending friendships *and match responses to given scenarios*	can identify some of the things that cause conflict with my friends; can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.
		understand feelings associated with keeping secrets *and share advice about "worry" secrets*	understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret; know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
		understand the importance of trust *and depict own circle of trust*	recognise and appreciate people who can help me in my family, my school and my community; understand how it feels to trust someone.
		consolidate our learning *and create a class bunting display*	can express my appreciation for the people in my special relationships; am comfortable accepting appreciation from others.
	Changing Me	understand what a life cycle is *and describe the changes that happen*	can recognise cycles of life in nature; understand there are some changes that are outside my control and can recognise how I feel about this.

		understand why some people are special to us *and make a leaf mobile* understand what growing up involves *and match items to individual stages* compare girls' and boys' bodies *and annotate drawing of self* understand our responses to different types of touch *and draw two examples we like* consider what we are looking forward to next year *and record thoughts on leaf template*	can tell you about the natural process of growing from young to old and understand that this is not in my control; can identify people I respect who are older than me. can recognise how my body has changed since I was a baby and where I am on the continuum from young to old; feel proud about becoming more independent. can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private; can tell you what I like/don't like about being a boy/girl. understand there are different types of touch and can tell you which ones I like and don't like; am confident to say what I like and don't like and can ask for help. can identify what I am looking forward to when I move to my next class; can start to think about changes I will make when I am in Year 3 and know how to go about this.