



Dallam Community Primary School – Subject Progression – PSHE

		PSHE Progression						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my World					•	•	•	
Celebrating Difference			<ul style="list-style-type: none"> I can tell you one thing that is special about me I understand these differences make us all special and unique 	<ul style="list-style-type: none"> I can identify some ways in which my friend is different from me. I can tell you why I value this difference about my friend 	<ul style="list-style-type: none"> I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels 	<ul style="list-style-type: none"> I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are 	<ul style="list-style-type: none"> I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied 	<ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict or a cause for celebration I can show empathy with people in either situation
Dreams and Goals	<p>Personal, Social and Emotional Development is a Prime Area in EYFS and covers three key aspects – Building Relationships, Managing Self and Self-Regulation</p> <p>Please see table below for progression across EYFS in these three areas.</p>	<ul style="list-style-type: none"> "I can tell you about a challenge that I succeeded in and why it made me feel good" " I know how to store the feelings of success in my internal treasure chest 	<ul style="list-style-type: none"> I can explain some of the ways I worked co-operatively in the group to create the end product I can express how it felt to be working as part of a group 	<ul style="list-style-type: none"> I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest 	<ul style="list-style-type: none"> I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude 	<ul style="list-style-type: none"> I can describe the dreams and goals of a young person in a culture different from mine I can reflect on how these dreams and goals relate to my own 	<ul style="list-style-type: none"> I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to make the world a better place 	
Healthy Me		<ul style="list-style-type: none"> I can tell you why I think my body is amazing and identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy I understand that medicines can help me if I feel poorly and I know how to use them safely. I understand ways that I can keep myself safe and who I can get help from 	<ul style="list-style-type: none"> I can make some healthy snacks and explain why they are good for my body I can explain how it feels to share healthy food with my friends. I understand ways that I can keep myself safe and know when there are risks to me, and ways to avoid them I understand how medicines work in the body and how important it is to use them safely. 	<ul style="list-style-type: none"> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels I can tell you my knowledge about attitude towards drugs. I can take responsibility for keeping myself and others safe at home. 	<ul style="list-style-type: none"> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure I understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons some people drink alcohol. I understand the facts about smoking and its effects on health and also some of the reasons people start to smoke 	<ul style="list-style-type: none"> I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I know the health risks of smoking and alcohol and can tell you how tobacco and alcohol affects the lungs, liver and heart I can make an informed decision about whether or not I choose to drink alcohol or smoke tobacco and know how to resist pressure. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations 	<ul style="list-style-type: none"> I can evaluate when alcohol is being used responsibly, anti-socially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I can keep myself safe and avoid emergencies and also how to deal with emergencies if they happen I can use different strategies to manage stress and pressure to keep me emotionally healthy. 	
Relationships		<ul style="list-style-type: none"> I can tell you why I appreciate someone who is special to me I can express how I feel about the special person 	<ul style="list-style-type: none"> I can identify things which cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with friends 	<ul style="list-style-type: none"> I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how these actions and work of people around the world affect my choices 	<ul style="list-style-type: none"> I can explain different points of view on an animal rights issue I can express my own opinion and feeling about animal rights issues 	<ul style="list-style-type: none"> I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others 	<ul style="list-style-type: none"> I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. 	



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Changing Me		<ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, and vagina. I respect my body and understand which parts are private 	<ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can discuss what I like/dislike about being a boy/girl 	<ul style="list-style-type: none"> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings 	<ul style="list-style-type: none"> I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this 	<ul style="list-style-type: none"> I can describe how girls' and boys' bodies change during puberty I can express how I feel about these changes that will happen to me during puberty 	<ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy and how it is born I recognise how I feel when I reflect on the development and birth of a baby
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EYFS - Personal, Social and Emotional Development

Building Relationships				
	Baseline	Autumn	Spring	Summer
Ash Reception	<p>I can take turns with my peers</p> <p>I show some consideration of my friends needs and wants and sometimes find a solution</p> <p>I enjoy playing on my own as well as with my peers</p>	<p>I have built friendships with peers in my class</p> <p>I am beginning to build relationships with the adults in my class</p> <p>I can ask a familiar adult for help or support</p> <p>I can articulate my needs and wants to a familiar adult</p>	<p>I can take steps to resolve conflicts with my peers – these may involve negotiation and finding a compromise</p> <p>I can articulate my needs and wants to a familiar adult</p> <p>I can represent different social situations/interactions in my play</p> <p>I consistently show consideration to the needs, wants and behaviours of my peers</p>	<p>ELG 1 – I can work and play co-operatively with my peers</p> <p>I can take turns with my peers</p> <p>ELG 2 – I can build positive relationships with key adults I am familiar with</p> <p>I can build positive relationships with my peers</p> <p>ELG 3 – I can show increasing consideration to the needs of others</p> <p>I am aware of my own needs</p>
Acorns Nursery	<p>I am comfortable to leave my adult when I come to school</p> <p>I am confident to explore new situations with support from a familiar adult</p>	<p>I seek out others during my play</p> <p>I often choose to play with a familiar friend</p> <p>I am beginning to articulate my wants and needs</p>	<p>I can show empathy and concern for others</p> <p>I am beginning to show some understanding that other people have perspectives, ideas and needs that are different to mine</p>	<p>I can take turns with my peers</p> <p>I show some consideration of my friends needs and wants and sometimes find a solution</p> <p>I enjoy playing on my own as well as with my peers</p>
Seedlings 2 year olds	<p>I can build relationships with special people</p> <p>I explore confidently when I feel secure in the presence of a familiar adult</p>	<p>I confidently explore the environment while my key person is close by</p> <p>I can interact with my peers while my key person is close by</p>	<p>I can show empathy to my peers which I would find comforting myself – e.g.: blanket, toy etc.</p> <p>I enjoy playing alone and alongside others</p> <p>I am interested in being together and playing with other children</p>	<p>I am comfortable to leave my adult when I come to school</p> <p>I am confident to explore new situations with support from a familiar adult</p> <p>I can co-operate with my peers when playing</p> <p>I can assert my own ideas and preferences and take notice of other people's responses</p>
Managing Self				
	Baseline	Autumn	Spring	Summer
Ash Reception	<p>I can use the toilet independently</p> <p>I can put my coat on by myself</p> <p>I can talk about some rules I know in school</p>	<p>I can get myself ready for PE</p> <p>I know some food choices which are healthy</p> <p>I can talk about some of the rules in my new class</p> <p>I can choose resources confidently when carrying out new activities</p> <p>I can try new activities on my own</p> <p>I am beginning to demonstrate perseverance when carrying out activities</p>	<p>I can confidently talk to my peers about what I want/need during my play</p> <p>I am interested in the opinions of my peers</p> <p>I can demonstrate through my behaviour what is right from wrong</p> <p>I can talk about healthy food choices</p> <p>I know basic hygiene as part of my daily routines in school (e.g.: washing hands before snack/dinner, after using the toilet)</p> <p>With direction, I accept new challenges in my learning and show</p>	<p>ELG 1 – I accept new challenges in my learning and show resilience and perseverance</p> <p>I show independence when accessing learning opportunities around the classroom</p> <p>ELG 2 – I can explain why we have rules</p> <p>I know right from wrong</p> <p>I can demonstrate behaviour which reflects the rules and boundaries within my classroom/school</p> <p>ELG 3 – I can manage my own basic hygiene and personal needs</p> <p>I understand the importance of healthy food choices</p>
Acorns Nursery	<p>I can separate from my adult when I come to school</p> <p>I know my own name, preferences and interests</p> <p>I am becoming aware of my unique abilities</p>	<p>I persistently follow my class and school rules</p> <p>I am outgoing with unfamiliar people within my classroom environment</p> <p>I can assert my ideas and preferences and make choices and decisions</p> <p>I participate in collective cooperation with my peers surrounding classroom routines</p>	<p>I am confident in new social situations</p> <p>I am developing an understanding of and interest in differences of gender, ethnicity and ability</p> <p>I know that my actions have consequences</p> <p>I am able to think about my feelings which can help me manage my emotions</p>	<p>I can use the toilet independently</p> <p>I can put my coat on by myself</p> <p>I can talk about some rules I know in school</p> <p>I know that some actions can hurt or harm others</p> <p>I can stop myself from doing something I should not do</p>
Seedlings 2 year olds	<p>I can adapt my behaviour and participation as I become familiar with and anticipate new routines</p>	<p>I can express how I feel through actions, behaviours and a few words</p> <p>I can assert my own agenda and what I would like to do</p> <p>I sometimes show frustration with having to comply with others' agendas and with change and boundaries</p>	<p>I am aware of others' feelings</p> <p>I am beginning to show empathy by offering things my friend might like</p> <p>I often share in my friends excitement</p> <p>I am beginning to use me, you and I in my talk</p> <p>I am beginning to show awareness of my social identity of gender, ethnicity and ability</p>	<p>I can separate from my adult when I come to school</p> <p>I know my own name, preferences and interests</p> <p>I am becoming aware of my unique abilities</p> <p>I am demonstrating 'effortful control'</p>



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		I am aware of and interested in my own and others' physical characteristics, e.g. .pointing to and naming features such as noses, hair and eyes	I have a growing sense of self through asserting my likes and dislikes, choices, decisions, and ideas.	
Self-Regulation				
	Baseline	Autumn	Spring	Summer
Ash Reception	I can solve my own disagreements with my peers I can share with my peers I come to school happy and I am confident to leave my familiar adult I can talk about what I am good at I can listen in small group/ one-to-one I can follow simple directions	I know why I am an important member of my class I know why I am an important member of my family I can follow rules and boundaries I am familiar with I can share what I am good at With support, I can talk about what I need to get better at I can maintain concentration during a carpet session	I can identify my own feelings in different situations I understand other people's feelings and offer empathy and comfort to others I know how my behaviour can impact on other people I can share my achievements I can show resilience and perseverance in my learning I can focus my attention by looking and listening when others are speaking	ELG 1 – I show an understanding of my own feelings and those of others I can begin to regulate my behaviour accordingly ELG 2 – I can set simple goals I know what I need to do to work towards the goals I have set I can manage my feelings and tolerate situations in which my wishes may not be met ELG 3 – I can my focused attention when listening to what my teachers says I can respond appropriately when I am engaged in an activity I can follow instructions which involve several ideas or actions
Acorns Nursery	I can settle whilst at an activity of my choice I can share with support	I can talk about feelings such as happy, sad, worried, and angry I can talk about the feelings of others respond accordingly to that persons person's needs and wants – e.g.- through story characters I can select and use activities and resources, to help me achieve a goal I have chosen, or one which has been suggested to me.	I am beginning to understand how others may be feeling I enjoy a sense of belonging I expresses a wide range of feelings in my interactions with my peers through my behaviour and play I am becoming more aware of the impact of my choices and behaviours/actions on others I know that some actions and words can hurt others' feelings	I can solve my own disagreements with my peers I can share with my peers I come to school happy and I am confident to leave my familiar adult I can talk about what I am good at I can listen in small group/ one-to-one I can follow simple directions
Seedlings 2 year olds	I use a familiar adult to share my feelings such as excitement and for "emotional refuelling" when feeling tired or anxious I can show a wider variety of feelings, using gestures and vocalisations freely to express my needs	I am experiencing a wide range of feelings with greater intensity, such as anger and frustration	I can begin to talk about and manage my emotions I am beginning to share, with support	I can settle whilst at an activity of my choice I can share with support I am beginning to talk about my feelings in elaborate ways – e.g. I am sad because....