



PSHCE Progression

EYFS

EYFS PSED Educational Programme (Statutory)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Self regulation

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To promote health and well-being	<p>Know what constitutes and how to maintain a healthy lifestyle.</p> <p>Know how to make informed choices that improve their physical and emotional health.</p> <p>Recognise strengths and set challenging goals.</p>	<p>Recognise what they like and dislike.</p> <p>Recognise good and not so good feelings, develop a vocabulary to describe feelings and develop further strategies for managing feelings.</p>	<p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain</p>	<p>Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>Learn how to make informed choices and to begin to understand the concept of a ‘balanced lifestyle’.</p> <p>Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain</p>	<p>Know what positively and negatively affects their physical, mental and emotional health.</p> <p>Deepen their understanding of good and not so good feelings.</p> <p>Recognise that they may experience conflicting</p>

	<p>To develop simple strategies for managing feelings.</p>	<p>Know about change and loss and associated feelings.</p> <p>Know about the process of growing from young to old and how people’s needs change.</p> <p>Know the names for the main parts of the body (including external genitals).</p> <p>Know that household medicines can be harmful if not used properly.</p> <p>Learn rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety.</p> <p>Know about people who look after them and who to go to if worried about something.</p>	<p>both the range and intensity of their feelings to others.</p> <p>Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p>Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>both the range and intensity of their feelings to others.</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	<p>emotions and when they might need to listen to, or overcome these.</p> <p>Know the terms ‘risk’, ‘danger’ and ‘hazard’.</p> <p>Recognise, predict and assess risks in different situations and decide how to manage them responsibly.</p> <p>Recognise how their increasing independence brings increased responsibility.</p> <p>Know how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>Know about human reproduction.</p> <p>Know strategies for keeping safe online.</p>
<p>To explore living in the wider World</p>	<p>Know that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>Know that we belong to different groups and communities, eg. Family and school.</p>	<p>Know how they contribute to the life of the classroom and school.</p> <p>Know that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>Know about the ‘special people’ who work in the community and who are</p>	<p>Know about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer.</p> <p>Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the</p>	<p>Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights.</p>	<p>Face challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>Know that resources can be allocated in different ways and that these economic choices affect different people.</p>	<p>Know that resources can be allocated in different ways and that these economic choices affect different people.</p> <p>Know that they have different kinds of responsibilities, rights and duties at home, at school etc.</p>

	<p>Know that money comes from different sources and can be spent or saved.</p> <p>Know how to keep money safe.</p> <p>To know that we are unique.</p> <p>Understand what we have in common with other people.</p>	<p>responsible for looking after us and protecting us.</p> <p>Know how to contact these special people when we need help, including dialling '999' in an emergency.</p>	<p>sustainability of the environment across the world.</p> <p>Face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p>	<p>Realise the consequences of anti-social, aggressive and harmful behaviours.</p> <p>Consider the lives of people living in other places, and people with different values and customs.</p>	<p>Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical customer.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Understand that there are basic human rights shared by all people.</p>	<p>Realise the consequences of anti-social, aggressive and harmful behaviours.</p> <p>Know that there are some cultural practices which are against British Law such as FGM.</p> <p>Know why and how rules and laws that protect them and others are made and enforced why they are needed and how to change them.</p>
<p>To develop an understanding of relationships and sex education</p>	<p>Know how to communicate feelings to others.</p> <p>Recognise that their behaviour can affect other people.</p> <p>Recognise what is fair and unfair, kind and unkind.</p> <p>Share opinions on things that matter to them.</p> <p>Listen to other people and play and work cooperatively. To learn some strategies to resolve arguments.</p> <p>Know that bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	<p>Recognise how others show feelings and how to respond.</p> <p>Know the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>Offer constructive feedback and support to others.</p> <p>Identify and respect the differences and similarities between people.</p> <p>Identify their special people (family, friends, carers) and know how special people should care for one another.</p>	<p>Know that their actions affect themselves and others.</p> <p>Work collaboratively towards shared goals.</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>Recognise different types of teasing and bullying.</p> <p>Understand that these are wrong and unacceptable.</p> <p>Recognise and challenge stereotypes.</p>	<p>Recognise ways in which a relationship can be unhealthy and whom to talk to if you need support.</p> <p>Recognise different types of relationship, including acquaintances, friends, relatives and families.</p> <p>Recognise different types of teasing and bullying. To understand that these are wrong and unacceptable.</p> <p>Know that their actions affect themselves and others.</p> <p>Know that differences and similarities between people arise from a number of factors.</p>	<p>Know that their actions affect themselves and others.</p> <p>Listen and respond respectfully to a wide range of people, to feel confident and to raise their own concerns.</p> <p>Work collaboratively towards a shared goal. To recognise different types of teasing and bullying.</p> <p>Understand that these are wrong and unacceptable.</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p>	<p>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p>Know that their actions affect themselves and others.</p> <p>Know that marriage is a commitment freely entered into by both people.</p> <p>Recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>Recognise different types of teasing and bullying. To understand that these are wrong and unacceptable.</p>

	<p>Learn the NSPCC 'Pants' song.</p>	<p>Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. Recognise different types of teasing and bullying. To understand that these are wrong and unacceptable.</p>		<p>Realise the nature and consequences of discrimination.</p> <p>Recognise stereotypes.</p> <p>Recognise bullying and abuse in all its forms.</p>	<p>Challenge and recognise stereotypes.</p>	<p>Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p>
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