

Monksdown Primary School PSHE Progression Document 2020

EYFS	22-36 months	30-50 months	40-60 months	ELG
PSHE Making Relationships	Interested in others play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. Makes a special friendship with another child.	Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Explain own knowledge and understanding and ask appropriate questions of others. Takes steps to resolve conflicts with other children. Initiates conversations, attends to and takes account of what others say.	They show sensitivity to others needs and feelings and form positive relationships with adults and children. Children play co-operatively taken turns with others.
Self Confidence and Self Awareness	Learn that they have similarities and differences that connect them to and distinguish them from others. In pretend play, imitates everyday actions and events from own cultural background. Separates from main carer with support and encouragement from a familiar adult.	Will communicate freely about their own home and community Welcomes and values praise for what they have done. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing. Shows confidence in asking for help.	Confident to speak to others about their own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	Children will talk about their ideas and are confident to speak in a familiar group.
Managing Feelings and Behaviour	Seeks comfort from familiar adults when needed. Can express their own feelings. Responds to the feelings and wishes of others. Aware that some actions can upset or harm others. Tries to give comfort when others are distressed. Growing ability to distract self when upset.	Aware of own feelings and know that some actions and words can hurt others feelings. Begin to accept the needs of others and can take turns. Can usually tolerate delay when needs are not met immediately and understands wishes may not always be met. Can usually adapt behaviour to different events and routines.	Understands that own actions can affect other people e.g. may try to comfort when they realise they have upset another Beginning to be able to negotiate and solve problems without aggression.	Children talk about how they and others show feelings, talk about their own and others behaviour and consequences. Know that some behaviour is unacceptable. They adjust their behaviour to different situations.
Physical Development and Health and Self Care			Shows some understanding that good practices with regard to exercise, eating, sleeping, and hygiene can contribute to good health	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

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Understanding the World People and Communities	Beginning to have their own friends Learns that they have similarities and differences that connect them to and distinguish them from others.	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family and friends. Knows about some of the things that make them unique and can talk about similarities and differences with others.	Enjoys joining in with family customs and routines	Children talk about past and present events in their own lives and family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.
The World		Comments and asks questions about aspects of their familiar world. Show care and concern for living things and the environment.	Look closely at similarities, differences and pattern.	They talk about features of their own immediate environment.
Expressive Arts and Design Being Imaginative		Captures experiences and responses with a range of media.	Plays co-operatively as part of a group to develop and act out a narrative	They represent their own ideas, thoughts and feelings through d/t, art, music, dance, role play and stories.
Autumn 1	Being Me			
Autumn 2	Celebrating Differences			
Spring 1	Dreams and Goals			
Spring 2	Healthy Me			
Summer 1	Relationships			
Summer 2	Changing Me			

Year Group	Autumn 1 Being Me	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Year 1	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>I Know how I feel when I see obstacles and how I feel when I overcome them.</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about them</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>I respect my body and understand which parts are private</p>
Year 2	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/ girl</p>
Year 3	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>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.</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>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</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices</p>	<p>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.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>

<p>Year 4</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue.</p> <p>I can express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I move up to the next year group.</p> <p>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</p>
<p>Year 5</p>	<p>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.</p> <p>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.</p>	<p>I can understand a different culture from my own.</p> <p>I respect my own and others people's opinions.</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture.</p>	<p>I know what makes a healthy lifestyle including health eating and the choices I need to make to be healthy and happy.</p> <p>I am motivated to keep myself healthy and happy.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>I can identify what I am looking forward to when I go to the next class.</p> <p>I will start to think about changes I can make next year and know how to go about this.</p>
<p>Year 6</p>	<p>I understand how democracy and having a voice benefits the school community.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in either situation</p>	<p>I know what some people in my class like or admire about me and I can accept this praise.</p> <p>I can give praise and compliments to others and can recognise their contributions and achievements.</p>	<p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> <p>I can use different strategies to manage stress and pressure</p>	<p>I can use technology positively and safely to communicate with my friends and family.</p> <p>I can take responsibility for my own safety and well-being.</p>	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school.</p> <p>I know how to prepare myself emotionally for the changes next year.</p>

