



PSHE - EYFS Progressive Statements			
EYFS	3- and 4- Year Olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns.
		Personal, Social and Emotional Development	<ul style="list-style-type: none"> • 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. • Help to 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. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.
		Physical Development	<ul style="list-style-type: none"> • Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • 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 toothbrushing.
		Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations.

			<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language		<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • 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.
	Physical Development		<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others.
Understanding the World	Pat and Present	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. 	

Year	Being Me in My World	Celebrating Difference	Dreams and Goals
EYFS	<p>Help others to feel welcome. Making our school a safer place. Thinking about our right to learn. Caring for others. Working well with others.</p> <p>Self Identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Accept that we are all different. Include others when working and playing. Know how to help other people. Try to solve problems. Use kind words. Give and receive compliments.</p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Staying motivated when doing something challenging. I can keep trying and persevere when I am finding something tricky. Working well with a partner or group. Understanding what a positive attitude is and how I can show one. Helping others to achieve their goals. I am working hard to achieve my goals.</p> <p>Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals</p>
1	<p>Explain why my class is a happy and safe place to learn.</p> <p>Give different examples of where I or others make my class a safe and happy place.</p> <p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter</p>	<p>Discuss some ways that I am different and similar to other people in my class, and why this makes us all feel special.</p> <p>Explain what bullying is and how being bullied might make someone feel.</p> <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the difference in everyone</p>	<p>Explain how I feel when I am successful and how this can be celebrated positively. Say why my internal treasure chest is an important place to store positive feelings.</p> <p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>

2	<p>Explain how and why my behaviour can impact others in my class.</p> <p>Explain my own and others' choices and understand and explain why some choices are better than others.</p> <p>Hopes and fears for the year Rights and responsibilities Rewards and consequences</p>	<p>Explain that sometimes people get bullied because they are seen to be different (this might include people who don't conform to gender stereotypes).</p> <p>Explain how it feels to have a friend and be a friend. I can also explain how I am different and similar to my friends and why that is OK.</p>	<p>Explain who I played my part in a group and the parts that other people played to create an end product. I can explain how our skills complemented each other.</p> <p>Explain how it felt to be part of a group and can identify my feelings about group work.</p>
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Year	Relationships	Changing Me	Celebrating Difference
EYFS	<p>Know how to make friends. Know and demonstrate what makes a good friendship. Try to solve friendship problems when they occur. Help others to feel part of a group. Show respect towards other people. Know how to help myself and others when they feel upset.</p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Understand that everyone is unique and special. I can express how I feel when I am happy. Understand and respect changes which happen within us. Looking forward to change.</p> <p>Bodies Respecting bodies Growing up Growth and change Fun and fears Celebrations</p>	<p>Accept that we are all different. Include others when working and playing. Know how to help other people. Try to solve problems. Use kind words. Give and receive compliments.</p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>
1	<p>Explain why I have special relationships with some people and how these relationships make me feel.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p>	<p>Discuss some ways that I am different and similar to other people in my class, and why this makes us all feel special.</p>

	<p>I can explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>I can use the correct names for penis, testicles, anus, vagina and give reasons why they are private.</p> <p>Explain why some changes that I might experience might feel better than others.</p> <p>Life cycles – animal and human Changes in me Changes since being a baby Differences between male and female bodies (correct terminology) Coping with change Transition</p>	<p>Explain what bullying is and how being bullied might make someone feel.</p> <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the difference in everyone</p>
2	<p>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>Give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can use the correct names for penis, testicles, anus, vagina and give reasons why they are private.</p> <p>I can explain why some types of touch feel OK and others don't.</p> <p>Discuss what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>	<p>Explain that sometimes people get bullied because they are seen to be different (this might include people who don't conform to gender stereotypes).</p> <p>Explain how it feels to have a friend and be a friend. I can also explain how I am different and similar to my friends and why that is OK.</p>

Pupils should be taught in three themes: Health and Wellbeing, Relationships and Living in the Wider World

Health and Wellbeing:

Healthy Lifestyles:

- H1 - about what keeping healthy means and different ways to keep healthy
- H2 - about foods that support good health and the risks of eating too much sugar
- H3 - about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4 - about why sleep is important and different ways to rest and relax
- H5 - simple hygiene routines that can stop germs from spreading
- H6 - that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7 - about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8 - how to keep safe in the sun and protect skin from sun damage
- H9 - about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10 - about the people who help us to stay physically healthy

Mental Health:

- H11 - about different feelings that humans can experience
- H12 - how to recognise and name different feelings
- H13 - how feelings can affect people's bodies and how they behave
- H14 - how to recognise what others might be feeling
- H15 - to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16 - about ways of sharing feelings; a range of words to describe feelings
- H17 - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18 - different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19 - to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20 - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves, Growing and Changing:

- H21 - to recognise what makes them special
- H22 - to recognise the ways in which we are all unique
- H23 - to identify what they are good at, what they like and dislike
- H24 - how to manage when finding things difficult
- H25 - to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26 - about growing and changing from young to old and how people's needs change
- H27 - about preparing to move to a new class/year group

Keeping Safe:

H28 - about rules and age restrictions that keep us safe

H29 - to recognise risk in simple everyday situations and what action to take to minimise harm

H30 - about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31 - that household products (including medicines) can be harmful if not used correctly

H32 - ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33 - about the people whose job it is to help keep us safe

H34 - basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35 - about what to do if there is an accident and someone is hurt

H36 - how to get help in an emergency (how to dial 999 and what to say)

Drugs, Alcohol and Tobacco:

H37 - about things that people can put into their body or on their skin; how these can affect how people feel

Relationships:

Families and Close positive relationships:

R1 - about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2 - to identify the people who love and care for them and what they do to help them feel cared for

R3 - about different types of families including those that may be different to their own

R4 - to identify common features of family life

R5 - that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Friendships:

R6 - about how people make friends and what makes a good friendship

R7 - about how to recognise when they or someone else feels lonely and what to do

R8 - simple strategies to resolve arguments between friends positively

R9 - how to ask for help if a friendship is making them feel unhappy

Managing Hurtful Behaviour and Bullying:

R10 - that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11 - about how people may feel if they experience hurtful behaviour or bullying

R12 - that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Safe Relationships:

R13 - to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14 - that sometimes people may behave differently online, including by pretending to be someone they are not

R15 - how to respond safely to adults they don't know

R16 - about how to respond if physical contact makes them feel uncomfortable or unsafe

R17 - about knowing there are situations when they should ask for permission and also when their permission should be sought

R18 - about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19 - basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20 - what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Respecting Self and Others:

R21 - about what is kind and unkind behaviour, and how this can affect others

R22 - about how to treat themselves and others with respect; how to be polite and courteous

R23 - to recognise the ways in which they are the same and different to others

R24 - how to listen to other people and play and work cooperatively

R25 - how to talk about and share their opinions on things that matter to them

Living in the Wider World:

Shared Responsibilities:

L1 - about what rules are, why they are needed, and why different rules are needed for different situations

L2 - how people and other living things have different needs; about the responsibilities of caring for them

L3 - about things they can do to help look after their environment

Communities:

L4 - about the different groups they belong to

L5 - about the different roles and responsibilities people have in their community

L6 - to recognise the ways they are the same as, and different to, other people

Media, Literacy and Digital Resilience:

L7 - about how the internet and digital devices can be used safely to find things out and to communicate with others

L8 - about the role of the internet in everyday life

L9 - that not all information seen online is true

Economic Wellbeing – Money:

L10 - what money is; forms that money comes in; that money comes from different sources

L11 - that people make different choices about how to save and spend money

L12 - about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13 - that money needs to be looked after; different ways of doing this

Economic Wellbeing – Aspirations, Work and Career:

L14 - that everyone has different strengths

L15 - that jobs help people to earn money to pay for things

L16 - different jobs that people they know or people who work in the community do

L17 - about some of the strengths and interests someone might need to do different jobs