

Progression of skills for PSHCE

EYFS Personal Social and Emotional Development

30-50months Making relationships

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Self-confidence and self-awareness

Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations.

Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.

Managing feelings and behaviour

Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.

40-60months Making relationships

Initiates conversations, attends to and takes account of what others say.

Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Self-confidence and self-awareness

Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.

Managing feelings and behaviour

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting.

Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

ELG

Making relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and self-awareness

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour

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Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

They work as part of a group or class, and understand and follow the rules.

They adjust their behaviour to different situations, and take changes of routine in their stride.

Exceeding

Making relationships

Can play group games with rules.

Can understand someone else's point of view can be different from theirs.

Can resolve minor disagreements through listening to each other to come up with a fair solution.

Can understand what bullying is and that this is unacceptable behaviour.

Self-confidence and self-awareness

Are confident to speak to a class group.

Can talk about the things they enjoy, and are good at, and about the things they do not find easy.

Are resourceful in finding support when they need help or information.

Can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

Managing feelings and behaviour

Know some ways to manage their feelings and are beginning to use these to maintain control.

Can listen to each other's suggestions and plan how to achieve an outcome without adult help.

Know when and how to stand up for themselves appropriately.

Can stop and think before acting and they can wait for things they want.

Progression of skills for PSHCE

	Year 1	Year 2	End of KS1 expectations
Developing confidence and responsibility and making the most of their abilities	To identify and name some feelings (eg through interpreting facial expressions) Can share their likes and dislikes, and with support, set themselves simple, short term goals	To demonstrate that they can manage some feelings in a positive and an effective way. Can share their views and opinions and reasons for them, and set more goals both short and medium term Can begin to share their views and opinions (eg talking about fairness).	To demonstrate that they can manage some feelings in a positive and an effective way. Can share their views and opinions and reasons for them, and set more goals both short and medium term Can begin to share their views and opinions (eg talking about fairness).
Health and well being	Knows the basic ways of keeping clean name the main parts of the body Is able to list some harmful household products and medicines, Know that people grow from young to old.	To explain ways of keeping clean (eg by washing their hands and keeping their hair tidy) Can name the main parts of the body. Can talk about the harmful aspects of some household products and medicines. Can explain that people grow from young to old.	To explain ways of keeping clean (eg by washing their hands and keeping their hair tidy) Can name the main parts of the body. Can talk about the harmful aspects of some household products and medicines. Can explain that people grow from young to old.
Developing good relationships and respecting the differences between people	To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	To explain different ways that family and friends should care for one another. To identify and respect differences and similarities. To recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties	To explain different ways that family and friends should care for one another. To identify and respect differences and similarities. To recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties
Living in the wider world Economic wellbeing and	To help to construct, and agree to follow, group and class rules and to understand how these rules help them	To contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour	To contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour

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<p>being a responsible citizen</p>	<p>Can recognise money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>Understands with support some aspects of what improves / harms their local environments, and how to look after them.</p>	<p>To identify the role money plays in their lives , how to manage their money, keep it safe, choices about spending it and what influences choices</p> <p>To describe what improves/ harms their local, environments, what can be done to take more responsibility for looking after them</p>	<p>To identify the role money plays in their lives , how to manage their money, keep it safe, choices about spending it and what influences choices</p> <p>To describe what improves/ harms their local, environments, what can be done to take more responsibility for looking after them</p>
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