

## Progression of skills for PSHE

YR progression checkpoints	PSED - Self Regulation	PSED - Managing Self	Building Relationships
<b>September</b>	Express their feelings and give simple reasons, e.g. I want Mummy. Seek help through finding an adult. Allow an adult to comfort them. Recognise when a peer is upset.	Use the toilet independently. Take their coat off and put it on. Follow a simple instruction as part of a group, e.g. sit down, let's go outside. Join in an activity when invited by an adult.	Play alongside new peers and 'with' familiar peers. Show interest in their new peers.
<b>Christmas</b>	Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" quicker after upsets and with more independence. Follow familiar, routined instructions independently.	Use the toilet independently and wash their hands well, knowing why this is important. Undress independently for P.E. being able to put on and remove shoes, socks and jumpers Do up their coat. Abide by most of the rules of the classroom. Try new activities independently or with peers.	Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.
<b>Easter</b>	Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i> Begin to solve small conflicts through speaking to each other and being assertive, e.g. <i>"Stop that, I don't like it"</i> or <i>"Can I have a turn when you are finished?"</i> Follow two-step instructions. Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.	Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Discuss sensible choices. Begin to persevere when something is challenging. Work on short activities independently, e.g. a phonics game. Can manage self care – toilet, dressing, home time.	Hold back & forth conversations, listening to their peers' ideas and responding appropriately. Show empathy in simple ways, e.g. finding an adult for a child who is hurt. Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.
<b>EOY incl. ELG</b>	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	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	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
<b>Those working in Greater Depth may...</b>	Negotiate assertively to organise a game or solve a conflict. Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource. Discuss the challenges they have encountered and weaknesses in their approaches, as well as strengths.	Confidently speak in a large group context, e.g. answering a question in assembly. Enjoy more challenging activities and set goals for themselves that stretch their abilities. Try different approaches when solving problems and be able to discuss what they have done.	Play and organise games with rules. Understand that different children have different viewpoints and opinions. They resolve minor disagreements through listening to each other to come up with a fair solution.

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	YR	Year 1	Year 2	End of KS1 expectations
<b>Developing confidence and responsibility and making the most of their abilities</b>	<p>Reception steps: Express feelings and consider the feelings of others. See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Identify and moderate own feelings socially and emotionally</p> <p>ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>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</p>	<p>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).</p>	<p>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).</p>
<b>Health and well being</b>	<p>Reception steps: Manage own needs.</p> <p>ELG: Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Developing good relationships and respecting the differences between people</b>	<p>Reception steps: Consider the feelings of others. Build constructive and respectful relationships. Think about the perspectives of others.</p>	<p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p>	<p>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</p>	<p>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</p>

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	<p>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly. 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.</p>		<p>to cooperate with others and support those with difficulties</p>	<p>others and support those with difficulties</p>
<p><b>Living in the wider world</b> <b>Economic wellbeing and being a responsible citizen</b></p>	<p>To understand what money is Can say what I buy</p> <p>To understand that money increase if you save Say what I want to save for</p>	<p>To help to construct, and agree to follow, group and class rules and to understand how these rules help them 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 contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour 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 To describe what improves/ harms their local, environments, what can be done to take more responsibility for looking after them</p>	<p>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 identify the role money plays in their lives , how to manage their money, keep it safe, choices about spending it and what influences choices 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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