



# ST MARY'S CATHOLIC PRIMARY SCHOOL

## PSHE– Progression of Skills

### EYFS PSHE SKILLS COVERED

#### AUTUMN 1

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention - still listen or do but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- 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.
- 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.

#### AUTUMN 2

- Can usually adapt behaviour to different events, social situations, and changes in routine.
- 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
- 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 or friends
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family
- Maintains attention, concentrates, and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short spans.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Uses language to imagine and recreate roles and experiences in play situations.

<b>SPRING 1</b>	<ul style="list-style-type: none"> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events.</li> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>
	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise, they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li>• Initiates conversations attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding and asks appropriate questions of others.</li> <li>• Choose the resources they need for their chosen activities</li> <li>• Say when they do or don't need help</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• Enjoys joining in with family customs and routines.</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay, and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Listen attentively in a range of situations</li> <li>• Listen to stories</li> <li>• Accurately anticipating key events</li> <li>• Respond to what they hear with relevant comments questions or actions</li> <li>• Give attention to what others say and respond while engaged in another activity</li> <li>• Children express themselves effectively</li> <li>• Children are confident to try new activities and say why they like some activities more than others</li> <li>• Confident to speak in a familiar group</li> <li>• Talk about their ideas</li> </ul>
<b>SUMMER 1</b>	<ul style="list-style-type: none"> <li>• Showing awareness of listeners` needs</li> <li>• Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe</li> <li>• Children play co-operatively taking turns with others</li> <li>• Take account of one another`s ideas about how to organise their activity</li> <li>• Show sensitivity to others` needs and feelings</li> <li>• Form positive relationships with adults and other children</li> <li>• Manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently</li> <li>• Children talk about how they and others show feelings</li> <li>• Talk about their own and others` behaviour and its consequences and know that some behaviour is unacceptable</li> </ul>
<b>SUMMER 2</b>	<ul style="list-style-type: none"> <li>• Work as part of a group or class and understand and follow the rules</li> <li>• Adjust their behaviour to different situations and take changes of routine in their stride</li> </ul>

- Children talk about past and present events in their own lives and in the lives of family members
- Know that other children don't always enjoy the same things and are sensitive to this
- Know about similarities and differences between themselves and others and among families communities and traditions
- Children know about similarities and differences in relation to places objects materials and living things
- Talk about the features of their own immediate environment and how environments might vary from one another
- Make observations of animals and plants
- Explain why some things occur and talk about changes

## KEY STAGE 1 OBJECTIVES

### YEARLY THEMES

Rules and feelings  
Rights and responsibilities  
Aspirations and jobs  
Money  
Diversity  
Road Safety  
Anti-Bullying  
Online learning  
RSE

### DEVELOPING CONFIDENCE AND RESPONSIBILITY

- Say what I like and dislike, what is fair and unfair, and what is right and wrong.
- Share my opinions on things that matter to me and explain my views.
- Recognise, name and deal with my feelings in a positive way.
  - Think about myself, learn from my experiences and recognise what I am good at.
  - Know how to set simple goals for myself.

### PLAYING AN ACTIVE ROLE AS A CITIZEN

- Take part in discussions with one other person, small groups, and the whole class. • Take part in a simple debate about topical issues.
- Recognise choices I can make and recognise the difference between right and wrong.
- Agree and follow rules for my group and classroom and understand how rules help me.
- Realise that people and other living things have needs, and that I have a responsibility to meet them.
- Know that I belong to various groups and communities, such as family, school, and parish.
- Know what improves and harms my local, natural, and built environments and about some of the ways that I, and others, can look after them.
- Contribute positively to the life of the class, school, and wider community.

### DEVELOPING AND MAINTAINING A SAFE AND HEALTHY LIFESTYLE

- Make simple choices that improve or maintain my physical and mental health and well-being.
- Know how to and can keep a good level of personal hygiene.
- Know how some diseases spread and how they can be controlled.
- Understand the process of growing from young to old and how people's needs change.
- Name the main parts of the body and know their general location.
- Understand that all household products, including medicines can be harmful if not used properly.
- Know and understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help me to stay safe.

### DEVELOPING AND MAINTAINING GOOD RELATIONSHIPS WITH OTHERS AND RESPECTING DIFFERENCES BETWEEN PEOPLE

- Recognise how my behaviour affects other people.
  - Listen to other people and play and work co-operatively.
- Identify and respect the similarities and differences between people, including those of other races, cultures, and religions.
- Understand that family, friends, and communities should care for each other.
  - Understand that there are different types of teasing and bullying, that bullying is wrong and how to get help and deal with bullying

### DEVELOPING AND MAINTAINING GOOD FINANCIAL MANAGEMENT

- Know that money comes from different sources & can be used for different purposes.
- Understand concepts such as spending and saving.
- Understand the role that money plays in young peoples' lives.
- Know how to keep money safe.
  - Understand the choices involved in spending and saving money and what might influence these choices.
- Recognise that choices can have good and not so good consequences.
- Know and understand about change and loss and the feelings that may be associated with it.

## KEY STAGE 2 OBJECTIVES

### YEARLY THEMES

Rules and feelings  
Rights and responsibilities  
Aspirations and jobs  
Money  
Diversity  
Road Safety  
Anti-Bullying  
Online learning  
RSE

### DEVELOPING CONFIDENCE AND RESPONSIBILITY

- Talk and write about my opinions and explain my views on issues that not only affect myself but wider society.
- Recognise my worth as an individual by identifying positive things about myself and my achievements, seeing my mistakes, making amends, and setting personal goals.
- Face new challenges positively by collecting information, looking for help, making responsible choices and acting upon them.
- Recognise how my own and other people's emotions change as we grow older and know how to deal with my feelings towards myself, my family, and others in a positive way.
- Know about the range of jobs carried out by other people I know and understand how I can develop skills to make my own contribution in the future.

### PLAYING AN ACTIVE ROLE AS A CITIZEN

- Research, discuss and debate topical issues, problems, and events.
- Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- Realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- Know that there are different kinds of responsibilities, rights, and duties at home, at school, in the parish and in the community and know that these can sometimes conflict with each other.
- Reflect on SMSC issues, using empathy and compassion to understand other people's experiences.
- Resolve differences by looking at alternatives, making decisions and explaining choices.
- Understand what democracy is, and about the basic institutes that support it locally and nationally.
- Appreciate the range of national, regional, religious, and ethnic identities in the UK.
- Explore how the media present information and why it is presented in particular forms.

### DEVELOPING AND MAINTAINING A SAFE AND HEALTHY LIFESTYLE

- Understand what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and well-being and how to make informed choices.
- Know that bacteria and viruses can affect health and that following simple routines can reduce their spread.
- Learn about how the body changes as you get older (SRE)
- Know which commonly available substances and drugs are legal and illegal, their effects and their risks.
- Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use.
- Understand and know how to deal with the pressures to behave in an unacceptable or risky way, know who and how to ask for help and use basic techniques for resisting pressure to do wrong.
- Know and follow school rules about health and safety, basic emergency aid procedures and know where to get help.

### DEVELOPING AND MAINTAINING GOOD RELATIONSHIPS WITH OTHERS AND RESPECTING DIFFERENCES BETWEEN PEOPLE

- Understand that my actions affect myself and others'. Care about other people's feelings and to try and see things from their points of view.
- Think about the lives of people living in other places and times and people with different values and customs.
- Be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- Recognise and challenge stereotypes.
- Know that differences and similarities between people arise from several factors, including cultural, ethnic, racial, and religious diversity, gender, and disability.
- Know where individuals, families and groups can access help and support

### DEVELOPING AND MAINTAINING GOOD FINANCIAL MANAGEMENT

- Understand the role of money in their own and others' lives, how to manage their money and be a critical consumer.
- Develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'.
- Understand that resources can be allocated in different ways and that these choices affect individuals, communities, and the sustainability of environments around the world.
- Know what is meant by 'enterprise' and being to develop enterprise skills.
- Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

