



## PSHE and RSE Progression of Knowledge and Skills



	Reception ELG 2021	Year 1	Year 2	Year 3	Year 4
Me and My Relationships	<ul style="list-style-type: none"> <li>- I can work and play cooperatively and take turns with others;</li> <li>- I can form positive attachments to adults and friendships with peers;</li> <li>- I can show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name a variety of different feelings and explain how these might make me behave.</li> <li>• I can think of some different ways of dealing with 'not so good' feelings.</li> <li>• I know when I need help and who to go to for help.</li> <li>• I can tell you some different classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</li> <li>• I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</li> <li>• I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</li> <li>• Most of the time I can express my feelings in a safe, controlled way.</li> </ul>	<ul style="list-style-type: none"> <li>• I can usually accept the views of others and understand that we don't always agree with each other.</li> <li>• I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</li> <li>• I can say what I could do if someone was upsetting me or if I was being bullied.</li> <li>• I can explain what being 'assertive' means and give a few examples of ways of being assertive.</li> </ul>
Valuing Difference	<ul style="list-style-type: none"> <li>- I can name similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> </ul>	<ul style="list-style-type: none"> <li>• I can say ways in which people are similar as well as different.</li> <li>• I can say why things sometimes seem unfair, even if they are not.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how I could help myself if I was being left out.</li> <li>• I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of different community groups and what is good about having different groups.</li> <li>• I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say a lot of ways that people are different, including religious or cultural differences.</li> <li>• I can explain why it's important to challenge stereotypes that might be applied to me or others.</li> </ul>

<p style="text-align: center;"><b>Keeping Myself Safe</b></p>	<p>- I can name different body parts.          - I know that the emergency services exist and what they do.          - I can use/follow positional language.          - I know what to do/who to talk to when they have a problem.          - I know the impact my behaviour has on others.</p>	<ul style="list-style-type: none"> <li>• I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</li> <li>• I can give examples of how I keep myself healthy.</li> <li>• I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> <li>• I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</li> <li>• I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say what I could do to make a situation less risky or not risky at all.</li> <li>• I can say why medicines can be helpful or harmful.</li> <li>• I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</li> <li>• I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</li> <li>• I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</li> </ul>
<p style="text-align: center;"><b>Rights and Responsibilities</b></p>	<p>- I can explain the reasons for rules, know right from wrong and try to behave accordingly;          - I know how people may respond when they are feeling a certain way.          - I know how to adjust their behaviour depending on the situation – assembly vs outdoor play etc.</p>	<ul style="list-style-type: none"> <li>• I can give some examples of how I look after myself and my environment - at school or at home.</li> <li>• I can also say some ways that we look after money.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of when I've used some of these ideas to help me when I am not settled.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say some ways of checking whether something is a fact or just an opinion.</li> <li>• I can say how I can help the people who help me, and how I can do this. I can give an example of this.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</li> <li>• I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</li> <li>• I can give examples of these decisions and how they might relate to me.</li> </ul>
<p style="text-align: center;"><b>Being my Best</b></p>	<p>- I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge;          - I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<ul style="list-style-type: none"> <li>• I can name a few different ideas of what I can do if I find something difficult.</li> <li>• I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.</li> <li>• I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</li> <li>• I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give a few examples of different things that I do already that help to me keep healthy.</li> <li>• I can give different examples of some of the things that I do already to help look after my environment.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Growing and Changing</b></p>	<p>-I know that everyone starts as a baby and grows up.</p>	<ul style="list-style-type: none"> <li>• I can identify an adult I can talk to at both home and school. If I need help.</li> <li>• I can tell you some things I can do now that I couldn't do when I was a toddler.</li> <li>• I can tell you what some of my body parts do.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</li> <li>• I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</li> <li>• I can give examples of how to give feedback to someone.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name a few things that make a positive relationship and some things that make a negative relationship.</li> <li>• I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>• I can label some parts of the body that only boys have and only girls have.</li> <li>• I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</li> <li>• I can tell you why people get married. I</li> <li>• can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</li> </ul>
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