

**PSHE Progression
End of Year Expectations**

	Health and Well Being	Relationships	Living in the wider world
EYFS - Nursery	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for a variety in food. Is usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Knows there is a need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. 	<ul style="list-style-type: none"> Plays in a group, extending and elaborating play ideas eg 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. Knows that some actions and words can hurt others' feelings. Can take turns and share resources. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Understands that own actions affect other people, eg becomes upset or tries to comfort another child when they realise they have upset them. Beginning to be able to negotiate and solve problems without aggression eg when someone has taken their toy. 	<ul style="list-style-type: none"> Can usually adapt behaviour to different events, social situations and changes in routines. Are aware of the boundaries set, and of behavioural expectations in the setting. Shows interests in different occupations and ways of life. Knows some of the things that make them unique. Can talk about some of the similarities and differences in relation to family or friends. Shows care and concern for living things and the environment.
EYFS – Reception	<ul style="list-style-type: none"> Knows the importance for good health of physical exercise, and a healthy diet. Talks about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Knows and makes healthy choices in relation to healthy eating and exercise. Can speak to others about own needs, wants, interests and opinions. Confident to speak in familiar in familiar groups. Say when they do or don't need help. Talk about things they enjoy or are good at. 	<ul style="list-style-type: none"> Plays co- operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to other's needs and feelings. Form positive relationships with adults and other children. Plays games with rules. Knows other have points of view that can be different from theirs. Recognise what bullying is and that this is unacceptable behaviour. 	<ul style="list-style-type: none"> 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. Know that other children have different likes and dislikes and that they might be good at different things. Know that different people have different beliefs, attitudes and customs and traditions and why it is important to treat them with respect. Know that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that help to maintain the area they live in.
Y1	<ul style="list-style-type: none"> Can explain ways of keeping themselves clean. Suggest healthy choices. Identify what they are good at/ need help with. Talk about different feelings. What makes them feel good/not so good. Give egs of times when people experience change eg a new baby, new home change school. Describe changes that have happened to them since they were a baby. Name parts of the body Know that household products including medicine can be harmful and how to keep safe. Identify rules for keeping safe eg crossing the road Know adults that keep them safe in school and the wider environment. Know what to do or who to talk to if they feel worried or unsafe. Explain what 'keeping something private' is but know that if they feel worried they should tell an adult they trust. 	<ul style="list-style-type: none"> Describe how they or others are feeling and know that faces and bodies show different feelings. Give egs of something that was fair/ unfair saying why. Give egs of kindness. Explain what is meant by right and wrong. Recognise that behaviour can affect others. Explain what a secret is (or surprise). Know that no one should keep a secret that will be hurtful to themselves or others. Take turns when giving opinions and listen to ideas of others. Identify similarities / differences among each other. Recognise that everyone is equal. Identify special people in their lives. Describe how we care for others Know they have a choice about being touched and the right to say no and to tell someone. Know bodies and feelings can get hurt. Know teasing and bullying is wrong. 	<ul style="list-style-type: none"> Explain what rules are and how they help us. Explain people (and animals) need to be cared for. Identify needs and ways of having them met. Know they belong to a group / community – friends, class, school clubs Say what is nice / not nice about the local environment. Know where money comes from – earned, borrowed, presents. Know that everyone is unique – only 1 of them Recognise everyone is special and valuable just like them. Recognise we have things in common eg same birthday or like the same things. Know how to get help in an emergency and who to ask for help. Know 999 can be dialled in an emergency.

Y2

- Describe what healthy means.
- Know that good health depends on physical activity, rest, healthy eating and taking care of their teeth.
- Identify consequences of healthy choices; good/not so good
- Describe what they are good at and how they know.
- Review their targets/ goals.
- Name a range of feelings and describe where they are felt in the body.
- Describe when people might experience different feelings.
- Describe different kinds of change or loss and feelings associated with them.
- Recognise ways they can comfort/be sensitive.
- Describe daily hygiene routines.
- Identify what might happen if personal hygiene is not maintained.
- Recognise that diseases can be spread/ controlled by personal hygiene.
- Describe how they have grown and changed and identify how they are more independent.
- Identify similarities and differences between girls and boys.
- Explain how household products and medicines are used.
- Explain how to keep safe around them.
- Explain they can be harmful.
- Describe different ways they can keep safe online.
- Identify unsafe situations and how to avoid / remove themselves.
- Recognise they have a right 'to be safe on the outside' and 'feel safe on the inside'
- Demonstrate how to ask for help and keep asking until they are listened to.
- Identify where they can go for help.
- Explain 'privacy' or 'keeping something private' and that is important to respect someone's privacy.
- Recognise if they feel unsure or uncomfortable about something they should tell an adult they trust (even if asked to keep something private).

- Describe ways people show how they are feeling.
- Know helpful/ unhelpful ways to communicate feelings.
- Explain what right and wrong means to them.
- Describe acts of kindness.
- Recognise when behaviour is not ok and give eggs how to behave to affect others positively.
- Know that no one should ask us to keep a secret that makes us feel worried or uncomfortable or that someone could be hurt.
- Share ideas and thoughts, listen to others.
- Take part in simple debate about topical issues.
- Give eggs / demonstrate how to work and play co-operatively.
- Describe / demonstrate ways of showing respect to people who are different to them.
- Explain everyone is equal and valued.
- Explain why special people are important in their lives.
- Describe ways different people care for each other eg doctors, parents, teachers.
- Recognise parts of their bodies are private.
- Know they have the right to say no if they don't feel comfortable about being touched.
- Describe differences / similarities between physically hurt and emotionally hurt.
- Know who to go to and how to let them know they are feeling hurt or uncomfortable.
- Recognise what is meant by bullying and why it is wrong.
- Know hurtful teasing and bullying can happen in different ways.

- Construct and agree classroom rules (or charter) and give reasons why they have been agreed.
- Describe some needs (rights) of children.
- Describe how it feels to be a member of a group eg friends, class, school, club and explain their own and others roles.
- Know what makes an environment pleasant to live in.
- Give eggs of problems that might occur and ways the environment can be improved.
- Suggest some steps individuals and the class can take to improve their local environment.
- Describe different types of money and ways of paying for things.
- Say what good choices with money are and how to keep it safe. Know everyone is unique in their own way and say what makes them special.
- Identify similarities – common likes / dislikes.
- Identify people in the community and their roles and how they help each other.
- Show how to dial 999 from a phone and what to say in an emergency.