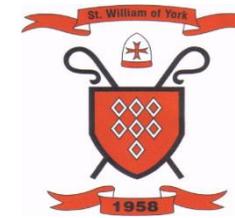




St William of York Catholic Primary School

Progress in Skills: PHSE



PSED EYFS	Birth to three	Three and Four Year Olds	Children in Reception (ELG in bold)
Self-regulation	<ul style="list-style-type: none"> • Feel strong enough to express a range of emotions. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." 	<ul style="list-style-type: none"> • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • 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.
Managing Self	<ul style="list-style-type: none"> • Express preferences and decisions. They also try new things and start establishing their autonomy. • Find ways of managing transitions, for example from their parent to their key person. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Show more confidence in new social situations. • Remember rules without needing an adult to remind them. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Manage their own needs: <ul style="list-style-type: none"> • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

	<ul style="list-style-type: none"> •Learn to use the toilet with help, and then Independently. 	<ul style="list-style-type: none"> •Make healthy choices about food, drink, activity and tooth brushing. 	<ul style="list-style-type: none"> • 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.
Building Relationships	<ul style="list-style-type: none"> •Engage with others through gestures, gaze and talk. •Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. •Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. •Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. •Develop friendships with other children. 	<ul style="list-style-type: none"> •Develop their sense of responsibility and Membership of a community. •Become more outgoing with unfamiliar people, in the safe context of their setting. •Play with one or more other children, extending and elaborating play ideas. •Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> •Build constructive and respectful relationships. •Think about the perspectives of others. • 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.

KS1 & KS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping/ staying safe	<ul style="list-style-type: none"> •understand what I need to keep safe from • be able to recognise what may put me or others at risk • understand why it is important to stay safe 	<ul style="list-style-type: none"> • Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe 	<ul style="list-style-type: none"> • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you 	<ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident 	<ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may 	<ul style="list-style-type: none"> • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible

	<p>when crossing the road</p> <ul style="list-style-type: none"> • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe 	<ul style="list-style-type: none"> • Understand the differences between safe and risky choices 	<ul style="list-style-type: none"> • understand the differences between safe and risky choices • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices 	<ul style="list-style-type: none"> • identify what is a risky choice • create a set of rules for and identify ways of keeping safe 	<p>happen when we take risks</p> <ul style="list-style-type: none"> • recognise the impact and possible consequences of an accident or incident 	<p>consequences of an accident or incident</p>
<p>Keeping/ staying healthy</p>	<ul style="list-style-type: none"> • understand what we can do to keep healthy • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices • understand why we need to brush our teeth 	<ul style="list-style-type: none"> • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle 	<ul style="list-style-type: none"> • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke 	<ul style="list-style-type: none"> • identify what is a risky choice • identify the risks associated with alcohol (+ drugs - extension) • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe

		<ul style="list-style-type: none"> • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy 				
<p>Relationships</p>	<ul style="list-style-type: none"> • understand different types of relationships • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view 	<ul style="list-style-type: none"> • be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings 	<ul style="list-style-type: none"> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts 	<ul style="list-style-type: none"> • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable 	<ul style="list-style-type: none"> • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty 	<ul style="list-style-type: none"> • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent

<p>Being responsible</p>	<ul style="list-style-type: none"> • understand what we are responsible for • be able to recognise how responsibilities will change as we grow • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible 	<ul style="list-style-type: none"> • be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible 	<ul style="list-style-type: none"> • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible 	<ul style="list-style-type: none"> • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible 	<ul style="list-style-type: none"> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way 	<ul style="list-style-type: none"> • explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way
<p>Feelings and emotions</p>	<ul style="list-style-type: none"> • understand a range of emotions and how they make us feel physically and mentally • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions 	<ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be 	<ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be 	<ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on 	<ul style="list-style-type: none"> • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that 	<ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices

	<ul style="list-style-type: none"> • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	<p>communicated with and without words</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	<p>communicated with and without words</p>	<p>our emotions and understand that our choices and actions can affect ourselves and other people</p> <ul style="list-style-type: none"> • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy 	<p>our choices and actions can affect ourselves and other people</p> <ul style="list-style-type: none"> • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger 	<p>and actions can affect ourselves and other people</p>
<p>Computer safety</p>	<ul style="list-style-type: none"> • understand computers, the internet, and rules to keep safe • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments 	<ul style="list-style-type: none"> • understand how your online actions can affect others • be able to name the positive and negative ways you can use technology • know the risks of sharing images without permission • understand the types of images that you should and should not post online • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help 	<ul style="list-style-type: none"> • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online 	<ul style="list-style-type: none"> • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help 	<ul style="list-style-type: none"> • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online 	<ul style="list-style-type: none"> • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online

		<ul style="list-style-type: none"> • be able to list rules for keeping and staying safe 				
Our world	<ul style="list-style-type: none"> • understand how we care for others • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique 	<ul style="list-style-type: none"> • understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs 	<ul style="list-style-type: none"> • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint 	<ul style="list-style-type: none"> • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles 	<ul style="list-style-type: none"> • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise 	<ul style="list-style-type: none"> • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money
Hazard watch	<ul style="list-style-type: none"> • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings 					

Fire Safety	<ul style="list-style-type: none"> • know what a 'hoax call' is and why it can be risky • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others • be able to practise simple ways of staying safe and finding help • be able to recognise how drivers can be distracted • understand the importance of being responsible and how our actions/choice can affect others 					
A World without Judgement				<ul style="list-style-type: none"> • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality 	<ul style="list-style-type: none"> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion 	<ul style="list-style-type: none"> • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion
First Aid				<ul style="list-style-type: none"> • identify and name situations that may require first aid • list reasons why someone may struggle to breathe • identify the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock 	<ul style="list-style-type: none"> • complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • know when to call for emergency help 	<ul style="list-style-type: none"> • identify a range of situations that may require first aid • understand how to support someone with a minor or serious head injury • understand how to support someone who is having a seizure • understand how to support someone with a severe bleed

				<ul style="list-style-type: none">• understand the correct steps for seeking immediate emergency help• provide first aid treatment to someone who is struggling to breathe		<ul style="list-style-type: none">• know when to call for medical help• identify a range of situations that may require first aid• understand how to support someone with a minor burn or scald• understand how to support someone who is having a heart attack• understand how to support someone with a fractured bone• know when to call for medical help
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