



## Progression in PSHE Skills

	Caterpillars	Nursery	Reception	Year One	Year Two
<b>Being Responsible</b>	<p>To care for materials in their environment with some adult support.</p> <p>Children share and take turns with 1 child or small group with adult support.</p> <p>To cooperate and understand new routines.</p>	<p>Can look after materials in environment and safely use them with some adult support.</p> <p>Enjoy responsibility and will begin to take responsibility for their actions.</p> <p>Understand the Golden Rules and what they mean and know that the actions have consequences.</p> <p>Begin to understand the importance of practise and develop a 'can do' attitude.</p> <p>Can say what they want to do to an adult.</p>	<p>Children know how to look after their belongings and tidy's up.</p> <p>Enjoy responsibility and will take responsibility for their actions (good + bad).</p> <p>Can talk about the Golden Rules and what they mean.</p> <p>Aware of routines, boundaries and behaviour expectations.</p> <p>Know differences between acceptable and unacceptable behaviour and the consequences.</p> <p>Accepts responsibility for actions.</p> <p>Familiar with the phrase 'Practise Makes Perfect' and know you improve by practise.</p> <p>Can talk about what they can do and what they want to improve.</p>	<p>Children are responsible for looking after and respecting their belongings.</p> <p>Children enjoy responsibility and are given classroom jobs.</p> <p>Know the Golden Rules and can talk about acceptable and unacceptable behaviour.</p> <p>Can make class rules to make the environment safe and happy.</p> <p>To understand that they learn and are able to do more things as they grow older.</p> <p>Children can talk about their responsibilities.</p> <p>Children can set a goal and talk about ways that they will reach it.</p> <p>Children begin to show more perseverance and will keep trying.</p> <p>Children know ways to help the people around us safe and understand the importance of preventing accidents.</p>	<p>Children are responsible for looking after and respecting their belongings.</p> <p>Children enjoy responsibility and are given classroom jobs. They can talk about why their job is important.</p> <p>Know ways to help others.</p> <p>Recognises kind and thoughtful behaviour and actions</p> <p>Talks about differences between being responsible and irresponsible.</p> <p>Knowing the difference between borrowing and stealing and can talk about why it is good/bad.</p>
<b>Feeling + Emotions</b>	<p>Can identify when they feel happy, sad, cross and express feeling appropriately</p> <p>Responds to the feelings of others, sometimes with adult support.</p> <p>Will say how they feel to a familiar adult</p>	<p>(Same as C) Will also identify when they feel excited and lonely and can talk about how and why they feel this.</p> <p>Shows awareness of how they feel and start to understand that all feelings are acceptable but not all behaviour is.</p> <p>Can understand positive and negative comments and actions.</p>	<p>(Same as N) Will also identify when they feel worry.</p> <p>Children understand we can feel different emotions and know they are all OK.</p> <p>Show some control over emotions</p> <p>Children can identify when and why they feel different emotions.</p> <p>Children begin to recognise facial expressions and body language associated to different feelings and emotions.</p>	<p>(Same as R) Will also identify the feeling of jealousy.</p> <p>Can recognise and name emotions and talk about their effects.</p> <p>Knows the difference between pleasant and unpleasant emotions.</p> <p>Uses strategies to cope with negative emotions.</p> <p>Can recognise and communicate feelings without words.</p>	<p>(Same as Y1) Will also identify the feeling of anger.</p> <p>Can recognise/ name emotions and talk about their effects.</p> <p>Knows and uses strategies to cope with the effects,</p> <p>Talks about the difference between pleasant and unpleasant emotions and can explain why.</p> <p>Uses multiple strategies to cope with negative emotions.</p> <p>Communicating feelings with and without words</p> <p>Knows when to ask for help</p> <p>Realise that not everyone always feels the same and accept this</p>
<b>Relationships</b>	<p>Talk about their friends to a familiar adult</p> <p>Shows affection and concern with close friends.</p>	<p>Talk about their friends and how they make us feel.</p> <p>Can talk about what makes a good friend.</p>	<p>Children know how to be a good friend.</p> <p>They recognise kind and unkind behaviours.</p>	<p>Can talk about why it is important to care about the feelings of others.</p> <p>Talk about the difference between kind and unkind behaviour.</p>	<p>Knows the difference between appropriate and inappropriate touch.</p>



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	Will begin to say sorry when their actions hurt others.	Begins to understand that actions and words can have both positive and negative effects on others' feelings. Initiates play with a small group of friends and demonstrates friendly behaviour.	Care about the feelings of peers and adults. Solve problems appropriately with friends. May need some adult support.	Shows respect and listens to peers. Can identify bullying behaviours and knows it is unacceptable. Talk about ways to cope with bullying behaviour.	Understands personal boundaries and knows that they must be respected and how to respect them. Knows it is important to care for self and others and knows ways to do this, Can name people who help us and know how to do ask for help.
<b>Computer Safety</b>	Asks familiar adult for help when using technology. Can use toys with switches. Shows an interest in technology.	Knows we use technology such as I-Pads + computers and uses them for games. Asks permission before using technology. Confident asking adults for help Can use resources with some help	Knows the internet can be accessed through the internet and can name familiar websites. Asks an adult before using any technology. Knows the internet can be dangerous Can name safe places to use the internet. When using technology, knows to ask an adult for help and knows when to do so.	Knows that technology can be positive and negative. Can identify kind and unkind comments and knows who to tell. Tells an adult and asks for help if they see anything that concerns them. Understands that pictures are posted on the internet by people. Knows the different between appropriate and inappropriate image sharing when online. Understand simple rules for games and films (incl. age restrictions)	Will discuss negative aspects of using technology. Recognises safe and risky choices when online. Can talk about ways to say safe online. Knows that people can talk online and can identify positive and negative aspects of this. Understand what personal information is and to keep it private Understand reasons for age restrictions and rules for films and games Can explain what E-Safety is
<b>Keeping/ Staying Healthy</b>	Washes hands before eating and after going to the toilet with support. Knows to use soap when washing hands. Asks familiar adult for help. Recognises when they are hungry/ thirsty.	Talks about when and why we wash our hands. Washes hands independently with soap. Knows who to ask for help.	Washes hands independently. Explains why it is important to wash our hands. Discuss healthy and unhealthy food choices with an adult and peers. Understands that we need food to grow. Understand ways to keep our bodies healthy. Begin to understand that we can keep our minds healthy.	Understand why we wash our hands and how it could affect health. Can explain difference between healthy and unhealthy choices. Names healthy food. Recognises that some food is better for us than others. Understands food and exercise can keep our body and mind healthy.	Name and explain healthy and unhealthy choices. Know what makes a healthy lifestyle Recognises importance of dental hygiene. Explains why it is important to keep teeth healthy. Can talk about different types of medicine. Positive and negative effects of common drugs Names adults to accept medicine from. List reasons why we might take medicine. Can discuss with peers and adults when it is safe to take medicine,
<b>Keeping/ Staying Safe + Hazards</b>	With adult support, can begin to recognise toys/ objects that are safe to play with.	With adult support, can name people who keep us safe. Understands that the sun is hot and we wear sun cream/sunhats.	Names trusted adults. In a small group. talks about ways to keep safe.	Understands the potential danger of crossing the road. Names safe places to cross the road.	Recognises risky situations and dangers. Names trusted adults.



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	<p>Knows familiar adults who will look after them/ keep them safe.</p>	<p>With some support, can decide if a toy is safe to play with and offer suggestions why. With some support, can decide if food/drinks is safe to eat and can offer suggestions why.</p>	<p>Understands difference between safe/ risky. Recognises that there are safe strangers. Understands that we must keep ourselves safe in the sun. Can name ways to stay safe in the sun and say why. Importance of tying shoe laces to avoid accidents. Can name ways to keep self and others safe. Is able to make the safe choice.</p>	<p>Knows the difference between a safe and risky choice, Can name different ways we stay safe. Can name potential dangers at the beach. Recognises warning flags and understand what some of them mean. Can name people who keep us safe and know to call 999.</p>	<p>Understand explain difference between safe and risky choices. Understands potential dangers near railways. Can name platform, track and train rules and explain why they are important. Knows what to do if someone has an accident. Can talk about ways to stay safe in the home.</p>
<p><b>Money Matters</b></p>	<p>With support, begins to understand that items in shops are there to buy. Money buys things.</p>	<p>Knows we can buy things in shops. Understands we buy things with money. Can identify some coins with support.</p>	<p>Recognises different types of money and can identify some coins. Knows ways to get money. Understands money can be spent or saved and can suggest reasons why,</p>	<p>Children can name different ways we receive money. Name different ways to keep money safe. Understand the importance of money. Identify safe and risky choices regarding money.</p>	<p>Can name ways to spend, save and receive money. Difference between needs and wants. Name ways to keep money save and explain why it is important. Recognise risky choices and suggest ways to avoid. Understand that money can be used to support charities.</p>