

Personal, Social, Health and Well-Being PSHE Curricular Goal Progression			
	Autumn	Spring	Summer
Reception	<p><i>Taken from the ELG for SR, MR and BR – end points for EYFS:</i></p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • 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 <p>Managing Self</p> <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. <p>Building Relationships</p> <ul style="list-style-type: none"> • 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 		
Y1	<p>Explain why my class is a happy and safe place to learn. Give different examples where I or others make my class happy and safe.</p>	<p>Explain how I feel when I am successful and how this can be celebrated positively. Say why my internal treasure chest is an important place to store positive feelings.</p>	<p>Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself and how my qualities help these relationships. Give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>
	<p>Identify some ways that I am different and similar to other people in my class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel.</p>	<p>Explain why I think my body is amazing and identify a range of ways to keep it safe and healthy. Give examples of when being healthy can help me feel happy.</p>	<p>Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. Use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p>
Y2	<p>Explain why my behaviour can impact on other people in my class. Compare my own and my friends' choices and express why some choices are better than others.</p>	<p>Explain how I played my part in a group, the parts other people played to create an end product and how our skills complemented each other. Explain how it felt to be part of a group and identify a range of feelings about group work.</p>	<p>Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>
	<p>Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. Explain how it feels to have a friend and be a friend and also why it is OK to be different from my friends.</p>	<p>Explain why foods and medicines can be good for my body, comparing my ideas with less healthy/ unsafe choices. Compare my own and my friends' choices and express how it feels to make healthy and safe choices.</p>	<p>Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Explain why some types of touches feel OK and others don't. Explain what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
Y3	<p>Explain how my behaviour can affect how others feel and behave and why it is important to have rules and how that helps me and others in my class learn. Explain why it is important to feel valued.</p>	<p>Explain the different ways that help me learn and what I need to do to improve. Be confident and positive when I share my success with others. Explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Recognise how people are feeling when they miss a special person or animal. Give ways that might help me manage my feelings when missing a special person or animal.</p>
	<p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p>	<p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to. Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p>

	Say how being involved with a conflict makes me feel and offer strategies to help different situations. e.g. Solve It Together or asking for help.		Explain some of the choices I might make in the future and some of the choices that I have no control over. Offer some suggestions about how I might manage my feelings when changes happen.
Y4	Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. Explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	Compare my hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	Compare different types of friendships and the feelings associated with them. Explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
	Explain the differences between direct and indirect types of bullying and describe a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. Explain why racism and other forms of discrimination are unkind and express how I feel about discriminatory behaviour	Explain different roles that food and substances can play in people's lives. Explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Summarise different ways that I respect and value my body	Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. Summarise the process of conception. Express how I feel about the changes that will happen to me during puberty.
Y5	Explain how my choices can have an impact on people in my immediate community and globally. Empathise with others in my community and globally and explain how this can influence the choices I make.	Explain different ways to work with others to help make the world a better place. Explain what motivates me to make the world a better place.	Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.
	Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Identify skills to keep myself emotionally healthy and to manage stress and pressure.	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
Y6	Compare my self-identity with how I believe others see me. Explain why it is important that I am a unique individual and also how my self-identity has been influenced by past events and experiences.	Explain how internal and external factors might affect my own dreams and goals as I get older. Explain why breaking a dream or goal into smaller steps is helpful and describe a range of strategies that I could use to overcome obstacles and remain positive.	Explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. Explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. Describe strategies to help me manage these feelings.
	Explain why different forms of positive and negative prejudice and discrimination happen, how they may make people feel and describe strategies I could offer to support those involved. Challenge my own and others' attitudes and values and accept difference in others.	Explain how emotions are linked to physical health in a variety of ways and that they can play a part in making healthy/less healthy choices. Explain why it is important to express my feelings and manage them positively to help me make responsible choices. Offer strategies that I could use to do this.	Explain why some personal and family changes happen. Describe ways that I can give emotional support to myself and others during times of personal change