

Progression of Skills: Foundation

In Reception, the children can...

End of F1	December	March	June	ELG
<p>Children can talk about special times, celebrations/ birthdays they remember in their life.</p> <p>Children will share and record occasions when things have happened in their lives that made them feel special</p> <p>Children will show interest in different occupations</p> <p>Children can tell you something about where they live</p> <p>Children can select and use activities and resources.(with help when needed.)</p> <p>Children can achieve a goal they have chosen, or one which is suggested to them.</p> <p>Children become more outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the unit)</p> <p>Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Children do not always need an adult to remind them of a rule. (some occasional reminders may be needed)</p>	<p>Children will continue to develop positive attitudes about the differences between people.</p> <p>Children can talk about somewhere that is special to themselves, saying why</p> <p>Children will begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Children will recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Children have developed a sense of responsibility and membership of a community.</p> <p>Children show confidence in new social situations.</p> <p>Children increasingly follow rules, understanding why they are important.</p> <p>Children play with one or more other children.</p> <p>Children have developed appropriate ways of being assertive in their play.</p> <p>Children manage their own needs *toileting *washing hands *drink and snack</p>	<p>Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas.</p> <p>Children see themselves as a valuable individual and can something positive about themselves.</p> <p>Children play with other children extending and elaborating play ideas.</p> <p>Children can talk about right and wrong and the consequences involved.</p> <p>Children are happy to have a go at a task and understand that we learn from mistakes.</p> <p>Children can make healthy choices about food, drink, activity and tooth brushing.</p> <p>Children have built constructive and respectful relationships.</p>	<p>Children can confidently identify and moderate their own feelings socially and emotionally.</p> <p>Children show resilience and perseverance in the face of challenge.</p> <p>Children can talk about and express their feelings and the feelings of others.</p> <p>Children know and talk about the different factors that support their overall health and wellbeing:</p> <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 <p>Children can think about the perspectives of others.</p> <p>Children begin to understand what they can do to help the environment.</p> <p>Children begin to understand what impact humans have had on animals and their environments.</p> <p>Children can identify and sort different materials to be recycled.</p>	<p>PSED: SR -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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> <p>PSED: MS -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>PSED:BR -Work and play cooperatively and take turns with others.</p> <p>-Form positive attachments to adults and friendships with peers</p>

<p>Children can talk with others to solve conflicts, sometimes needing adult support</p> <p>Children will be becoming increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>*coat *socks and shoes</p> <p>.</p> <p>Children are beginning to understand how others might be feeling.</p> <p>Children will further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes 			<p>-Show sensitivity to their own and to others' needs.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
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Progression of Skills: Years 1 and 2

In Year 1 and 2, the children can...

<p><u>Relationships</u></p> <p>Identify and name some feelings and express some of their positive qualities. Demonstrate that they can manage some feelings in a positive and effective way. Begin to share their views and opinions. Understand behaviour and how people's bodies and feelings can be hurt. Set themselves simple goals. Understand the difference between a secret and a surprise.</p>	<p><u>Vocabulary</u></p> <p>frustrated, fault, obstacles, determined, fair, unfair, calm, uncomfortable, comfortable, sad, happy, worried, nervous, goal, secret, surprise, teasing</p>
<p><u>Health and wellbeing</u></p> <p>Explain ways of keeping clean. Name the main parts of the body. Explain that people grow from young to old and discuss other changes and loss. Make simple choices about some aspects of their health and well-being and know what keeps them healthy. Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. Talk about family networks and know people who are responsible for keeping us safe.</p>	<p><u>Vocabulary</u></p> <p>healthy, unhealthy, diet, exercise, emergency, harmful, responsible, family network, body parts, penis, vagina, similar, different</p>

Living in the wider world

Explain different ways that family and friends should care for one another.
Understand how to contribute to life in the classroom, how to construct and follow rules and how to belong to a community or group.
Recognise that bullying is wrong and list some ways to get help in dealing with it.
Recognise the effect of their behaviour on other people, and cooperate with others.
Identify and respect differences and similarities between people.
Discuss improvements and harm to local environments.
Know some ways of looking after local environments.
Know some sources of money, uses of money and the role of money in their lives.
Discuss spending and saving, managing money and how to keep it safe.

Vocabulary

responsibility, respect, belong, rules, community,
contribute, welcome, environment, harm, improve,
managing money, spend, save, bullying

Progression of Skills: Years 3 and 4

In Years 3 and 4, the children can...

<p><u>Relationships</u></p> <p>Recognise and manage different feelings. Recognise their own worth and that of others. Listen to and show respect for the views of others. Know what a friend is and does and how to cope with some friendship problems. Understand when they should keep secrets and promises, and when they should tell somebody about them. Identify different types of relationship and show ways to maintain good relationships. Understand physical boundaries within different relationships.</p>	<p><u>Vocabulary</u></p> <p>boredom, resentment, excitement, frightened, anxious, support, hopeful, nervous, scared, accepted, rejected, left out, gifts, talents, secret, promise, equality, diversity, boundaries, resolve conflict</p>
<p><u>Health and Wellbeing</u></p> <p>Make choices about how to develop healthy lifestyles. Discuss their aspirations and goals. Understand and talk about change, loss and grief. Discuss rules for safety and how to get help. Know about keeping physically and emotionally safe both on and offline. List the commonly available substances and drugs that are legal and illegal, and describe some of the effects and risks of these. Understand the main differences between male and female. Name the main body parts and describe the main stages of the human life-cycle. Explore different types of families.</p>	<p><u>Vocabulary</u></p> <p>healthy, unhealthy lifestyle, wellbeing, legal, illegal, aspirations, goal, substances, risk, effect, change, loss, grief, physically safe, emotionally safe, life-cycle, male, female, penis, vagina, testicles, stereotypes, consent</p>

Living In the Wider World

Explain how actions have consequences for themselves and others.
Describe the nature and consequences of bullying, and express ways of responding to it.
Understand the purpose of rules and law, human rights, different cultures, customs and traditions of people living in the UK. May 2021
Understand our responsibilities towards our environment. Show how they care for the environment.
Discuss different groups that support our communities and environment.
Know about the lives of other people around the world.
Understand the role that money plays in their lives. Discuss borrowing, debt and interest.
Begin to understand what is meant by 'enterprise'.

Vocabulary

respect, tolerance, consequences, bullying, community, responsibility, rules, law, human rights, culture, custom, tradition, environment, borrowing, debt, interest, enterprise

Progression of Skills: Years 5 and 6

In Years 5 and 6, the children can...

<p><u>Relationships</u></p> <p>Identify positive ways to face new challenges. Recognise the feelings of themselves and others and respond to other's feelings. Begin to understand conflict negotiation. Understand what constitutes a healthy relationship and how actions and behaviour can affect relationships. Understand what is meant by keeping something in confidence or a secret. Recognise and manage dares.</p>	<p><u>Vocabulary</u></p> <p>secure, insecure, humiliation, worried, reaction, gossip, rumour, empathy, teamwork, motivation, bravery, respect, equality, diversity, anxiety, petrified, terrified, in confidence, dare, secret, healthy relationship, conflict negotiation</p>
<p><u>Health and wellbeing</u></p> <p>Identify some factors that affect emotional health and well-being. Discuss a range of emotions, change, bereavement, loss, grief and transitions. Identify and explain how to manage the risks in different familiar situations. Discuss independence and their own responsibilities.</p> <p>Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Discuss body image. Understand human reproduction and conception. Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. List the commonly available substances and drugs that are legal and illegal, and describe some of the effects and risks of these.</p>	<p><u>Vocabulary</u></p> <p>emotions, change, bereavement, loss, grief, transitions, risk, independence, responsibility, legal, illegal, substances, emotion, peer-pressure, influence, well-being, puberty, body image, reproduction, conception, menstruation, sperm, semen, erection, pubic hair, sexual feelings</p>

Living in the wider world

Respond to, or challenge, negative behaviours such as stereotyping and aggression.
Discuss bullying, discrimination and prejudice.
Describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves.
Understand rules and laws and the precedence of human rights over other laws.
Understand different practices and traditions and the range of religious and ethnic identities in the UK.
Understand some of their own responsibilities towards and how people contribute to the community and the environment.
Talk about a range of jobs, and explain how they will develop skills to work in the future.
Demonstrate how to look after and save money.
Understand what is meant by enterprise and demonstrate how they can be enterprising.

Vocabulary

respect, tolerance, duties, belief, values, rules, law, human rights, religious identity, ethnic identity, stereotype, bullying, aggression, discrimination, prejudice, contribution, responsibility, enterprise, decisions, choices, traditions, resolving differences, ethnic identity, media, resources, skills