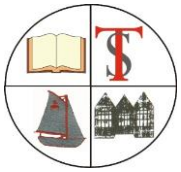
Tollesbury School



Belong Discover Achieve

Skills Progression

Subject area: Personal, Social, Health and Economic Education

EYFS Statutory Framework: Programme of Study

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is *crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

Communication and Language *- The development of children's spoken language underpins all seven areas of learning and development. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

Understanding the world *This involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world*

Our curriculum builds on the skills learned in our Early Years Foundation Stage:

Children can talk about their own needs, wants and interests.
Children are able to share opinions to group/class and talk about what resources they need for certain activities.
Children are able to work and learn with peers, they should be able to follow rules – adapting for certain activities.
Children know and understand some ways to mange their feelings and how different behaviours have different consequences.
Children should be able to hold conversations with familiar and unfamiliar adults.
Children should be able to form positive relationships with children and adults.
Childre can resolve minor disagreements and listen to others to reach a mutual agreement.
Children know about the importance of a heathy diet and physical exercise.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rights and Responsibilities	I can understand school rules. I can show respect for the needs of others. I can understand how feelings and bodies can be hurt.	I can follow group and class rules and say why they are important. I can respect the rights and needs of others including the need for privacy. I can show respect for the environment.	I can understand my rights and responsibilities at home, in school and in the local environment. I can understand how my actions might affect myself and others. .	I can recognise a range of feelings in others and responds to their feelings. I can suggest strategies to resolve disputes and differences including demonstrating the ability to negotiate and compromise.	I understand how my actions can affect myself and others. I can understand what teasing, bullying and discrimination are and the differences between them. I can recognise stereotypes and understand the impact they can have. I can discuss the differences and similarities between people.	I can understand why and how laws are made. I can take part in making and changing rules. I can understand the importance of human rights. I can understand the rights of the child.
Feelings & Friendships	I can recognise different types of feelings. I can discuss feelings of change and loss. I can start to use strategies to manage feelings.	I can recognise a wider range of different types of feelings. I can use strategies to manage feelings including those of change and loss. I can recognise how others are feeling.	I can recognise a wider range of different types of feelings in myself and others, including conflicting feelings. I can describe feelings, including those associated with change and loss. I can respond to the feelings of others. I can recognise bullying behaviour. I can respond to the feelings of others and ask for help with my feelings. I can say who helps me stay	I can describe intensity of feelings. I can discuss how to manage my emotions. I can recognise different types of relationships, including what makes a healthy friendship. I can maintain positive relationships. I can say who is responsible for my health and well-being, who I can speak to for advice. I can suggest different ways to ask for advice.		I can recognise different types of relationships. I can recognise when relationships are unhealthy. I can recognise what makes a committed and loving relationship. I can understand the process of human reproduction as part of a loving relationship.

		I can share my feelings.	safe and healthy. I can say what is meant by gender stereotyping.			
Money (Maths/Computing links)	I can say where money comes from. I can understand the difference between spending and saving. I understand how to keep money safe.		I can begin to understand how to be enterprising. I can work collaboratively to achieved shared goals. I can recognise achievements and setting targets.		I can understand the role of money. I can talk about ways of managing money. I can understand how to be a critical consumer. I can reflect critically on images in the media. I can identify different ways of achieving and celebrating personal goals. I can develop high aspirations. I can demonstrate a growth mind-set. I can understand what enterprise means for work and society. (Maths link)	I can understand the role of finance in people's lives. I can develop the skills of being a critical consumer I can understand the terms: interest, loan, debt, tax. I can begin to understand how resources are allocated and how this affects individuals, communities and the environment. I can research and debate health and wellbeing issues.
Safety and Risk (Computing link – also covered in all year groups during online safety week and with Life Saving)	I can understand how to keep safe in familiar and unfamiliar situations. I can identify safety issues with	I can suggest rules for keeping safe in different places, including online. I can identify people who work in the community		I can manage risk in familiar situations and the local environment. I can recognise negative peer pressure and suggest ways to deal with this. I can recognise dares and manage my response to them.	I can keep safe and well when using a mobile phone. I can identify strategies for managing personal safety online. I can manage my response to requests for personal images and information.	I can understand the importance of confidentiality and when a confidence should be broken. I can demonstrate independence and responsibility. I can develop strategies for managing risk.

	household products and medicines. I can tell the difference between secrets and surprises and when it is best to tell a secret. I can say who keeps us safe and who to ask for help to keep us safe. I can tell the difference between appropriate and inappropriate touch. (NSPCC PANTS).	to help us. I can ask for help in different situations, including and emergency.		I can say how my actions affect myself and others. I can identify people who help us stay healthy and safe.	I can demonstrate understanding of personal boundaries.	I can resist unhelpful pressure or influences. I can understand the importance of my personal safety, including managing online safety and requests for images. I can understand how anti-social behaviours can affect well-being. I can suggest strategies to deal with anti-social or aggressive behaviour.
Health		I can suggest things that keep bodies and minds healthy (activity, rest, food). I understand key hygiene routines and why they are important.	I can say what makes a balanced diet and lifestyle. I can make healthy lifestyle choices. I can evaluate what influences lifestyle choices.		I can understand the changes that happen at puberty. I can maintain good levels of hygiene. I can say what makes a balanced lifestyle and make healthy lifestyle choices. I can understand what is	I can say what positively and negatively can affect health and what a balanced lifestyle looks like. I can make informed lifestyle choices. I can understand how drugs affect health and safety. I can say who is responsible for my health and well-being.

		I can identify healthy lifestyle choices. I can name external body parts correctly, including external genitalia.			meant by a habit. I can name drugs that are common to everyday life. I can say who helps me stay safe and healthy.	
Identity	I can identify and respect similarities and differences between people whilst understanding everyone is unique. I can name special people.	I can recognise what I am good at. I can set simple goals for myself. I can understand how we grow and change and become more independent. I can recognise different groups people can belong to.		I can recognise the values that underpin school rules. I can recognise the differences and diversity of people living in the UK. I can investigate the values and customs of people around the world. I can understand the implications of stereotyping.	I can follow class rules and know the importance of working as a team which is part of a larger community. I can identify groups and individuals who support our community. I can understand the work of voluntary organisations and pressure groups. I can appreciate the range of identities in the UK. I can appreciate the values and the customs of people living around the world.	