

Waterville Primary School Progression of Skills in PSHE

Early Years

Intent

This document shows how we cover all the statements linked to PSHE across Early Years; in line with the PSHE whole school coverage. These may be covered through planned activities or enhancements. Everything included are PSHE 'non-negotiables', however throughout the year other PSHE experiences will also be planned dependent on the children's interests/needs. This document shows what a child in each typical year group will experience, however the activity may be simplified or extended dependent on the child's/children's abilities and retrieval opportunities will be planned into lessons/experiences when applicable too.

Three and Four-Year-Olds

Communication and Language

- Be able to express a point of view.
- Debate when they disagree with an adult or friend, using words/actions.
- Start a conversation with an adult or a friend and continue turn-taking.

Physical Development

- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Understanding the World

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Personal, Social and Emotional Development - Three and Four-Year-Olds

- Select and use activities/resources, with help when needed. This helps them to achieve a goal they have chosen/which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts/rivalries. E.g. Accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Reception

Communication and Language

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.

Physical Development

- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways.

Personal, Social and Emotional Development - Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- 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.
- Think about the perspectives of others.
- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

Early Learning Goals (ELG)

Communication & Language

- Listening, Attention and Understanding**
- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
- Speaking**
- Express their ideas and feelings using full sentences, including use of past/present/future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

- Gross Motor Skills**
- Negotiate space and obstacles safely, with consideration for themselves and others

Understanding the World

- Past and Present**
- Talk about the lives of people around them and their roles in society

Personal, Social and Emotional Development

Self-Regulation

- 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

- 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 choice.