

Progression of Knowledge and Skills in EYFS and KS1

Key to understanding this document: Black = PHSE Objectives Blue = Knowledge Red = Skills to be taught Green = Resources to be used

| <u>Area of Learning</u> | <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> |
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| <p>1 Me and my Relationships</p> | <p>To talk about similarities and differences. <i>I can recognise and be sensitive to the differences of others.</i></p> <p>To name special people in their lives. <i>I can name people who help me and describe ways to help others.</i></p> <p>To describe different feelings. <i>I can talk about feelings and what can cause them.</i></p> <p>To identify who can help if they are sad, worried or scared. <i>I can tell you which trusted adults I can ask for help.</i></p> <p>To identify ways to help others or themselves if they are sad or worried. <i>I can help a friend if they are sad or worried.</i></p> | <p>To describe different feelings and how they can make our bodies feel. <i>I can name different feelings and how they might make me behave.</i></p> <p>To know some strategies of dealing with 'not so good' feelings. <i>I can suggest ways of dealing with 'not so good' feelings and how to help others.</i></p> <p>To understand how our actions can hurt the feelings of others. <i>I can recognise when I need help and who to ask.</i></p> <p>To recognise the special qualities in family and friends. <i>I can listen to others and wait my turn to speak.</i></p> <p>To know which special people keep us safe and how. <i>I can tell you which trusted adults at home and school keep me safe.</i></p> | <p>To recognise that people have different ways of expressing their feelings. <i>I understand we have different ways to express our feelings.</i></p> <p>To identify different ways to respond to the feelings of others. <i>I can express my feelings in a safe, controlled way.</i></p> <p>To recognise the differences between bullying, unkind behaviour or teasing. <i>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</i></p> <p>To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. <i>I can tell someone how they are making me feel.</i></p> <p>To recognise a healthy friendship and its qualities. <i>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</i></p> |

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| <p>2</p> <p>Valuing Difference</p> | <p>To be sensitive towards others and celebrate what makes each person unique. <i>I can celebrate our differences.</i></p> <p>To recognise that we can have things in common with others. <i>I can talk about my family life.</i></p> <p>To use speaking and listening skills to learn about the lives of their peers. <i>I can listen and be polite to what others tell me about their lives.</i></p> <p>To know the importance of showing care and kindness towards others. <i>I can be kind, caring and helpful to others.</i></p> <p>To demonstrate skills in building friendships and cooperation. <i>I can show good listening.</i></p> | <p>To know the key differences between teasing, being unkind and bullying. <i>I can say ways in which people are similar as well as different.</i></p> <p>To recognise that everyone is different and will have different thoughts and ideas. <i>I can say why things sometimes seem unfair, even if they are not to me.</i></p> <p>To celebrate and begin to show empathy for those who are different. <i>I can talk about what bullying is.</i></p> <p>To identify those who are special to them (and their special qualities). <i>I can say ways to show kindness towards others</i></p> <p>To identify ways in which we can show kindness towards others and how that makes them feel.</p> | <p>To identify differences and similarities between others. <i>I can be respectful of those who are different to me.</i></p> <p>To recognise and explain how a person's behaviour can affect other people. <i>I can describe how someone can change someone's feelings.</i></p> <p>To learn and use different ways to show good listening. <i>I can tell you why it is important to show good listening to people who think differently to me.</i></p> <p>To explain how it feels to be part of a group and left out of a group. <i>I can name and suggest strategies to someone who feels left out.</i></p> <p>To recognise and talk about acts of kindness and how they can impact others. <i>I can be kind and use kind words to my friends.</i></p> |

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| <p>3 Keeping Safe</p> | <p>To talk about how to keep their bodies healthy and safe. <i>I can tell you what my body needs to stay healthy.</i></p> <p>To name ways to stay safe around medicines. <i>I can make safe decisions around medicines and things I don't know.</i></p> <p>To know how to stay safe in their home, classroom and outside. <i>I can name some things that can be dangerous inside and outside.</i></p> <p>To know age-appropriate ways to stay safe online. <i>I can tell you what is safe to play online and who to talk to if I feel worried.</i></p> <p>To name adults in their lives and those in their community who keep them safe. <i>I can name the adults who keep me safe and when I might need their help.</i></p> | <p>To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. <i>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods).</i></p> <p>To recognise emotions and physical feelings associated with feeling unsafe. <i>I can say what I can do if I have strong, but not so good feelings, to help me stay safe.</i></p> <p>To learn the PANTS rule and which parts of my body are private. <i>I can say 'no' to unwanted touch and ask for help from a trusted adult.</i></p> <p>To understand that medicines can sometimes make people feel better when they're ill. <i>I can say when medicines can be helpful or might be harmful.</i></p> <p>To talk about safety and responsibility around medicines. <i>I can tell you how to stay safe around medicine.</i></p> | <p>To explain simple issues of safety and responsibility about medicines and their use. <i>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</i> To identify situations in which they would feel safe or unsafe. <i>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</i></p> <p>To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. <i>I can say what I do and don't like and who to ask for help.</i> To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. <i>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</i> To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. <i>I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</i></p> |

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| <p>4 Rights and Respect</p> | <p>To understand that they can make a difference. <i>I can help my family.</i></p> <p>To identify how they can care for their home, school and special people. <i>I can help to clean and tidy my home and classroom.</i></p> <p>To talk about how they can make an impact on the natural world. <i>I can tell you some ways to look after our world.</i></p> <p>To talk about similarities and differences between themselves. <i>I can be kind to friends and others.</i></p> <p>To demonstrate building relationships with friends. <i>I can talk about looking after money.</i></p> | <p>To identify ways of taking care of their health. <i>I can wash my hands correctly.</i></p> <p>To identify how others take care of their environment. <i>I can name ways to look after my home and school.</i></p> <p>To take care of something or someone else. <i>I can look after a special person or thing.</i></p> <p>To talk about the importance of looking after money. <i>I can tell you some things that money is spent on.</i></p> <p>To learn what to do when someone is injured. <i>I can get help if someone has hurt themselves.</i></p> | <p>To identify strategies in cooperation. <i>I can make choices that help me play and work well with others.</i></p> <p>To identify strategies in self-regulation. <i>I can use some strategies when I feel upset or angry.</i></p> <p>To name ways to stay safe when using the internet. <i>I can ask for help from a trusted adult.</i></p> <p>To recognise that they have a responsibility to help care for their immediate and broader environment. <i>I can name some ways I can look after my environment.</i></p> <p>To learn about saving and spending money. <i>I can make choices with money.</i></p> |

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| <p>5 Being my Best</p> | <p>To feel resilient and confident in their learning. <i>I can keep trying if the way I choose doesn't work.</i></p> <p>To name and discuss different types of feelings and emotions. <i>I can talk about the different types of feelings we have.</i></p> <p>To learn and use strategies or skills in approaching challenges. <i>I can have a go at something new.</i></p> <p>To understand that they can make healthy choices. <i>I can make my own healthy food choices.</i></p> <p>To name and recognise how healthy choices can keep us well. <i>I can make healthy sleep and exercise choices.</i></p> | <p>To recognise how a healthy variety of food can make us feel great. <i>I can choose a healthy meal with different food groups.</i></p> <p>To recognise that learning a new skill requires practice and the opportunity to fail, safely. <i>I can be persistent when learning a new skill.</i></p> <p><i>I can name a few different ideas of what I can do if I find something difficult.</i></p> <p>To identify strategies to resolve conflict. <i>I can help my friends when they fall out.</i></p> <p>To give and receive praise. <i>I can explain why praise helps me to keep trying.</i></p> | <p>To explain the stages of the learning line showing an understanding of the learning process. <i>I can explain what happens when I learn something new.</i></p> <p><i>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</i></p> <p>To understand the importance of good hand and dental hygiene. <i>I can explain how hand hygiene stops virus' and germs from spreading.</i></p> <p>To recognise what the body needs to have energy and stay well. <i>I can give examples of what I can do and give to my body to stay healthy.</i></p> <p>To identify parts of the body that process food and create energy. <i>I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.</i></p> |

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| <p>6 Growing and Changing</p> | <p>To understand that there are changes in nature and humans. <i>I can describe the life cycle of an animal.</i></p> <p>To name the different stages in childhood and growing up. <i>I can describe how a baby grows to an adult and what they might need.</i></p> <p>To understand that babies are made by a man and a woman. <i>I can tell you some things about how babies are made.</i></p> <p>To use the correct vocabulary when naming the different parts of the body. <i>I can tell you the scientific names for my body parts.</i></p> <p>To know how to keep themselves safe. <i>I can tell you the PANTS rule.</i></p> | <p>To think of what babies need to stay happy and healthy. <i>I can tell you some things that babies need.</i></p> <p>To identify the changes they have made since they were a baby. <i>I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</i></p> <p>To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. <i>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</i></p> <p>To identify some internal organs and systems and those body parts which are private. <i>I can name the body parts girls and boys have that are the same and which body parts are different.</i></p> <p>To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts. <i>I can name the adults I can talk to at home and school if I need help.</i></p> | <p>To give positive feedback to someone. <i>I can give support to a friend.</i></p> <p>To recognise the range of feelings associated with loss and to discuss things people can do to feel better. <i>I can describe feelings of loss and suggest what someone can do if a friend moves away.</i></p> <p>To identify the different stages of growth and what people are able to do at these different stages. <i>I can describe the stages of growth I have been through and what I look forward to in my future.</i></p> <p>To identify the human private parts/genitalia and explain that they are used to make a baby. <i>I can name the human private parts that are used to make a baby.</i></p> <p>To explain who can see someone's private part, what consent means and how to protect privacy. <i>I can talk about keeping private parts private.</i></p> |

