

Personal, Social and Health Education Progression

Personal, Social and Health Education in EYFS

'EYFS Statutory Educational Programme: 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 relationships with adults enable children to learn how to understand their own feelings and those of others.'

DfE Development Matters – Non-statutory curriculum guidance for the early years foundation stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning.

It is split into the following 3 aspects:

- **Self-Regulation**
- **Managing Self**
- **Building Relationships**

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

PSED is also supported through the use of the Coram Life Education – SCARF curriculum for EYFS.

EYFS

Me and My Relationships

Pre-School

- Recognise that we are unique.
- Describe different feelings and use this to manage relationships.
- Understand that every family is different and love and care for one another.

Reception

- Talk about similarities and differences.
- Name special people in their lives.
- Describe different feelings
- Identify who can help if they are sad, worried or scared.
- Identify ways to help others or themselves if they are sad or worried.

Valuing Difference

Pre-School

- Recognise that there are differences and similarities between themselves
- Celebrate their friends and include them
- Understand people have different cultures and religions

Reception

- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Use speaking and listening skills to learn about the lives of their peers.
- Know the importance of showing care and kindness towards others.
- Demonstrate skills in building friendships and cooperation.

Keeping Myself Safe

Pre-School

- Explain what they should do if they feel unsafe
- Recognise potential dangers and how to stay safe, inside and outside
- Learn the importance of keeping safe around medicines and unknown products

Reception

- Talk about how to keep their bodies healthy and safe.
- Name ways to stay safe around medicines.
- Know how to stay safe in their home, classroom and outside.
- Know age-appropriate ways to stay safe online.
- Name adults in their lives and those in their community who keep them safe.

Rights and Responsibilities

Pre-School

- Learn about taking some responsibility for their own health
- Describe ways in which they can help others and why they would do so
- Take care of their home, their learning environment and the natural environment

Reception

- Understand that they can make a difference.
- Identify how they can care for their home, school and special people.
- Talk about how they can make an impact on the natural world.
- Talk about similarities and differences between themselves.
- Demonstrate building relationships with friends.

Being my Best

Pre-School

- Talk about healthy choices and activities
- Develop resilience and persistence in their learning
- Working cooperatively with others when faced with a challenge

Reception

- Feel resilient and confident in their learning.
- Name and discuss different types of feelings and emotions.
- Learn and use strategies or skills in approaching challenges.
- Understand that they can make healthy choices.
- Name and recognise how healthy choices can keep us well.

Growing and Changing

Pre-School

- Talk about change in the environment
- Describe the changes in babies, young animals and plants as they grow
- Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like

Reception

- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.
- Understand that babies are made by a man and a woman.
- Use the correct vocabulary when naming the different parts of the body.
- Know how to keep themselves safe.

Years 1 to 6

Me and My Relationships					
Year 1 / 2		Year 3 / 4		Year 5 / 6	
<ul style="list-style-type: none"> Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how. 	<ul style="list-style-type: none"> Recognise that people have different ways of expressing their feelings To identify different ways to respond to the feelings of others. To recognise the differences between bullying, unkind behaviour or teasing. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. To recognise a healthy friendship and its qualities. 	<ul style="list-style-type: none"> To know that feelings and emotions help a person cope with difficult times. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back. To recognise which strategies are appropriate for particular situations. To listen to and debate ideas and opinions with others with respect and courtesy To recognise why friends may fall out and how to resolve issues. 	<ul style="list-style-type: none"> To know that feelings can vary by intensity, person and change over time. To know and understand the qualities of a 'positive, healthy relationship To know when it's appropriate to say no and how. To know the strategies and skills needed for collaborative work. To recognise bullying or pressured behaviour. 	<ul style="list-style-type: none"> To learn characteristics and skills in assertiveness To apply their collaborative skills to friendships and assertiveness. To learn ways to resolve conflict in an assertive, calm and fair manner. To identify what things make a relationship unhealthy and who to talk to if they needed help. To recognise emotional needs according to circumstance and any risk factors that could affect them. 	<ul style="list-style-type: none"> To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. To practice and use strategies in compromise and negotiation within a collaborative task or activity. To consider the types of touch that are safe, legal and that I am comfortable with. To name assertive behaviours and recognise peer influence or pressured behaviour. To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.

Valuing Difference

Year 1 / 2		Year 3 / 4		Year 5 / 6	
<ul style="list-style-type: none"> • To know the key differences between teasing, being unkind and bullying. • To recognise that everyone is different and will have different thoughts and ideas. • To celebrate and begin to show empathy for those who are different. • To identify those who are special to them (and their special qualities). • To identify ways in which we can show kindness towards others and how that makes them feel. 	<ul style="list-style-type: none"> • To identify differences and similarities between others. • Recognise and explain how a person's behaviour can affect other people. • To learn and use different ways to show good listening. • Explain how it feels to be part of a group and left out of a group. • To recognise and talk about acts of kindness and how they can impact others. 	<ul style="list-style-type: none"> • Recognise that there are many different types of families. • Identify the different communities that they belong to • To learn ways of showing respect through language and communication. • To identify different origins, national, regional, ethnic and religious backgrounds • To recognise and explain why bullying can be caused by prejudice. 	<ul style="list-style-type: none"> • To identify different origins, national, regional, ethnic and religious backgrounds • To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • To recognise potential consequences of aggressive behaviour • To define the word respect. • Understand and identify stereotypes, including those promoted in the media. 	<ul style="list-style-type: none"> • To describe the benefits of living in a diverse society • To develop an understanding of discrimination and its injustice and describe this using examples. • To understand that the information we see online, either text or images, is not always true or accurate. • To reflect on the impact social media puts pressure on peoples' life choices. • To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour. 	<ul style="list-style-type: none"> • To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences • To know that all people are unique but that we have far more in common with each other than what is different about us • To understand and explain the term prejudice. • To define what is meant by the term stereotype • To describe different types of friendships and relationships and their differing positive qualities.

Keeping Myself Safe

Year 1 / 2		Year 3 / 4		Year 5 / 6	
<ul style="list-style-type: none"> • To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. • To recognise emotions and physical feelings associated with feeling unsafe. • To learn the PANTS rule and which parts of my body are private. • To understand that medicines can sometimes make people feel better when they're ill. • To talk about safety and responsibility around medicines. 	<ul style="list-style-type: none"> • To explain simple issues of safety and responsibility about medicines and their use. • To identify situations in which they would feel safe or unsafe • To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation • To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. • To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. 	<ul style="list-style-type: none"> • To identify risk factors in given situations • To define the words danger and risk and explain the difference between the two. • To define the word 'drug' and understand that nicotine and alcohol are both drugs. • To recognise potential risks associated with browsing online. • To recognise and describe appropriate behaviour online as well as offline. 	<ul style="list-style-type: none"> • To define the words danger and risk and explain the difference between the two. • To describe the different types of things that may influence a person to take a risk. • To understand and explain the risks that cigarettes and alcohol can have on a person's body. • To understand that influences can be both positive and negative. • To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent. 	<ul style="list-style-type: none"> • To reflect on risk and the different factors and outcomes that might influence a decision. • To reflect on the consequences of not keeping personal information private and the risks of social media. • To explore categorisation of drugs, the risks associated with medicines. • To learn some key facts and information about drugs and medicines. • To recognise the features of face to face and online bullying and the strategies that deal with it. 	<ul style="list-style-type: none"> • To explore the risks and legality of communicating and sharing online. • To describe and explain how easily images can be spread online. • To explain some of the laws, categories and uses of drugs (both medical and non-medical) • To understand the definition of an emotional need and how they can be met. • To explore and understand the terms 'conflicting emotions', responsibility and independence.

Rights and Responsibilities

Year 1 / 2		Year 3 / 4		Year 5 / 6	
<ul style="list-style-type: none"> • To identify ways of taking care of their health. • To identify how others take care of their environment. • To take care of something or someone else. • To talk about the importance of looking after money. • To learn what to do when someone is injured. 	<ul style="list-style-type: none"> • To identify strategies in cooperation. • To identify strategies in self-regulation. • To name ways to stay safe when using the internet. • To recognise that they have a responsibility to help care for their immediate and broader environment. • To learn about saving and spending money. 	<ul style="list-style-type: none"> • To talk about and identify people who help them in school and the community. • To learn differences between 'fact' and 'opinion' • To discuss, plan and evaluate ways of helping the environment. • To learn about saving, spending and essential purchases. • To consider how money is earned and the different factors affecting this. 	<ul style="list-style-type: none"> • To learn about human rights and responsibilities and how they can impact their community. • To recognise that they have a part in caring for and supporting their community. • To recognise influences, facts and opinions and doing so in a critical manner. • To identify the impact of bystander behaviour and how they can make a difference to a situation. • To define terms related to finance and explain how society is supported by the income of others. 	<ul style="list-style-type: none"> • To identify, write and discuss issues currently in the media concerning health and wellbeing. • To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. • To identify the responsibilities to my home, community and environment I might have in the future. • To consider what advice to give relating to saving and borrowing money. • To define financial terms and explain how others have financial responsibility for the community. 	<ul style="list-style-type: none"> • To analyse and reflect on bias in the media. • To discuss methods of saving and considerations for spending money. • To discuss voluntary and pressure groups and their role in making changes to our communities and environments. • To identify or suggest ways that help the environment. • To define 'democracy' and explain how laws are made.

Being my Best

Year 1 / 2		Year 3 / 4		Year 5 / 6	
<ul style="list-style-type: none"> • To recognise how a healthy variety of food can make us feel great. • Recognise that learning a new skill requires practice and the opportunity to fail, safely • To identify strategies to resolve conflict. • To give and receive praise 	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process • To understand the importance of good hand and dental hygiene. • To recognise what the body needs to have energy and stay well. • To identify parts of the body that process food and create energy. 	<ul style="list-style-type: none"> • To recognise how different food groups work in our body. • To explain how some infectious illnesses are spread from one person to another. • To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. • To identify my achievements and skills to work on. • To explain how skills are developed. 	<ul style="list-style-type: none"> • To identify how they and their friends are unique. • To recognise that we all make different choices because we are unique. • To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. • To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs) 	<ul style="list-style-type: none"> • To describe the four main internal systems of the human body. • To understand the actual norms around smoking and the reasons for common misperceptions of these. • To identify the skills and qualities that make us successful and achieve our best. • To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. • To consider the different responsibilities that they and others have for their health and wellbeing. 	<ul style="list-style-type: none"> • To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success. • To define aspirations and goals. • To recognise that we will meet challenges on the way to achieving our goals. • To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • To understand risks related to growing up and explain the need to be aware of these.

Growing and Changing

Year 1 / 2		Year 3 / 4		Year 5 / 6	
<ul style="list-style-type: none"> • To think of what babies need to stay happy and healthy. • To identify the changes they have made since they were a baby. • To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. • To identify some internal organs and systems and those body parts which are private. • To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts. 	<ul style="list-style-type: none"> • To give positive feedback to someone. • To recognise the range of feelings associated with loss and to discuss things people can do to feel better. • To identify the different stages of growth and what people are able to do at these different stages. • To identify the human private parts/genitalia and explain that they are used to make a baby. • To explain who can see someone's private part, what consent means and how to protect privacy. 	<ul style="list-style-type: none"> • To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. • To identify the different types of relationships people have and their different purposes and qualities. • To identify what makes a positive relationship and what makes a negative relationship. • To identify puberty changes. • To explain menstruation cycle as something that happens when a sperm does not meet an egg. 	<ul style="list-style-type: none"> • To identify the different emotional reactions to different types of change and discuss. • To understand how the onset of puberty can have emotional as well as physical impact. • To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction. • To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty. • To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely. 	<ul style="list-style-type: none"> • To describe the intensity of different feelings and strategies to build resilience. • To understand the different types of feelings and emotions associated with puberty. • To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. • To identify the different types of products someone might use during puberty or menstruation. • To explain how people might feel at times of change and loss. To consider strategies when coping with this. 	<ul style="list-style-type: none"> • To identify types of emotional responses and some strategies for coping with change. • To identify the physical and emotional challenges faced during puberty and the strategies or support available for this. • To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. • To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks. • To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.