

Greenvale Primary School
 Progression of Skills 2020-21
 Referenced from PSHE Association Curriculum Framework
 Please note that the curriculum is spiral to build on previous learning.

PSHE / Skills for Life		
Objectives and Skills		
End of EYFS	Year 1	Year 2
Self-confidence and self-awareness	Living in the wider world	Living in the wider world
<p>40-60 months:</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions • Can describe self in positive terms and talk about abilities <p>Early learning goal:</p> <ul style="list-style-type: none"> • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help 	<ul style="list-style-type: none"> • To help construct and agree to follow group, class and school rules • Understand the differences between earning, spending and saving money • To explain how we can contribute to our school environment 	<ul style="list-style-type: none"> • Understand and explain how our group, class and school rules support a respectful and responsible learning environment • Identify the choices about spending or saving money and what might influence this • Identify how our values have a positive impact on our school community
Managing feelings and behaviour	Health and well being	Health and well being
<p>40 – 60 months:</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them • Aware of the boundaries set, and of behavioural expectations in the setting • Beginning to be able to negotiate and solve problems without aggression, e.g when someone has taken their toy 	<ul style="list-style-type: none"> • Talk about and explain what keeps our bodies healthy • Recognising what we are good at and using our strengths to cope with challenges • Name the main parts of the body and describe the differences and similarities between boys and girls 	<ul style="list-style-type: none"> • Identify what healthy choices are and the positive effects • Using our confidence to become more independent and learning how to manage difficult situations • Name the main parts of the body and identify the differences and similarities between boys and girls

<p>Early learning goal:</p> <ul style="list-style-type: none"> • Children talk about how they and others show their feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> • Discuss rules for staying physically and emotionally safe and who to go to if they feel unsafe 	<ul style="list-style-type: none"> • What is meant by privacy, their right to keep things private and the importance of respecting others' privacy
<p>Making relationships</p>	<p>Relationships</p>	<p>Relationships</p>
<p>40 – 60 months:</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say • Explains own knowledge and understanding, and asks appropriate questions of others • Takes steps to resolve conflicts with other children, e.g. finding a compromise <p>Early learning goals:</p> <ul style="list-style-type: none"> • Children play co operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> • To recognise that their behaviour can affect other people • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • To identify and respect the differences and similarities between people 	<ul style="list-style-type: none"> • To listen to other people and play and work co operatively • To recognise different types of teasing and bullying, who to go to and how to get help • To explain the importance of respect for differences and similarities between people