

Carlisle Infant School

P.S.E.D./P.S.H.E.: EYFS Development Matters and KS1 National Curriculum Progression Grid

	Autumn Term	Spring Term	Summer Term
Reception	Progression – Objectives/Skills:	Progression – Objectives/Skills:	Progression – Objectives/Skills:
	<p>Being Me in My World</p> <ul style="list-style-type: none"> understand how it feels to belong and that we are similar and different start to recognise and manage feelings enjoy working with others to make school a good place to be understand why it is good to be kind and use gentle hands start to understand children's rights - we should all be allowed to learn and play learn what being responsible means <p>Celebrating Difference</p> <ul style="list-style-type: none"> identify something they are good at and understand everyone is good at different things understand that being different makes us all special know we are all different but the same in some ways explain why children think their homes are special can tell you how to be a kind friend know which words to use to stand up for oneself when someone says or does something unkind 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> understand that through perseverance, children can tackle challenges discuss times where children were determined to achieve goals can set goals and work towards it can use kind words to encourage people understand the link between what is learnt now and the job that one might like to do when older explain feelings when achieving a goal and know what it means to feel proud <p>Healthy Me</p> <ul style="list-style-type: none"> understand the need for exercise to keep the body healthy understand how moving and resting are good for the body know which foods are healthy and not so healthy and can make healthy eating choices know how to help oneself go to sleep and understand why sleep is good for the body/mind wash hands thoroughly and understand why this is important especially before eating and after going to the toilet know what a stranger is and how to stay safe if a stranger approaches 	<p>Relationships</p> <ul style="list-style-type: none"> identify some of the jobs done with the family and feeling sense of belonging know how to make friends to stop from feeling lonely think of ways to solve problems and stay friends start to understand the impact of unkind words use 'Calm Me' time to manage feelings know how to be a good friend <p>Changing Me</p> <ul style="list-style-type: none"> name parts of the body (public parts) explain some things one can do and foods one can eat to be healthy understand that we all grow from babies to adults express feelings about moving to the following year group discuss worries and/or the things that one looks forward to about being in Year 1 share memories of the best bits of this year in Reception
	Vital Vocabulary: Myself, Feelings, Being gentle, Rights, Responsibilities Talents, Families, Home, Friends, Standing up for myself	Vital Vocabulary: Challenges, Perseverance, Jobs, Help Exercise, Healthy food, Physical activity, Sleep, Clean	Vital Vocabulary: Family life, Friendship, Falling out Bodies, Respecting my body, Fun, Fears, Growth

Year 1 Progression

	Autumn Term	Spring Term	Summer Term
	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> • can feel special and safe in class • understand the rights and responsibilities as a member of a class • know that one 'belongs' in their class • understand the rights and responsibilities for being a member of their class • know how to make the class a safe place for everybody to learn • know the views are valued and can contribute to the Learning Charter • recognise how it feels to be proud of an achievement • recognise choices and understand the consequences • recognise the range of feelings when faced with certain consequences <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> • can identify similarities between people in the class • describe ways in which one is the same as friends • can identify differences between people in the class • describe ways in which one is different to friends • describe what bullying is • understands how being bullied might feel • knows people who one could talk to if they feel unhappy or are being bullied • can be kind to children who are bullied • know how to make new friends • know how it feels to make a new friend • understand differences make us all special and unique 	<p><u>Dreams & Goals</u></p> <ul style="list-style-type: none"> • can set simple goals • discuss a thing that is done well • can set a goal and work out how to achieve it • can discuss you how one learns best • understands how to work well with a partner • celebrates achievements with partners • can tackle a new challenge and understand this might stretch learning • can identify feelings when faced with a new challenge • can identify obstacles which make it more difficult to achieve new challenges and can work out how to overcome them • know feeling when faced with obstacles and how it feels when they are overcome <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> • understand the difference between being healthy and unhealthy, and know some ways to keep healthy • feel good about oneself when healthy choices are made • know how to make healthy lifestyle choices • know how to keep clean and healthy, and understand how germs cause disease/illness • know that all household products including medicines can be harmful if not used properly • understand that medicines can help humans if they feel poorly and know how to use them safely • know some ways to help oneself when feeling poorly • know how to keep safe when crossing the road, and about people who can help people to stay safe • recognise when feeling frightened and know who to ask for help • explain why bodies are amazing and can identify some ways to keep it safe and healthy • recognise how being healthy helps people to feel happy 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> • can identify the members of my family and understand that there are lots of different types of families • know how it feels to belong to a family and care about the people who are important • identify what being a good friend means • know how to make a new friend • know appropriate ways of physical contact to greet friends and know personal preferences • recognise which forms of physical contact are acceptable and unacceptable • know who can help in the school community • know when help is needed and know how to ask for it <p><u>Changing Me</u></p> <ul style="list-style-type: none"> • start to understand the life cycles of animals and humans • understand that changes happen as humans grow and recognise that this is OK • explain some things about oneself that has changed and some things about oneself that has stayed the same • know that changes are OK and that sometimes they will happen whether we want them to or not • explain how the body has changed since being a baby • understand that growing up is natural and that everybody grows at different rates • can identify the parts of the body that make boys different to girls and can use the correct names for these: <i>penis, testicles, vagina, vulva, anus</i> • respect own bodies and understand which parts are 'private' • understand changes occur every time we learn • find enjoyment in learning new things • discuss changes that have happened in own lives • know some ways to cope with changes
	<p>Vital Vocabulary:</p> <p>Special, safe, community, consequences, rewards</p> <p>Similarities, differences, bullying, celebrating</p>	<p>Vital Vocabulary:</p> <p>Success, achievement, learning styles, overcoming obstacles</p> <p>Medicine, medication, road safety</p>	<p>Vital Vocabulary:</p> <p>Belonging, physical contact, preferences, celebrations</p> <p>Life cycles (animal/human), male, female, changes, penis, testicles, vagina, vulva, anus</p>

Year 2 Progression	Autumn Term	Spring Term	Summer Term
	<p>Being Me in My World</p> <ul style="list-style-type: none"> • can identify hopes and fears for the year • recognises when one feels worried and know who to ask for help • understands the rights and responsibilities for being a member of the class and school • can help to make the class a safe and fair place • can listen to other people and contribute own ideas about rewards and consequences • understands how following the Learning Charter will help self and others learn • can work cooperatively • can recognise the choices one makes and understands consequences • chooses to follow the Learning Charter <p>Celebrating Difference</p> <ul style="list-style-type: none"> • start to understand that sometimes people make assumptions about boys and girls (stereotypes) • understand some ways in which boys and girls are similar and feel good about this • understand some ways in which boys and girls are different and accept that this is OK • understand that bullying is sometimes about difference • explain how someone who is bullied feels • be kind to children who are bullied • recognise what is right and wrong • and know how to look after oneself • know when and how to stand up for self and others • know how to get help if oneself is being bullied • understand that it is OK to be different from other people and to be friends with them • understand others shouldn't be judged for being different. • know how it feels to be a friend and have a friend • can explain some differences between oneself and friends • understand differences make us all special and unique 	<p>Dreams & Goals</p> <ul style="list-style-type: none"> • can choose a realistic goal and think about how to achieve it • explains things that have been achieved and explain associated feelings • perseveres even when things get difficult • can explain strengths as a learner • recognise who one works well with and who it is more difficult to work with • can tell you how working with other people helps people learn • can work well in a group to solve problems • explain feelings about working in a group • knows how to share success with other people • explains how being part of a successful group feels and can store these feelings in an internal treasure chest <p>Healthy Me</p> <ul style="list-style-type: none"> • identify what is needed to keep bodies healthy • motivated to make healthy lifestyle choices • can show or explain what being relaxed means • know some things that makes people feel relaxed and some that make them feel stressed • explain when a feeling is weak and when a feeling is strong • understand how medicines work in the body and how important it is to use them safely • feel positive about caring for the body and keeping it healthy • can sort foods into the correct food groups and know which foods the human body needs every day to keep healthy • have healthy relationships with food and identify popular foods • can make some healthy snacks and explain why they are good for the body • express how it feels to share healthy food with friends 	<p>Relationships</p> <ul style="list-style-type: none"> • identify the different members of own family and understand own relationship with each of them • recognise the importance to share and cooperate • accept that everyone's family is different and understand that most people value their family • understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • know which types of physical contact people like and don't like and can talk about this • identify things that cause conflict with friends • demonstrate how to resolve conflicts with friends • understand that sometimes it is good to keep a secret and sometimes it is not • know how it feels to be asked to keep a secret that one does not want to keep and know who to talk to about this • recognise and appreciate people who can help in a family, at school and in the community • understand how it feels to trust someone • express appreciation for the people in special relationships • be comfortable accepting appreciation from others <p>Changing Me</p> <ul style="list-style-type: none"> • recognises cycles of life in nature and understand there are some changes that are outside of own control and can recognise how one feels about this • can discuss the natural process of growing from young to old and understand that this is not within own control • can identify respected older people • can recognise how own body has changed since being a baby and where one is on the continuum from young to old • feel pride about becoming more independent • recognise the physical differences between boys and girls, use the correct names for parts of the body (<i>penis, anus, testicles, vagina, vulva</i>) and appreciate that some parts of the body are private • can express feelings about likes/dislikes about being a boy/girl • understand there are different types of touch and can express which are liked and disliked • can identify what children are looking forward to when they move to their next class • can start to think about changes they will make when in Year 3 and know how to go about this

Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
Hope, fear, fair, valuing, contributions, choices Assumptions, stereotypes, gender, gender diversity	Realistic, strengths, cooperation, contributing Relaxation, nutrition, lifestyle	Boundaries, secrets, trust, appreciation Life cycles (plants), young, old, independence, penis, anus, testicles, vagina, vulva