

Goose Green PSHE Progression

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feelings	<p>Expresses a wide range of feelings</p> <p>Feels overwhelmed by intense emotions</p> <p>Becoming able to think about their feelings and help manage their emotions</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object</p> <p>Responds to the feelings of others, showing concern and offering comfort</p> <p>Recognises that some actions can hurt or harm others and begins to stop themselves from doing something they should not do</p> <p>Participates more</p>	<p>Understands their own and other people's feelings, offering empathy and comfort</p> <p>Talks about their own and others' feelings and behaviour and their consequences</p> <p>Attempts to repair a relationship or situation where they have caused upset and understand how their actions impact other people</p> <p>Manages their feelings and tolerates situations in which their wishes cannot be met</p> <p>Seeks support, "emotional refuelling" and practical help</p> <p>Is aware of</p>	<p>Recognise what makes them feel good and bad</p> <p>Knows the names of feelings and emotions</p> <p>Knows when they feel worried, scared or uneasy</p> <p>Understands that all feelings are ok but not all behaviours are</p> <p>Knows what they are good at</p> <p>Is aware and considers the consequences of their words and actions on others</p>	<p>Recognises what excitement is and how to manage it</p> <p>Recognises feelings of disappointment and how to manage it</p> <p>Recognises feelings of loss and how to manage it</p> <p>Manages a range of feelings when working towards a goal</p> <p>Recognises other people's feelings</p> <p>Knows who to talk to if they have worries or concerns</p>	<p>Recognises a wide range of feelings in themselves and others</p> <p>Knows what being confident means (what it looks and feels like)</p> <p>Understands how to manage feelings of not being as good as others</p> <p>Understands what anger is and how we can manage it</p> <p>Recognises hidden feelings and how these can build up</p>	<p>Recognises the difference between feelings and moods</p> <p>Develop strategies for coping with bad moods</p> <p>Understands loss and separation</p> <p>Knows that people are different in the way they see things, do things and what they are good at</p> <p>Recognise good qualities about themselves and values who they are</p> <p>Able to identify who can help them with difficult feelings</p>	<p>Develop a vocabulary for very strong feelings and know that having strong feelings might make people act in ways they normally would not</p> <p>Knows that different people may feel differently and react in different ways to the same situation</p> <p>Knows why people set goals and the feelings associated with working towards a goal</p> <p>Knows the skills and strategies that I can use to overcome difficulties and achieve goals</p> <p>Identifies feelings associated with achieving goals</p>	<p>Knows what conflicting feelings are and strategies that they can use to deal with these</p> <p>Understands that people can be responsible for their own emotional states</p> <p>Knows strategies how to deal with conflicts as they arise</p> <p>Identifies what it feels like to be excluded and know strategies they can use to stop people from being excluded</p> <p>Knows who they can turn to for help</p> <p>Recognises that reaching positive solutions involves negotiations and compromise</p>

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	<p>in collective cooperation and understanding of some boundaries grows</p> <p>Exhibits increased fearfulness of things</p> <p>Talks about how others might be feeling and responds to others needs and wants</p> <p>Recognise the impact of their choices and behaviours/</p> <p>Understands that expectations vary depending on social situations and becomes more able to adapt their behaviour</p>	<p>behavioural expectations</p> <p>Seeks ways to manage conflict, ex. sharing, negotiation and compromise</p> <p>Show an understanding of their feelings and those of others, and begin to regulate</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p>					Understands how to set goals and write a long term plan	
Safety			<p>Knows who they are and where they live</p> <p>Knows safety rules to stop getting lost and develops</p>	<p>Recognises the difference between feeling safe and unsafe</p> <p>Recognise that they have a responsibility to</p>	<p>Knows what risk means and how to assess risk</p> <p>Recognises ways of minimising risks</p>	<p>Recognises people, places and things that can be unsafe</p> <p>Recognises the dangers associated with road use</p>	<p>Identifies a wide range of potential dangers in the local community</p> <p>Knows ways to keep physically and emotionally safe</p>	<p>Differentiates between risks, dangers and hazards</p> <p>Identify the risks, dangers and hazards</p>

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			<p>strategies if they get lost</p> <p>Knows how to protect themselves when they are out and who is a safe person</p> <p>Knows how to stay safe at home</p> <p>Knows how to stay safe when they are outdoors</p> <p>Know strategies to stay safe</p>	<p>keep themselves and others safe</p> <p>Recognises feelings of uncertainty and fear and finds a trusting person to help</p> <p>Knows about the potential dangers of fire and keeping themselves safe around fire</p> <p>Knows about how to stay safe outside</p> <p>Knows the difference between secrets and surprises</p>	<p>Knows the dangers associated with water and how to stay safe in the water</p> <p>Assesses risks to personal safety associated with the places they visit</p> <p>Knows ways of minimising risks associated with cycling/scooting</p> <p>Knows how our actions can affect our safety and others</p>	<p>Knows the skills for crossing the road safely</p> <p>Knows the dangers associated with water and how to stay safe in the water</p> <p>Knows the dangers associated with fire and how to stay safe</p> <p>To know who to ask to help us stay safe</p>	<p>Recognises there is a critical moment when a potentially unsafe accident turns into a real unsafe accident</p> <p>Knows how to manage a critical moment, when a potentially unsafe accident turns into a real unsafe accident</p> <p>Know who to ask for help</p> <p>Offers advice on how to deal with certain unsafe situations</p>	<p>associated with mobile phones</p> <p>Look at strategies to deal with dangers, risks and hazards associated with mobile phones</p> <p>Identifies the dangers, risks and hazards associated with the local community</p> <p>Looks at the strategies to deal with dangers, risks and hazards associated with the local community</p> <p>Knows there is nothing that they should be afraid to ask about how to get help</p>
Healthy living, medicines and drugs			<p>Understands how healthy people look and feel</p> <p>Understands what might make up a healthy day – including physical</p>	<p>Knows what a balanced diet is and its importance in health and vitality levels</p> <p>Knows that food, hygiene, positive</p>	<p>Knows why we need to eat, what the food groups are and how to judge a balanced diet</p> <p>Knows about keeping healthy</p>	<p>Knows what the digestive system is</p> <p>Knows about teeth and teeth health</p>	<p>Knows about germs and viruses, and how to reduce their spread</p> <p>Knows how to reduce the spread</p>	<p>Understands what food does inside of people</p> <p>Assesses prior knowledge and decide what they now need to know to stay</p>

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			<p>and emotional health</p> <p>Knows how to be healthy in the sun</p> <p>Know why people might need medicine and the different types of medicines</p> <p>Knows who should give medicines to people</p> <p>Knows that medicines can be dangerous</p>	<p>feelings, rest and exercise contribute to health and can make choices to improve our health</p> <p>Is aware of what is safe and unsafe to go into their body</p> <p>Knows how medicines can get into their body including injections</p> <p>Knows where medicines go once they are inside their body</p> <p>Knows who a safe person to give an injection</p>	<p>including emotional health</p> <p>Knows about the effects of exercise on the body</p> <p>Knows how bacteria and viruses are spread</p> <p>Knows the role of the doctor in accurately diagnosing an illness</p> <p>Knows about prescription medicines and where they come from</p>	<p>Begins to understand why some people choose to smoke</p> <p>Knows the facts about smoking and its effect on the body</p> <p>Learns more about how smoking affects people</p> <p>Shows their understanding of smoking and its effects</p>	<p>of bacteria and viruses</p> <p>Identifies different categories of drugs, including drugs that are medicines, illegal drugs and socially acceptable drugs</p> <p>Is aware of how to keep safe around all types of drugs</p> <p>Understands the effects of alcohol on the body and risks to health</p> <p>Knows the facts about alcohol; its effects on the body and risks to health</p>	<p>healthy, where to find the information</p> <p>Understand that developing a healthy lifestyle sets the bar for later health and develop goals to improve and sustain my health</p> <p>Understands what dependency and addiction are</p> <p>Knows about long and short-term harm</p> <p>Understands how to weigh up the risks of different decisions in a given situation</p>
Citizenship	<p>Is becoming more aware of the similarities and differences between themselves and others</p> <p>Enjoys a sense of belonging through being</p>	<p>Recognise that they belong to different communities and social groups and communicates about their own community</p> <p>Is more aware of their relationships</p>	<p>Identifies and learns some basic human and animal needs</p> <p>Shows an awareness of the responsibility needed to care for a pet</p>	<p>Knows what a community is and can talk about how they belong in their class/school community</p> <p>Recognise the wider</p>	<p>Knows that human development can affect the environment</p> <p>Understands how damage to the environment can be repaired</p>	<p>Understands how and why people seek to manage the environment</p> <p>Knows that animals become endangered and extinct due to hunting and the</p>	<p>Knows the difference between needs and wants and basic human needs</p> <p>Know about basic human rights and rights for children</p>	<p>Considers global issues such as distribution of wealth, greed and fairness and the work of the Fair Trade foundation</p> <p>Understands how values underpin actions and that</p>

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	involved in daily tasks	with particular social groups and sensitive to prejudice and discrimination	<p>Describes the needs of some wild animals and how they can be met</p> <p>Shows how caring for pets and wild animals is different</p> <p>Shares ideas about what they think about the destruction of wild animal habitats</p> <p>Understands how living things are dependent on each other</p>	<p>communities they belong to</p> <p>Knows how individuals can have a positive impact on their community</p> <p>Knows that local councillors are elected to speak for their community</p> <p>Is aware of the skills needed to work together using the school's decision-making process to make a positive impact</p>	<p>Recognise the ecology of the school environment and know who looks after it</p> <p>Knows about the importance of listening to others' views, consulting and compromise</p> <p>Understands that people can work together to help the environment</p> <p>Knows that there are laws and treaties to protect the environment</p>	<p>moral issues around this</p> <p>Knows about the long and short-term consequences relating to habitat loss</p> <p>Knows about humans that work to protect animals and their habitats</p> <p>Understand that species are interconnected</p> <p>Is aware of the current environmental issues and how the decision process for action may go</p>	<p>Understands basic human rights and rights for children and responsibilities</p> <p>Empathises with the experiences of others</p> <p>Is aware of the work of organisations that campaign for human rights</p> <p>Knows about the law on animals and the human responsibility to uphold animal rights</p>	<p>different people hold different values</p> <p>Takes account of human rights in making decisions about moral issues</p> <p>Understand how the media present information about moral issues</p> <p>Understands some of the challenges to achieving cooperation</p> <p>Knows how laws are made in a democracy, about parliament and the role of MPs</p>
Relationships	<p>Builds relationships with special people and may show uncertainty around strangers</p> <p>Is becoming more able to separate from their close carers and</p>	Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others	<p>Knows that there are feelings that we all share</p> <p>Understands that people are alike in many ways but being unique is amazing</p>	<p>Recognise network of special people and understand that it might be different to other people's networks</p> <p>Knows that there are different types of family</p>	<p>Knows about extended relationship networks, how they change and how to manage feelings regarding this</p> <p>Understands what it means to care</p>	<p>Recognise what bullying is and why people bully</p> <p>Recognise stereotypes around bullying</p> <p>Knows how bullying makes people feel and</p>	<p>Recognise the qualities of a good friend in real life and online</p> <p>Knows different strategies to cope and deal with peer pressure</p>	<p>Recognise differences in family values</p> <p>Knows that being a parent or carer brings responsibilities</p> <p>Understands how body language</p>

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	<p>explore new situations</p> <p>Shows some understanding that other people have different perspectives and needs</p> <p>Shows empathy and concern for people</p> <p>Is beginning to be able to cooperate in favourable situations</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Uses their experiences of adult behaviours</p>	<p>Develops particular friendships with other children, which helps them to understand different points of view and to challenge their own and others' thinking</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p>Returns to the secure base of a familiar adult to</p>	<p>Knows that being 'different' is not an excuse for bullying</p> <p>Recognises the feelings people have when they are left out and can begin to manage these</p> <p>Understands the value of being a good friend and knows what a good friend 'looks' like in real life and online</p> <p>Knows how to get help when 'being a good friend' isn't so easy</p>	<p>and can say how their family is special</p> <p>Recognises their network of friends and is aware of the skills for making friends</p> <p>Understand that friends do not have to like or do everything their friends do to be friends in real life and online</p> <p>Understand that different strategies may be needed to repair friendships after an argument with friends</p> <p>Recognises how others are feeling and helps others feel valued</p>	<p>of people in their networks</p> <p>Knows that some people may need special care and how they can help</p> <p>Knows how to make new people feel welcome in our network and make friends</p> <p>Understands how to see something from someone else's point of view and begin to repair relationships</p> <p>Know that everyone has a positive contribution to add to their networks and how it feels to belong to a group</p> <p>Is aware that healthy friendships should make them feel good, both in real life and in online</p>	<p>how to deal with bullying behaviour</p> <p>Understand that there is no acceptable reason for bullying</p> <p>Knows how to positively deal with fears and distress surrounding bullying</p> <p>Recognises dilemmas faced with witnessing bullying and how to be empathic when making choices</p> <p>Recognises a critical moment and minimises the risk of bullying in real life and online</p>	<p>Is aware of another's point of view</p> <p>Knows the model for conflict resolution</p> <p>Understands how to resolve conflict by focusing on the problem and not the person</p> <p>Recognises that their tone can impact how conflict is resolved</p>	<p>can show our feelings</p> <p>Understands that what we do can affect other people's feelings</p> <p>Understand that attraction is more than just being a friend</p> <p>Understanding that behaviour of a friend or more than a friend should make them feel good, in real life and online.</p> <p>Knows that tensions arise in different networks and how to resolve these positively</p>

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	<p>to guide their social relationships and interactions</p> <p>Shows increasing consideration of other people's needs and more impulse control</p> <p>Practices skills of assertion, negotiation and compromise and looks to an adult for help</p> <p>Enjoys playing alone, alongside and with others, inviting others to play</p>	<p>recharge and gain emotional support and practical help in difficult situations</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs</p> <p>Some children may have had to make many different relationships in their lives. This may have impacted on their understanding of what makes a consistent and stable relationship</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and</p>						

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		others' needs						
Growing up	<p>Knows their name, their preferences and interests and is becoming aware of their unique abilities</p> <p>Is developing an understanding of and interest in differences of gender, ethnicity and ability</p> <p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</p> <p>Is gradually learning that actions have</p>	<p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group</p> <p>Can describe their competencies, what they can do well and are getting better at; describing</p>	<p>Knows which groups they belong to</p> <p>Knows that they belong to a family group</p> <p>Knows that all people have memories about being younger</p> <p>Understands that humans produce babies and that babies cannot do as much as children</p> <p>Knows what babies need to help them grow</p> <p>Understands that humans learn as they grow and it takes effort and perseverance to learn new things</p>	<p>Knows that as they grow they become more independent and do more for themselves, they also need people to help them with new skills</p> <p>Knows how their needs change as we grow</p> <p>Knows about being safe and taking responsibility for looking after themselves as they grow</p> <p>Know the names of the external parts of the body</p> <p>Recognises that as they grow they face changes</p> <p>Knows who to turn to for support</p>	<p>Recognises ways in which they have changed in the last year</p> <p>Knows that they grow year by year and how their capabilities change</p> <p>Know that they have physical and emotional changes and how to manage these</p> <p>Begins to understand the range of variation in humans at birth</p> <p>Knows that we all develop at different rates and at different times</p> <p>Recognises that as they grow they will face changes and challenges</p>	<p>Understands how humans reproduce</p> <p>Recognises the stages in which they need to become responsible as they grow e.g. money</p> <p>Recognises and challenges stereotyping of age, risk and pressure to behave in certain ways</p> <p>Reflecting on what they want to be like when they grow up</p> <p>Recognise that as they grow they will face changes</p> <p>Knows about current environmental issues and understands the decision process for action</p>	<p>Understands human reproduction is an adult activity</p> <p>Knows how babies are born and what they need to survive</p> <p>Knows about the physical and emotional changes at puberty for boys and girls that occur at different times</p> <p>Knows how to manage changes at puberty including asking for help and finding out more</p> <p>Knows that they have autonomy over my body and the right to protect it</p> <p>Recognises that as they grow they will face changes</p>	<p>Know about the physical and emotional changes at puberty for boys and girls and that occur at different times</p> <p>Understand what physical changes will occur in puberty including menstruation and wet dreams</p> <p>Understands the process of reproduction in humans</p> <p>Knows how the media may affect body image</p> <p>Recognises that as they grow they will face changes</p> <p>Know who to go to for help</p>

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	<p>consequences but not always the consequences the child hopes for</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways identifying themselves in relation to social groups and to their peers</p> <p>Is sensitive to others' messages of appreciation or criticism</p> <p>Is aware of being evaluated by others and begins to develop ideas about themselves according to the messages they hear from others</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking</p>	<p>themselves in positive but realistic terms</p>						

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	risks and trying new things or new social situations and being able to express their needs and ask adults for help							