

Leamington Community Primary School

Progression of Skills – PSHE (Jigsaw)

Early Years Development Matters:

<u>PSED</u>	Birth – 20 months	16 - 24 months	22 – 36 months	30 – 50 months	40 – 60+ months
Self Confidence and Self Awareness	Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. Enjoys finding own nose, eyes or tummy as part of naming games. Learns that own voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. Engages other person to help achieve a goal, e.g. to get an object out of reach.	Explores new toys and environments, but ‘checks in’ regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says “no” to adult.	Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.	Children can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. ELG 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.
Managing Feelings and Behaviour	Is comforted by touch and people’s faces and voices. Seeks physical and emotional comfort by snuggling in to trusted adults. Calms from being upset when held, rocked, spoken or sung to with soothing voice. Shows a range of emotions, such as pleasure, fear and excitement. Reacts emotionally to other people’s emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying. Uses familiar adult to share feelings, such as excitement	s aware of others’ feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, and some things belong to other people.	Seeks comfort from familiar adults when needed. Can express their own feelings, such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing	Children are aware of own feelings, and knows that some actions and words can hurt others’ feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.	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. ELG Children talk about how they and others show feelings, talk about their own and others’

	<p>or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. Growing ability to soothe themselves, and may like to use a comfort object. Cooperates with caregiving experiences, e.g. dressing. Beginning to understand 'yes', 'no' and some boundaries.</p>		<p>something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>		<p>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.</p>
<p>Making Relationships</p>	<p>Enjoys the company of others and seeks contact with others from birth. Gazes at faces and copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes. Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. Responds to what carer is paying attention to, e.g. following their gaze. Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. Seeks to gain attention in a variety of ways, drawing others into social interaction. Builds relationships with special people. Is wary of unfamiliar people. Interacts with others and explores new situations when supported by familiar person. Shows interest in the activities of others and responds differently to children and</p>	<p>Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p>	<p>Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p>	<p>Children can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>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> <p>ELG 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.</p>

	adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.				
Physical Development Health and Self-Care	Responds to and thrives on warm, sensitive physical contact and care. Expresses discomfort, hunger or thirst. Anticipates food routines with interest. Opens mouth for spoon. Holds own bottle or cup. Grasps finger foods and brings them to mouth. Attempts to use spoon: can guide towards mouth but food often falls off. Can actively cooperate with nappy changing (lies still, helps hold legs up). Starts to communicate urination, bowel movement.	Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes. Holds cup with both hands and drinks without much spilling. Clearly communicates wet or soiled nappy or pants. Shows some awareness of bladder and bowel urges. Shows awareness of what a potty or toilet is used for. Shows a desire to help with dressing/undressing and hygiene routines.	Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.	Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practises some appropriate safety measures without direct supervision.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Celebrating Difference	I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.	I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her.	I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.	I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are.	I can explain the differences between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.
Dreams and Goals	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.	I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of	I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store	I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.	I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.

		this group.	my feelings of success in my internal treasure chest.			
Healthy Me	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.	I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body	I can evaluate when alcohol is being used responsibly, antisocially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this.
Relationships	I can tell you why I appreciate someone who is special to me and express how I feel about them.	I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this.	I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.	I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
Changing Me	I can identify the parts of the body that make boys different to girls and can use the correct names for these. I respect my body and understand which parts are private.	I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/ girl.	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.	I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.	I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby.