

EYFS skills:

<u>Birth to 3</u>	<u>3-4 year olds</u>	<u>Children in reception</u>
<p><u>Building relationships</u></p> <ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person Engage with others through gestures, gaze and talk. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Develop friendships with other children. <p><u>Managing self</u></p> <ul style="list-style-type: none"> Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Thrive as they develop self- assurance. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. <p><u>Self-regulation</u></p> <ul style="list-style-type: none"> Find ways of managing transitions, for example from their parent to their key person. Feel strong enough to express a range of emotions. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. <p><u>Expressive art and design</u></p>	<p><u>Building relationships</u></p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. <p><u>Managing self</u></p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting. Develop appropriate ways of being assertive <p><u>Self-regulation</u></p> <ul style="list-style-type: none"> Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. <p><u>Physical development</u></p> <ul style="list-style-type: none"> Make healthy choices about food, drink, activity and tooth brushing <p><u>Expressive art and design</u></p> <ul style="list-style-type: none"> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Show different emotions in their drawings – happiness, sadness, fear etc. <p><u>Understanding of the World</u></p> <ul style="list-style-type: none"> Show interest in different occupations. Begin to make sense of their own life-story and family’s history Continue developing positive attitudes about the differences between people. 	<p><u>Building relationships</u></p> <ul style="list-style-type: none"> Build constructive and respectful relationships. <p><u>Managing self</u></p> <ul style="list-style-type: none"> See themselves as a valuable individual. Show resilience and perseverance in the face of challenge <p>Manage their own needs.</p> <p><u>Self-regulation</u></p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. <p>Think about the perspectives of others.</p> <p><u>Physical development</u></p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian <p><u>Understanding of the World</u></p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. Talk about members of their immediate family and community Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries

<ul style="list-style-type: none"> Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make <p>Understanding of the World</p> <ul style="list-style-type: none"> Make connections between the features of their family and other families Notice differences between people 		
---	--	--

PSHE skills (Jigsaw Curriculum)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world	I understand the rights and responsibilities as a member of my class I can recognise the choices I make and understand the consequences.	I can identify some of my hopes and fears. I understand the rights and responsibilities for being a member of my class and can listen to others whilst contributing my own ideas. I can recognise the choices I make and understand the consequences.	I can recognise positive things about myself and set personal goals. I can face challenges positively and ask for help. I understand why rules are needed and how they relate to rights and responsibilities. I understand how my actions affect others and I can see others' point of view.	I know how my attitudes and actions can impact my class team and school community. I know who is in my school community and the roles they play. I know how democracy work through the school council. I know how my actions affect others and I care about their feelings and can work with others as a group.	I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a British Citizen and as a member in my school. I can make choices about my own behaviour and know how an individual's behaviour can impact a group.	I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know there are universal rights for all children and everyone's actions can affect others locally and globally, including in my school. I can make choices about my own behaviour and know how an individual's behaviour can impact a group.
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 can explain some of the ways I worked cooperatively in my group to create the end product.	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	I know how to make a new plan and set new goals even if I have been disappointed.	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on	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.

	I know how to store the feelings of success in my internal treasure chest.	I can express how it felt to be working as part of this group.	and know how to store my feelings of success in my internal treasure chest.	I know what it means to be resilient and to have a positive attitude.	how these relate to my own.	
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.

RSE skills

	By the end of primary school:
Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed.</p>
Respectful relationships	<p>The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they're not.</p> <p>That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous).</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met.</p> <p>How information and data is shared and used online.</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>About the concept of privacy and the implications of it for both children and adults (including that its not always right to keep secrets if they relate to being safe).</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they're heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice (e.g. family, school, other sources).</p>

