



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><u>Being Me in My World</u></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><u>Celebrating Difference</u></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><u>Dreams and Goals</u></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><u>Healthy Me</u></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><u>Relationships</u></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><u>Changing Me</u></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:	Vital Vocabulary:	Vital Vocabulary:
	<p>Myself, Feelings, Being gentle, Rights, Responsibilities</p> <p>Talents, Families, Home, Friends, Standing up for myself</p>	<p>Challenges, Perseverance, Jobs, Help</p> <p>Exercise, Healthy food, Physical activity, Sleep, Clean</p>	<p>Family life, Friendship, Falling out</p> <p>Bodies, Respecting my body, Fun, Fears, Growth</p>

Autumn Term	Spring Term	Summer Term
<p>Being Me in My World</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>Celebrating Difference</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>Dreams & Goals</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>Healthy Me</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>Relationships</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>Changing Me</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>Vital Vocabulary:</p>	<p>Vital Vocabulary:</p>
<p>Special, safe, community, consequences, rewards</p> <p>Similarities, differences, bullying, celebrating</p>	<p>Success, achievement, learning styles, overcoming obstacles</p> <p>Medicine, medication, road safety</p>	<p>Belonging, physical contact, preferences, celebrations</p> <p>Life cycles (animal/human), male, female, changes, penis, testicles, vagina, vulva, anus</p>

Autumn Term

Being Me in My World

- 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

Celebrating Difference

- 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

Spring Term

Dreams & Goals

- 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

Healthy Me

- 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

Summer Term

Relationships

- 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

Changing Me

- 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 (*penis, anus, testicles, vagina, vulva*) 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