

## St Brigid's Catholic Primary School – PSED Progression through EYFS

Playing and Exploring – Engagement	Active Learning – Motivation	Creating and thinking critically - Thinking
<ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved and concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own idea (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>

## PSED Progression Map

	19-24 months	25-30 months	31-36 months	37-42 months	43-48 months	49-54 months
Self regulation	Growing sense of will and determination. Listens and responds to simple information. Becomes frustrated if unable to communicate needs.	Cooperates with familiar boundaries and routines. Listens and responds to talk when playing alongside an adult or familiar peers.	Expresses own preferences, needs and interests. Starting to recognise others' basic feelings.	Shows more awareness of the feelings of others. Can tolerate delay when needs are not met immediately and accepts that wishes may not always be met. Able to shift attention to explore a self-chosen line of enquiry.	Is able to adapt behaviour to changes in familiar routine.	Is able to take turns, accepts the needs of others and is aware of the consequences of their actions. Begins to demonstrate some purpose in mind regarding their activity and focus to achieve this.
	<b>55-60 months</b>	<b>61-66 months</b>		<b>67+ months</b>		<b>Early Learning Goal</b>
	Growing sense of intent in activity, working towards the simple goals in mind with growing persistence.	Confident to speak in a familiar group, will talk about their ideas/simple goals. Will choose the resources they need for their chosen activities and demonstrates persistence towards achieving their intended goals. Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences.		Confident to speak in front of their class, are willing to take a risk, and understands this is part of learning. Reviews their work and suggests how this could be approached differently. Demonstrates resilience looking for their own way to move forward or overcome an issue. Knows some ways to manage their feelings and are beginning to use these to maintain control of their own behaviour.		<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>

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<b>Managing self</b>	With support will engage in symbolic play. Is able to feed themselves using a utensil e.g. using spoon or fork.	Attempts to communicate toilet needs.	Is becoming independent in self-care and manages this with support.	Attempts to dress self, addressing frustrations with adult support.	Can manage self-care and dressing routines with increasing proficiency. Demonstrates a range of emotions and starting to manage these with adult support.	Selects and uses own resources, asks for help. Is dry and clean during the day and manages own basic hygiene. Becoming more aware of their own emotions and starting to develop strategies to manage these.
	<b>55-60 months</b>	<b>61-66 months</b>		<b>67+ months</b>		<b>Early Learning Goal</b>
	Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help. Is willing to try something new. Shows an awareness and understanding of the effect of what they eat on the body.	Knows the importance of good health, and a healthy diet. Talks about ways to keep healthy and safe. Is able to recognise a range of basic emotions for themselves and others and can identify appropriate reactions and responses.		Knows about and can make healthy choices in relation to healthy eating.		<ul style="list-style-type: none"> <li>➤ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>➤ Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>➤ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

	19-24 months	25-30 months	31-36 months	37-42 months	43-48 months	49-54 months
Building relationships	Parallel play present; plays contentedly near other children but not with them. Copies everyday adult activity.	Watches other children at play before joining in. Emotionally less dependent on familiar adult but still requires reassurance in unfamiliar situations.	Will approach familiar adults when upset, excited or want to play. Is able to explore or try out a new activity or experience with adult support.	Will willingly approach others to play.	Can play in a group with friends suggesting ideas. Can initiate an interaction with other children.	Has a good relationship with peers and familiar adults. Is confident to interact with others.
	55-60 months	61-66 months		67+ months		Early Learning Goal
	Confidently initiates conversations with unfamiliar adults. Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.	Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children. Takes changes of routine in their stride.		Plays group games with rules. Understands someone else's point of view can be different from their own. Resolves minor conflicts through listening to others to come up with a fair solution.		<ul style="list-style-type: none"> <li>➤ Work and play cooperatively and take turns with others.</li> <li>➤ Form positive attachments to adults and friendships with peers.</li> <li>➤ Show sensitivity to their own and to others' needs.</li> </ul>

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<b>Past and present</b>	Shows awareness of belonging to a small group	Can identify significant people in their lives and talk about this in response to stimuli. Responds to photographs or digital media showing shared events/familiar people or places.	Can remember and share recent events they have been part of. Uses technologies to share experiences with others for example discussing learning journal events	Is able to talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests.	Draws on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentists.	Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.
	<b>55-60 months</b>	<b>61-66 months</b>		<b>67+ months</b>		<b>Early Learning Goal</b>
	Talks about similarities and differences between themselves and others and among families and communities. Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community.	Talks about the lives of the immediate people around them and their roles in the wider community. Know some similarities and differences between things in the past and now, drawing on personal experiences and what has been read and shared in class from a range of sources for example fiction and non-fiction books and rhymes.		Understand that lives were different in the past drawing on information shared from different sources.		<ul style="list-style-type: none"> <li>➤ Work and play cooperatively and take turns with others.</li> <li>➤ Form positive attachments to adults and friendships with peers.</li> <li>➤ Show sensitivity to their own and to others' needs.</li> </ul>

	19-24 months	25-30 months	31-36 months	37-42 months	43-48 months	49-54 months
People, culture and communities	Actively and with increased independence explores and shows interest in immediate environments at home and in settings. Sometimes indicates recognition of familiar and unfamiliar experiences/ resources.	Through selfinitiated play experiences, using a range of familiar materials and resources, is able to communicate things of personal significance about their lives, beliefs and culture.	Can document in age appropriate ways, for example simple drawings, 'maps', models and constructions of landmarks of personal interest.	Talks about and responds to events/ experiences and interests in their lives, building on relevant vocabulary.	Based on first hand experiences, is able to respond appropriately in discussions about the immediate environment and recent explorations.	Can talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.
	55-60 months	61-66 months		67+ months		Early Learning Goal
	Are able to draw on knowledge of their immediate environment referencing points of interest through different ways. Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. Have a developing awareness of life and how it differs in other countries.	Can describe their immediate environment, explaining some similarities and differences between life in this country and life in other countries. Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country		Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect.		<ul style="list-style-type: none"> <li>➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>➤ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>

## St Brigid's Primary School – PSHE Progression Map (Years 1 -6)

Relationships						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Relationships – Journey in Love</i>	<p>To focus on families and specially growing up in a loving, secure and stable home.</p> <p>To recognise signs that I am loved in my family.</p> <p>To recognise how I am cared for and kept safe in my family.</p> <p>To celebrate ways that God loves and cares for us.</p> <p>To recognise that we are all different and unique.</p> <p>To celebrate the joy of being a special person in God's family.</p>	<p>To describe how we are growing and developing in diverse communities that are God-given.</p> <p>To recognise the joy and friendship of belonging to a diverse community.</p> <p>To describe ways of being safe in communities.</p> <p>To celebrate ways of meeting God in our communities.</p>	<p>To describe and give reasons for how we grow in love in caring and happy friends where we are secure and safe.</p> <p>To describe and give reasons how friendships make us feel happy and safe.</p> <p>To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p>To celebrate the joy and happiness of living in friendship with God and others.</p>	<p>To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p>	<p>To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives.</p>	<p>To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.</p>
<i>Families</i>	<p>To understand that families look after us. To know some words to describe how people are related (eg. aunt, cousin). To know that some information about me and my family is personal.</p>	<p>To know that families can be made up of different people. To know that families may be different to my family.</p>	<p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>		<p>To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Friendships	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.	To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	To understand what good manners are. To understand some stereotypes related to jobs	To know that trust is being able to rely on someone and it is an important part of relationships. To understand that there are similarities and differences between people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.	To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination
Change and loss		To know that there are ways we can remember people or events.		To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.		To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

## St Brigid's Primary School – PSHE Progression Map (Years 1 -6)

Health and Wellbeing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and prevention	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	To know that food and drinks with lots of sugar are bad for my teeth.	To understand ways to prevent tooth decay.	To know key facts about dental health.	To understand the risks of sun exposure.	To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	To know that sleep helps my body to repair itself, to grow and restores my energy.	To understand the balance of foods we need to keep healthy.	To know the different food groups and how much of each of them we should have to have a balanced diet.		To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health)
Mental Wellbeing	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.	To understand the importance of belonging. To understand what a problem or barrier is and that these can be overcome.	To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people.		To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.



## St Brigid's Primary School – PSHE Progression Map (Years 1 -6)

Safety and the changing body						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being safe (including online)	To know that some types of physical contact are never appropriate.  To know the PANTS rule.	To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises.  To know the rules for being safe near roads.	To understand that cyberbullying is bullying which takes place online.	To understand that there are risks to sharing things online. To know the difference between private and public.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs and alcohol	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.	To understand that other people can influence our choices.	To understand the risks associated with smoking tobacco.	To know some strategies I can use to overcome pressure from others and make my own decisions.	To understand the risks associated drinking alcohol
The changing body	To know the names of parts of my body including private parts.	To know the different life stages			To understand the physical changes to both male and female bodies as people grow from children to adults.  To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	To understand how a baby is conceived and develops.

Basic first aid	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.		To know that it is important to maintain the safety of myself and others, before giving first aid.	To know how to assess a casualty's condition.		To know how to conduct a primary survey (using DRSABC).
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## St Brigid's Primary School – PSHE Progression Map (Years 1-6)

Living in the wider world						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	To know the rules in school. To understand that people are all different.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To understand that everyone has similarities and differences.	To understand the UN Convention on the Rights of the Child. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand the role of charities in the community.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that there are a number of groups which make up the local community.	To know what happens when someone breaks the law. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	To know that education is an important human right. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.
Economic Wellbeing	To know that coins and notes have different values. To know some of the ways children may receive money. To know that it is wrong to steal money.	To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account.	To understand that there are different ways to pay for things. To understand that there are a range of jobs available. To understand that some stereotypes can exist around jobs but these should not affect people's choices.	To understand the importance of tracking money. Exploring ways to overcome stereotypes in the workplace.	To know some ways that people lose money.	

**St Brigid's Primary School – PSHE Progression Map (Years 1 -6)**

Transition						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transition	<p>Recognising own strengths</p> <p>Understanding that changes can be both positive and negative</p>	<p>Understanding that change is part of life</p> <p>Recognising ways to deal with change</p>	<p>Learning strategies to deal with change</p> <p>Understanding opportunities and responsibilities</p>	<p>Recognising own achievements</p> <p>Understanding how to set goals</p>	<p>Understanding the skills needed for roles in school</p> <p>Recognising own skills and how these can developed</p>	<p>Recognising that change can cause mixed feelings</p> <p>Understanding a greater range of strategies to deal with feelings associated with change</p>