

IVIS PSHE Skills Progression

	Nursery 2 yr olds	Nursery 3 yr olds	Reception	Year 1	Year 2
Myself & My Relationships					
Beginning & Belonging			<p>I can say what is special about me and about other people in my class.</p> <p>I can talk about how to welcome new people to my class.</p> <p>I can say how the way I behave can change how others feel.</p> <p>I can say some classroom rules and why they are important.</p> <p>I can take turns, share and listen to others.</p>	<p>Be able to take part in discussions about behaviour that helps make the classroom a safe and happy place to learn.</p> <p>Understand the agreed ground rules.</p> <p>Be able to name the other children in their class and to take part in relationship building activities.</p> <p>Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome.</p> <p>Be able to identify people in their safety circle who can help them if they are worried or need support, and know how to ask for help.</p> <p>Be able to show some simple strategies for helping other people who need support.</p>	
My Emotions			<p>I can say how I am feeling and how someone else might be feeling.</p> <p>I can say what might cause different feelings.</p> <p>I can say how I feel when things change or when I lose something.</p>		<p>Be able to describe how they are feeling, including how strong that feeling is.</p> <p>Be able to recognise feelings in others.</p> <p>Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves.</p>

			<p>I can say some ways to help myself feel better.</p> <p>I can say some ways I might help someone else feel better.</p>		<p>Know that there is a link between thoughts, feelings and behaviour.</p> <p>Begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.</p> <p>Have developed some understanding of the difference between behaviour which is impulsive and that which is thought through.</p> <p>Be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem.</p> <p>Know what it feels and looks like to be assertive.</p>
Family & Friends			<p>I can say who my special people are and why they are special.</p> <p>I can name the people in my family and say how we care for each other.</p> <p>I can say what a good friend is like.</p> <p>I can explain how I could make new friends and talk about some of my friends.</p> <p>I can say some ways of making up with friends when we fall out.</p>	<p>Be able to describe some of the qualities of friendship and to demonstrate skills in making friends.</p> <p>Have developed some strategies for coping when they have friendship problems.</p> <p>Understand that friendships change.</p> <p>Recognise some similarities and differences between them and other children, and understand that difference is positive.</p> <p>Understand that there are different family patterns.</p> <p>Be able to describe what is special about their own family and its members, and about other people they know.</p>	

			I know some things I can do if someone is unkind to me.	Know who they can talk to if they need help and how to ask for it.	
Managing Change				<p>be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements</p> <p>know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't</p> <p>identify changes that they or other children might experience in their lives, including how friendships might change</p> <p>name some emotions they or others might feel at particular times of change</p> <p>suggest some strategies they might use to cope with times of change, including approaching others for help</p> <p>know that change can be positive and something to look forward to</p>	
Anti-bullying				<p>Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</p> <p>Be starting to understand that sometimes people are bullied because they may be different in some way from others.</p> <p>Be able to describe how it feels to be bullied or see someone else being bullied.</p> <p>Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.</p> <p>Be able to demonstrate how to be kind to bullied children.</p> <p>Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.</p>	

Citizenship

Me & My World

I know who helps look after me at school and how I can look after my school and home.

I can talk about different places in my neighbourhood and what they are for.

I can talk about some of the different jobs people do in my neighbourhood and how they help others.

I can talk about being outside and some ways I can help look after the environment, including plants and animals.

Be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements.

Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't.

Identify changes that they or other children might experience in their lives.

Name some emotions they or others might feel at particular times of change.

Suggest some strategies they might use to cope with times of change, including approaching others for help.

Know that change can be positive and something to look forward to.

Diversity & Communities

I can say who belongs to my class and talk about similarities and differences between us.

I can say who is in my family and how other families are different.

I can say what is important to me and

Be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others.

Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to.

Be able to describe places in their community, how they and others might use them, and who is available to help them.

			<p>my family and how other families are different.</p> <p>I know that it is important not to be unkind to people because they are different from me.</p> <p>I know some ways people celebrate what they believe in.</p>	<p>Understand how they can help look after the school environment, and make a contribution to doing so.</p> <p>Know what animals and plants need to survive, and how they can help look after them.</p>	
Rights, Rules & Responsibilities					<p>Be able to name some adults in school who look after them and describe their responsibilities.</p> <p>Be able to describe some of the responsibilities they have in the classroom and towards family and friends.</p> <p>Be able to state classroom ground rules and explain how they have been made.</p> <p>Understand why we have classroom rules and describe what the classroom would be like without them.</p> <p>Be able to explain what is meant by voting and be able to name some people who make decisions at school.</p> <p>Share information, opinions and feelings and listen to those of others, as part of a class discussion.</p>
Working Together					<p>Be able to name some of their own strengths and skills.</p>

				<p>Be able to identify a new skill to develop.</p> <p>Understand and practise listening skills, take turns and make clear explanations.</p> <p>Understand and practise group work skills, including discussion, negotiation and co-operation.</p> <p>Be aware of how their strengths and skills can be useful in a group.</p> <p>Be able to evaluate a group work task.</p>
Healthy & Safer Lifestyles				
Drugs			<p>Have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.</p> <p>Be aware of safety rules concerning medicines and be able to name people who could help them take them safely.</p> <p>Understand that there can be alternatives to medicine use to feel better.</p> <p>Be able to recognise simple risks and suggest ways of managing given scenarios.</p>	<p>Have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.</p> <p>Be aware of safety rules concerning medicines and be able to name people who could help them take them safely.</p> <p>Understand that there can be alternatives to medicine use to feel better.</p> <p>Be able to recognise simple risks and suggest ways of managing given scenarios.</p>
Managing Risk				<p>Be able to name a risky situation and suggest ways of reducing risk.</p> <p>Be able to name some emotions people might feel in a risky situation.</p>

				<p>Be able to say their full name and address and know when this might be useful.</p> <p>Be able to suggest some people who might help them in a risky situation.</p> <p>Understand what is meant by an emergency and know ways they and others might help in one.</p>
Personal Safety			<p>be able to identify different feelings and tell others how they feel</p> <p>be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe</p> <p>know who they could talk with if they have a worry or need to ask for help</p> <p>be able to identify private parts of the body and say 'no' to unwanted touch</p> <p>know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online.</p>	
Safety Context			<p>I can say the names of trusted adults who are in my Safety Circle, and when and how to tell them.</p> <p>I can talk about places in school and its grounds, where I feel safe or unsafe.</p> <p>I can explain how to use my safety eyes</p>	<p>Recognise dangers that traffic poses to them as car passengers and pedestrians.</p> <p>Be able to identify safe places to cross in the local area.</p> <p>Know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun.</p> <p>Be able to explain a simple strategy for action if they are lost.</p>

			<p>and ears and what to do if I am lost.</p> <p>I know the difference between 'yes' and 'no' touches.</p> <p>I know some road safety rules.</p> <p>I know what goes on to and in to my body, including how to keep safer with medicines.</p>		<p>Be able to explain simple precautions to take when using playgrounds.</p> <p>Understand ways of preventing common accidents in school or on the school playground.</p>
Healthy Life Styles			<p>I know some of the things my body needs to stay healthy.</p> <p>I can talk about foods I like and dislike.</p> <p>I know why different foods and drink are important for my body.</p> <p>I know what exercise is and why it is good for me.</p> <p>I can make some choices which keep me healthy</p>	<p>Be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.</p> <p>Be able to explain why healthy eating and physical activity are both important.</p> <p>Know the difference between being active and inactive and know how to maintain health.</p> <p>Be able to say what changes physical and emotionally when they are active.</p> <p>Be able to talk about food likes and dislikes and give reasons.</p> <p>Understand that food can be divided into different groups and know that for good health we need a balanced diet.</p>	
Relationship Education			<p>I can say what my body looks like and some things it can do.</p> <p>I can describe some similarities and</p>	<p>be able to recognise names for the main external parts of the body</p> <p>be able to name the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults</p>	<p>be able to describe what their bodies can do and understand how amazing their body is</p> <p>show some understanding that their body belongs to them</p> <p>be able to describe some basic personal hygiene routines and</p>

			<p>differences between people's bodies.</p> <p>I can say how my body has changed since I was a baby.</p> <p>I know some ways I and my trusted adults look after me and my body and keep it clean.</p> <p>I can say how growing up makes me feel.</p>	<p>be able to describe what their bodies can do and understand how amazing their body is</p>	<p>understand how these can prevent the spread of disease.</p>
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Economic Well-Being

Financial Capacity			<p>I know what money is, can explain why we need it and why we might save it.</p>		<p>Understand that we can receive and spend money in many ways.</p> <p>Know how to save and look after their money and why we might do so.</p> <p>Begin to understand the difference between wants and needs and the need for informed choices.</p> <p>Begin to understand family spending and the impact of choices.</p> <p>Begin to understand and manage some of the changing feelings associated with money.</p> <p>Have a simple understanding of what charities might do and why we have them.</p>
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