

# PSHRE - Curriculum Progression

## EYFS

### LEARNING PROGRESSION

### Health and Wellbeing

Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. (0-3)

Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". (0-3)

Be increasingly able to talk about and manage their emotions.(0-3)

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.(3-4)

See themselves as a valuable individual. (R)

Show resilience and perseverance in the face of challenge.(R)

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG)

Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.(0-3)

Find ways of managing transitions, for example from their parent to their key person.(0-3)  
Thrive as they develop self-assurance.(0-3)

Express their feelings and consider the feelings of others.(R)

Identify and moderate their own feelings socially and emotionally. (R)

Manage their own needs.(R)

Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices. (ELG)

Safely explore emotions beyond their normal range through play and stories.(0-3)

Explain the reasons for rules, know right from wrong and try to behave accordingly. (ELG)

# EYFS - PSHRE

Health and Wellbeing			
	Physical Health and Wellbeing	Growing and Changing	Keeping Safe
Development Matters Stage	2-3 3-4 Nursery 4-5 Reception	2-3 3-4 Nursery 4-5 Reception	2-3 3-4 Nursery 4-5 Reception
Vocabulary introduced/ embedded	exercise, healthy food, physical activity, sleep, clean bodies, rest rest, hungry, likes, dislikes, exercise, enjoy, body, rules, right, wrong, feelings words., emotion, safe, challenge, grow, change		
I know that/ how to...	<p>How to find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>How to Establish their sense of self. (2-3)</p> <p>How to talk about my feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". (2-3)</p> <p>How to talk about and manage my emotions.(0-3)</p> <p>How to talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.(3-4)</p> <p>How to see myself as a valuable individual. (R)</p> <p>How to show resilience and perseverance in the face of challenge.(R)</p>	<p>How to grow in independence, rejecting help ("me do it"). (2-3)</p> <p>How to find ways of managing transitions, for example from their parent to their key person. (2-3)</p> <p>How to develop self-assurance.(2-3)</p>	<p>How to safely explore emotions .(0-3)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (ELG)</p>

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### LEARNING PROGRESSION

### Living in the Wider World

Express preferences and decisions. They also try new things and start establishing their autonomy. (0-3)

Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. (0-3)

Become more outgoing with unfamiliar people, in the safe context of their setting. (3&4)

Show more confidence in new social situations.(3&4)

Do not always need an adult to remind them of a rule.(3&4)

Think about the perspectives of others.(R)

Explain the reasons for rules, know right and wrong and try to behave accordingly. (ELG)

Increasingly follow rules, understanding why they are important.(3&4)

Develop their sense of responsibility and membership of a community. (3&4)

Work and play cooperatively and take turns with others (ELG)

# EYFS - PSHRE

Living in the Wider World			
	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work
Development Matters Stage	2-3 3-4 Nursery 4-5 Reception	2-3 3-4 Nursery 4-5 Reception	2-3 3-4 Nursery 4-5 Reception
Vocabulary introduced/ embedded	different same special friend family , computer, moving toys push, pull, information jobs, different, people who help		
I know that/ how to...	How to express my preferences and decisions. (2-3) How to feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. (2-3) How to become more outgoing with unfamiliar people (3&4) How to show more confidence in new situations. (3&4) That I do not always need an adult to remind them me of a rule.(3&4) How to think about the perspectives of others.(R)	How to follow rules, understanding why they are important.(3&4)	How to develop my sense of responsibility and membership of a community.(3&4) How to work and play and take turns with others (ELG)

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## EYFS

### LEARNING PROGRESSION

#### Relationships

Engage with others through gestures, gaze and talk. (2-3)  
 Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. (2-3)  
 Engage with others through gestures, gaze and talk.(2-3)

Play with one or more other children, extending and elaborating play ideas. (3-4)  
 Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (3-4)

Work and play cooperatively with others.(ELG)  
 Form positive attachments of adults and friendships with peers. (ELG)

Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink..(0-3)

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. (3-4)

Develop friendships with other children.(0-3)

Build constructive and respectful relationships. (3-4)

Think about the perspectives of others ( R)  
 Show sensitivity to their own and others needs. (ELG)

# EYFS - PSHRE

Relationships			
	Families and Friendships	Safe relationships	Respecting ourselves and others
Development Matters Stage	2-3 3-4 Nursery 4-5 Reception	2-3 3-4 Nursery 4-5 Reception	2-3 3-4 Nursery 4-5 Reception
Vocabulary introduced/ embedded	play, share, friend, behaviour , adults, feelings, hurt, home, help words, actions, feelings , hurt, home, family, help, interests, needs, wants		
I know that/ how to...	I know how to with others through gestures, gaze and talk. (0-3) I know how to use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. (0-3) I know how to engage with others through gestures, gaze and talk.(0-3) I know how to play with one or more other children, extending and elaborating play ideas. (3-4) I know how to help to find solutions to conflicts and rivalries. (3-4)	I know how to select and use activities and resources, with help when needed. (3-4)	I know how to Develop friendships with other children..(0-3) I know how to think about the perspectives of others (R)