



## Subject Progression Grid- Knowledge Progression

Please cross-reference the knowledge progression grid with the Vallis Year A/B long term plan for PSHE

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage



## PSHE Progression Grid- Skills Progression

### Progression Strand – Me and My Relationships

Reception Key themes Feelings Getting help			Y1 Key themes Feelings Getting help Classroom rules			Y2 Key themes Feelings/self-regulation Being a good friend Bullying and teasing Our school rules about bullying			Y3 Key themes Cooperation Friendships			Y4 Key themes Recognising feelings Bullying Assertive skills		
Learning Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions
1. Talk about similarities and differences.	I can recognise and be sensitive to the differences of others.	In a conflict, can they explain what happened and how they feel?	1. Describe different feelings and how they can make our bodies feel.	I can name different feelings and how they might make me behave.	Do they use accurate vocabulary to describe feelings (beyond happy or sad)?	1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.	Do they show empathy towards other children when they are upset or angry?	1. To know that feelings and emotions help a person cope with difficult times.	I can communicate my feelings and use this to try to manage my emotions.	Do they use effective vocabulary when explaining how they are feeling?	1. To know that feelings can vary by intensity, person and change over time.	I can talk about how feelings change and be different for others.	Do they use a variety of vocabulary for different intensity of feelings. For example to describe anger they would use frustrated, cross, mad, fed up, irritated, annoyed.
2. Name special people in their lives.	I can name people who help me and describe ways to help others.	Do they ask trusted adults for help with their emotions or conflicts?	2. To know some strategies of dealing with 'not so good' feelings.	I can suggest ways of dealing with 'not so good' feelings and how to help others.	Can they explain how their body is feeling (even if in their own way) e.g. butterflies in their tummy, heart racing, feeling hot, red cheeks.	2. To identify different ways to respond to the feelings of others.	I can express my feelings in a safe, controlled way.	Do they behave appropriately around those who are showing signs of anger, frustrations or other heightened emotions? (e.g. leaving them alone, offering help, asking for an adult's assistance)	2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.	I can collaborate with a team to achieve a goal.	Are they able to self-regulate heightened emotions of anger or frustration?	2. To know and understand the qualities of a 'positive, healthy relationship'.	I can read different emotions by a person's body language.	Do they have empathy towards others who react differently to a situation to themselves?
3. Describe different feelings	I can talk about feelings and what can cause them.	Can they self-regulate and/or use strategies when upset or angry? Do they recognise when they may need to do something to help their emotions?	3. To understand how our actions can hurt the feelings of others.	I can recognise when I need help and who to ask.	Do they talk about how their actions can affect people's feelings?	3. To recognise the differences between bullying, unkind behaviour or teasing.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	Are they accurate in describing the behaviour of others? For example not over using the term 'bullying'	3. To recognise which strategies are appropriate for particular situations.	I can accept I may not always agree with others.	Do they take turns in listening and speaking during group activities?	3. To know when it's appropriate to say no and how.	I can say 'no' in a calm and controlled way.	Are they assertive when communicating their wants, needs and wishes?

4. Identify who can help if they are sad, worried or scared.	I can tell you which trusted adults I can ask for help.	Do they ask trusted adults for help with their emotions or conflicts?	4. To recognise the special qualities in family and friends.	I can listen to others and wait my turn to speak.	Can they begin to resolve conflict by talking or explaining.	4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.	I can tell someone how they are making me feel.	Can they be independent in resolving conflict or explaining their feelings to others?	4. To listen to and debate ideas and opinions with others with respect and courtesy	I can listen and share my opinions respectively.	Are they confident to share their opinions, understanding and accepting that some may disagree with them?	4. To know the strategies and skills needed for collaborative work.	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together	Do they work well in a group by listening, responding respectfully, remaining calm and including everyone?
5. Identify ways to help others or themselves if they are sad or worried.	I can help a friend if they are sad or worried.	How do they self-regulate their behaviour? Do they have any strategies to deal with difficult or challenging emotions?	5. To know which special people keep us safe and how.	I can tell you which trusted adults at home and school keep me safe.	Can they name some key people who keep them safe/who to turn to for help?	5. To recognise a healthy friendship and its qualities.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	Do they have positive relationships with a number of children in the class? Are they independent in these friendships and are they usually kind and respectful towards others?	5. To recognise why friends may fall out and how to resolve issues.	I can say why friends may fall out and how they can make up.	Do they usually resolve disputes and arguments with their friends, seeking help when the situation gets more serious or bullying?	5. To recognise bullying or pressured behaviour.	I can say what to do if I am, or a friend is, hurt or bullied by another person.	Are they aware of negative behaviours such as teasing, bullying, coercion, excluding others or discriminating.
					Do they show listening skills such as eye contact, still and calm body, responding to comments and questions?			Are they confident to stand up for themselves without being aggressive or confrontational?		I know how to look after my friends and stay friends.			I can recognise the qualities of a healthy relationship.	In friendship circles are they able to make positive/healthy choices without being pressured by others?

## Progression Strand – Valuing Difference

Reception			Y1			Y2			Y3			Y4		
Key Themes Recognising and respecting difference.			Key themes Recognising, valuing and celebrating difference			Key Themes Being kind and helping others			Key themes			Key Themes		
Being kind and caring			Developing tolerance			Listening Skills			Recognising and respecting diversity			Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Be sensitive towards others and celebrate what makes each person unique.	I can celebrate our differences.	Do they show respect if others have different interests, beliefs or ways of playing?	1. To know the key differences between teasing, being unkind and bullying.	I can say ways in which people are similar as well as different.	Do they understand that bullying is often rare and how it is different to someone being unkind?	1. To identify differences and similarities between others.	I can be respectful of those who are different to me.	Do they value their friends based on their qualities? Do they play with different children according to the activity and their interests?	1. Recognise that there are many different types of families.	I can give examples of different types of family. I respect these differences.	What can they tell you about their community? Do they have a good understanding of their faith, culture and family traditions?	1. To identify different origins, national, regional, ethnic and religious backgrounds	I can say how differences sometimes cause conflict but can also be something to celebrate.	Are they aware of conflicts in the world regarding religion or race? Could they tell you what they can learn from those who are different to them?
2. Recognise that we can have things in common with others.	I can talk about my family life.	Consider the language they use about children different to them (either in their school/community or in books)	2. To recognise that everyone is different and will have different thoughts and ideas.	I can say why things sometimes seem unfair, even if they are not to me.	Do they respect differences amongst their peers?	2. Recognise and explain how a person's behaviour can affect other people.	I can describe how someone can change someone's feelings.	Are they aware when someone's behaviour changes? Can they explain what has happened? Can they explain the emotions involved?	2. Identify the different communities that they belong to	I can give examples of different community groups and what is good about having different groups.	Do they understand that a community could be their street, dance club or football team?	2. To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	I can begin to manage conflict by using negotiation and compromise.	Are they good at playing games and accepting loss or defeat? Can they make a suggestion in a group so that all parties are happy? Will they accept when their ideas are not chosen?
3. Use speaking and listening skills to learn about the lives of their peers.	I can listen and be polite to what others tell me about their lives.	Do they follow your expectations on listening? Do they respond to what others say during play or focus only their ideas?	3. To celebrate and begin to show empathy for those who are different.	I can talk about what bullying is.	Can they understand that people may not always agree or like the same things.	3. To learn and use different ways to show good listening.	I can tell you why it is important to show good listening to people who think differently to me.	Do they follow your expectations when speaking and listening? Do they sit or stand calmly and give eye contact?	3. To learn ways of showing respect through language and communication.	I can use respectful language and communication skills when discussing with others.	Have they supported you in making and following class or school rules? Do they treat everyone equally with regards to working/playing together or speaking with?	3. To recognise potential consequences of aggressive behaviour	I can suggest strategies for dealing with someone who is behaving aggressively.	Do they understand that it is important to keep themselves safe around someone who is angry? Can they give ideas of how they self-regulate their own behaviour?

4. Know the importance of showing care and kindness towards others.	I can be kind, caring and helpful to others.	Do they offer help if they see a friend in need? Are they aware of how they talk or behave towards others?	4. To identify those who are special to them (and their special qualities).	I can say ways to show kindness towards others.	Can they notice when a friend might need their help or kindness shown towards them?	4. Explain how it feels to be part of a group and left out of a group.	I can name and suggest strategies to someone who feels left out.	Do they invite children to join their play? Are they confident to ask to join in?		I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	Could they tell you the school rules or expectations on behaviour? Can they talk about the SCARF values?	4. To define the word respect.	I can demonstrate ways of showing respect to others' differences.	To assess this you would be basing it on your knowledge of who the child plays with and their behaviour towards children of different skin colour, religion or ethnicity.
5. Demonstrate skills in building friendships and cooperation.	I can show good listening		5. To identify ways in which we can show kindness towards others and how that makes them feel.		Do they show interest and inclusive behaviour towards those from different cultures, races, backgrounds or families?	5. To recognise and talk about acts of kindness and how they can impact others.	I can be kind and use kind words to my friends.	What do other children say about them? Do other staff comment on their behaviour towards others? Do they have close friends that they care for? Are they caring towards their siblings (if they have any)?	4. To identify different origins, national, regional, ethnic and religious backgrounds	I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.	Can they describe different origins, nationalities or religious backgrounds? Can they tell you some qualities that their friends or peers have?	5. Understand and identify stereotypes, including those promoted in the media.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	What is their understanding of social media pressures? Can they give examples of stereotypes that are shown in the media? Can they talk about how they would feel if they were stereotyped?
									5. To recognise and explain why bullying can be caused by prejudice.	I can suggest ways to deal with bullying and prejudice.	Can they explain the difference between bullying and teasing? Do they know that it is important to speak to an adult if the situation is unsafe?			

## Progression Strand – Keeping Myself Safe

Reception Key Themes Asking for help  Keeping healthy  Staying safe around medicines			Y1 Key Themes How our feelings can keep us safe Keeping healthy  Medicine safety			Y2 Key Themes Safe and unsafe secrets  Appropriate touch  Medicine safety			Y3 Key Themes Managing risk  Staying safe online  Drugs and their risks			Y4 Key Themes Managing risk  Understanding the norms of drug use (cigarette and alcohol use) Influences		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
1. Talk about how to keep their bodies healthy and safe.	I can tell you what my body needs to stay healthy.	What decisions do they make regarding food, sleep and personal self-care?	To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.	I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)	Do they make healthy decisions regarding food, sleep and personal self-care? Do they have an interest exercise and keeping active? Consider their lifestyle at home.	To explain simple issues of safety and responsibility about medicines and their use.	I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.		1. To identify risk factors in given situations	I can say what I could do to make a situation less risky or not risky at all.	What is their general behaviour regarding risk taking? How do they behave in social situations and during games/P.E. Do they generally follow school rules? Are they aware of potentially dangerous situations?	1. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation	What kind of risks do they take in and out of school? Are they aware of potential dangers or hazards when on school visits and in new places? Do they take risks in their learning and amongst friends? Observe them during breaks and P.E.

2. Name ways to stay safe around medicines.	I can make safe decisions around medicines and things I don't know.	What prior knowledge do they have of medicines? How do they behave around unknown products or resources?	To recognise emotions and physical feelings associated with feeling unsafe.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe	How do they manage their emotions? Can they describe different emotions? How do they behave in conflict or disagreements?	To identify situations in which they would feel safe or unsafe	I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.	Do they recognise inappropriate touch? Do they ask for an adults help when they feel unsafe?	2. To define the words danger and risk and explain the difference between the two.	I can demonstrate strategies for dealing with a risky situation		2. To describe the different types of things that may influence a person to take a risk.	I can give examples of people or things that might influence me to take risks and make decisions.	Are they influenced by their friends in making decisions in school? Do they talk about what others do as opposed to what they decide to do? Do they have role models/people they look up to or celebrity idols?
3. Know how to stay safe in their home, classroom and outside.	I can name some things that can be dangerous inside and outside.	Do they understand that some equipment and areas of the classroom are only for adults? Do they recognise potentially dangerous household products?	To learn the PANTS rule and which parts of my body are private.	I can say 'no' to unwanted touch and ask for help from a trusted adult.	Be aware of safeguarding procedures and disclosure.	To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation	I can say what I do and don't like and who to ask for help.	Do they communicate with their peers about their likes and dislikes? How do they react to others communicating non-verbally?	3. To define the word 'drug' and understand that nicotine and alcohol are both drugs.	I can identify some key risks from and effects of cigarettes and alcohol.	What is their prior knowledge and understanding of alcohol and cigarettes?	3. To understand and explain the risks that cigarettes and alcohol can have on a person's body.	I can give reasons for why most people choose not to smoke, or drink too much alcohol.	Be considerate of if they have family members who smoke - this could determine their view of cigarettes and alcohol. What knowledge do they have of the harms of alcohol and cigarettes? Are there any misconceptions?
4. Know age-appropriate ways to stay safe online.	I can tell you what is safe to play online and who to talk to if I feel worried.	Consider their knowledge and personal use of tablets and online games.	To understand that medicines can sometimes make people feel better when they're ill.	I can say when medicines can be helpful or might be harmful.	What is their knowledge and experience of medicines?	To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	What behaviours do they show regarding secrets? Consider what secrets mean to the children.	4. To recognise potential risks associated with browsing online.	I can give examples of strategies for safe browsing online.	Consider their personal use of social media and online games. What knowledge do they already have regarding this topic? Do they take risks online?	4. To understand that influences can be both positive and negative.	I can explain what might happen if people take unsafe or inappropriate risks.	What is their understanding of a positive influence? Are there any misconceptions?
5. Name adults in their lives and those in their community who keep them safe.	I can name the adults who keep me safe and when I might need their help.		To talk about safety and responsibility around medicines.	I can tell you how to stay safe around medicine.	Can they name alternative ways to feel better (other than medicines).	To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	Be aware of safeguarding procedures and disclosure. Do they know which are the trusted adults in their lives? How do they behave in terms of keeping their private parts private?	5. To recognise and describe appropriate behaviour online as well as offline.	I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	What do they consider personal - is it appropriate? Do they understand the dangers of sharing information? How do they share information about themselves in school or amongst peers?	5. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.	I can identify images that are safe or unsafe to share online.	What do they know about consent? Do they practice consent in other ways? What is their prior knowledge of online safety and sharing image?

## Progression Strand – Rights and Responsibilities

Reception Key Themes Taking care  Making choices			Y1 Key Themes Looking after things			Y2 Key Themes Cooperation and self-regulation			Y3 Key Themes Skills we need to develop as we grow up Helping and being helped			Y4 Key Themes Decisions about spending money  Media influence  Making a difference (different ways of helping others or the environment)		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
Understand that they can make a difference.	I can help my family.	What responsibilities do they have at home? How independent are they in self-care? Do they enjoy responsibility in the classroom?	To identify ways of taking care of their health.	I can wash my hands correctly.	Also take note of their understanding of hygiene and spreading of germs.	To identify strategies in cooperation.	I can make choices that help me play and work well with others.	Observe them in independent play or activities. Can they explain strategies that help team work and cooperation? Do they share ideas in groups? Observe their listening skills.	To talk about and identify people who help them in school and the community.	I can identify people who help me in different ways.	What is their understanding of what their community looks like?	To learn about human rights and responsibilities and how they can impact their community.	I can name some responsibilities and rights that I have.	Can they define 'rights' and 'responsibilities'? Could they give you some examples of their responsibilities?
Identify how they can care for their home, school and special people.	I can help to clean and tidy my home and classroom.		To identify how others take care of their environment.	I can name ways to look after my home and school.	What responsibilities do they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for?	To identify strategies in self-regulation.	I can use some strategies when I feel upset or angry.	How is their general behaviour across a typical day? Can they describe their behaviour and emotions using relevant and appropriate vocabulary?	To learn differences between 'fact' and 'opinion'	I can spot 'facts' and 'opinions' to help me share ideas.	Can they give an example?	To recognise that they have a part in caring for and supporting their community.	I can share ideas and make decisions that effect others.	Do they currently participate in any volunteer programmes? Do they have any roles in supporting members of their family? Use as a discussion point to consider why we would



														support our community.
Talk about how they can make an impact on the natural world.	I can tell you some ways to look after our world.	Do they show an interest in environmental issues? Are they aware of practices such as recycling, reducing food waste and reducing car travel.	To take care of something or someone else.	I can look after a special person or thing.	What responsibilities to they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for?	To name ways to stay safe when using the internet.	I can ask for help from a trusted adult.	Use as part of your monitoring for safeguarding. Ensure children know key adults who keep them safe.	To discuss, plan and evaluate ways of helping the environment.	I can make a plan.	Can also consider this within other subjects such as Science.	To recognise influences, facts and opinions and doing so in a critical manner.	I can give my own opinion based on facts, opinions and other influences.	Do they understand the difference between facts and opinions? Can they name influences that can sway a persons choice or decision?
Talk about similarities and differences between themselves.	I can be kind to friends and others.	Observe who they play with. Do they play with a variety of children? Are they aware of the needs of others? Do they show sympathy to others if they are upset? Do they include everyone in their play?	To talk about the importance of looking after money.	I can tell you some things that money is spent on.	Use circle times or conversations about money and shopping. Do they have an understanding of the value of money?	To recognise that they have a responsibility to help care for their immediate and broader environment.	I can name some ways I can look after my environment.	Can they explain concepts such as recycling, reducing waste and sustainability? What do they do at home to help their environment? Do they have awareness of the need to keep things clean, tidy and cared for?		I can choose a method.	What ways do they currently help the environment? Can they suggest things that other people do? Are they aware of sustainable living, recycling and reducing waste?	To identify the impact of bystander behaviour and how they can make a difference to a situation.	I can give examples of how I can support others as a bystander.	How do they support their friends in times of disputes and arguments? Are they a responsible friend? Do they consider the emotional needs of others?
Demonstrate building relationships with friends.	I can talk about looking after money.	Observe them in role play activities such as shops or cafés. Do they show awareness of the value of money (e.g. would they charge a customer £3 for a sandwich rather than £300)	To learn what to do when someone is injured.	I can get help if someone has hurt themselves.		To learn about saving and spending money.	I can make choices with money.	What experience do they have of spending money? Do they understand the value of money? Consider their mathematical skills in handling money.	To learn about saving, spending and essential purchases.	I can identify different times and reasons to spend money.	Do they have experience of spending or saving money? Are they aware of how people earn money. Do they have an understanding of essential spending and non-essential spending?	To define terms related to finance and explain how society is supported by the income of others.	I can explain how others have a financial responsibility to their families and community.	What is their understanding of income and earning money? Are they aware of how their parents/carers earn money (if they have jobs)? Do they or have they participated in charitable events or projects?

									To consider how money is earned and the different factors effecting this.	I can give examples of how people earn money.			I can give examples of choices and decisions with money that will affect me.	Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit?
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