

Progression in Skills PSHE
Development Matters and Lancashire KLIPs

Development Matters - EYFS	KLIPS	Yr 1/2	Yr 3/4	Yr 5/6
<p>COMMUNICATION & LANGUAGE</p> <p>3 & 4 Year Olds</p> <ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. <p>Reception</p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. <p>ELG</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back and forth exchanges with their teachers and peers. <p>Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>3 & 4 Year Olds</p> <ul style="list-style-type: none"> 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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. 	<p>Understanding Self and Others</p> <ul style="list-style-type: none"> Explain their ideas, and responses to an issue. Recognise their feelings. Play with others. 		<ul style="list-style-type: none"> Recognise their own likes / dislikes, traits and individual preferences. Recognise other people's likes / dislikes, traits and preferences. 	<ul style="list-style-type: none"> Recognise their own and other people's personality traits, individual preferences and characteristics. Recognise challenging behaviours and the negative effects these can have on relationships.
	<p>Working With Others</p> <ul style="list-style-type: none"> Find a partner, sit with them and work with them. 		<p>Demonstrate that they can work in a pair and a small group.</p>	<ul style="list-style-type: none"> Know that different people react in different ways when working in a group. Demonstrate their knowledge of group dynamics
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Demonstrate active listening skills. Ask questions for clarification. 		<ul style="list-style-type: none"> Demonstrate active listening skills. Speak in front of others 	<ul style="list-style-type: none"> Demonstrate speaking and listening skills. Consider how they respond to challenging circumstances e.g. conflict and violence. Demonstrate strategies for calmness.
	<p>Negotiation</p> <ul style="list-style-type: none"> Negotiate with one another. Speak in front of a group. 		<ul style="list-style-type: none"> Negotiate in small groups. Coming to a 'consensus'. 	<ul style="list-style-type: none"> Recognise the importance of skills and how different people bring different skills to tasks. Demonstrate negotiation and compromise.
	<p>Compassion and Empathy</p> <ul style="list-style-type: none"> Demonstrate compassion, empathy and tolerance 		<p>Demonstrate compassion, empathy and tolerance</p>	<p>Demonstrate respectful interactions with others.</p>
	<p>Body Language - Verbal and Non-Verbal</p> <ul style="list-style-type: none"> Recognise simple body language. Understand verbal and non-verbal communication. 		<ul style="list-style-type: none"> Recognise simple body language. Understand verbal and non-verbal communication. Demonstrate speaking and listening skills. 	<ul style="list-style-type: none"> Recognise more complex body language and non-verbal signals. Understand that sometimes non-verbal signals can be misinterpreted by others and develop strategies for dealing with this. Demonstrate speaking and listening

<ul style="list-style-type: none"> Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. 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. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. <p>Reception</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe 				skills.
	Assertiveness	<ul style="list-style-type: none"> Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'No' and mean 'No'. 	<ul style="list-style-type: none"> Understand the skill and can put it into practice. Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'No' and mean it. Ask for time to think things over. 	<ul style="list-style-type: none"> Further understand the skill of being assertive. Speak using the assertive 'I'. Know that it is OK to make mistakes. Say 'No' and mean it. Know where to go for help.
	Making Choices	<ul style="list-style-type: none"> Recognise their likes and dislikes. Think about and verbalise what is important to them when making choices. Demonstrate making simple choices. Begin to think about how to make safe choices. 	<ul style="list-style-type: none"> Understand that they have choices. Identify points of choice. Explore factors which influence choosing. Make more informed choices. 	<ul style="list-style-type: none"> Recognise choices and decisions they will have to make in the future. Identify ways of helping and supporting friends under pressure.
	Risk Taking	<ul style="list-style-type: none"> Understand the concept of risk. Know who and how to tell. Begin to recognise how other factors can influence choice. 	<ul style="list-style-type: none"> Understand that accidents happen and we don't always have to blame someone but we need to consider what the risks are before we do something. Risk taking can be good when it means trying something new that we might like. 	<ul style="list-style-type: none"> Know ways of coping in difficult situations. Appreciate the importance of taking responsibility. Justify personal opinions confidently. Be able to identify risky situations. Calculate risk. Recognise risk in different situations and make judgements about how to respond in order to keep safe. Develop a positive approach towards personal safety and risk taking.
	Influences	<ul style="list-style-type: none"> Begin to understand that sometimes people persuade you to do things you don't want to do. 	<ul style="list-style-type: none"> Recognise the influences over choice and decisions, both internal and external. Understand where they can get 	<ul style="list-style-type: none"> Recognise peer influence. Understand ways in which peer influence can have positive and

<p>pedestrian</p> <p>ELG</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ▪ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ▪ 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. <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ▪ Explain the reasons for rules, know right from wrong and try to behave accordingly. ▪ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Work and play cooperatively and take turns with others. ▪ Form positive attachments to adults and friendships with peers. ▪ Show sensitivity to their own and others' needs. <p>PHYSICAL DEVELOPMENT</p> <p>3 & 4 Year Olds</p> <ul style="list-style-type: none"> ▪ Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. <p>Reception</p> <ul style="list-style-type: none"> ▪ Further develop the skills they need to manage the school 			<p>help if something feels uncomfortable or if someone is trying to influence them in a negative way.</p>	<p>negative outcomes.</p> <ul style="list-style-type: none"> ▪ Develop strategies for resisting negative peer influence.
	<p>Making Decisions</p>	<ul style="list-style-type: none"> ▪ Demonstrate making simple choices. ▪ Begin to think about why they made a particular choice. 	<p>Demonstrate that they know the process for decision making.</p>	<ul style="list-style-type: none"> ▪ Know the process for making a decision. ▪ Demonstrate the use of the process.

<p>day successfully:</p> <p>-lining up and queuing</p> <p>-meal times</p> <p>ELG</p> <p>Gross Motor Control</p> <ul style="list-style-type: none"> ▪ Negotiate space and obstacles safely, with consideration for themselves and others. <p>UNDERSTANDING THE WORLD</p> <p>3 & 4 Year Olds</p> <ul style="list-style-type: none"> ▪ Begin to make sense of their own life story and family's history. ▪ Show interest in different occupations. ▪ Continue developing positive attitudes about the differences between people. ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community. ▪ Name and describe people who are familiar to them. ▪ Recognise that people have different beliefs and celebrate special times in different ways. <p>ELG</p> <p>Past and Present</p> <ul style="list-style-type: none"> ▪ Talk about the lives of people around them and their roles in society. 				
---	--	--	--	--

