



Key Knowledge, Skills and Understanding for PSHE

EYFS

Key Knowledge and Skills

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Key Skills and Understanding

Three and Four-Year-Olds	Communication and Language	<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.
	Personal, Social and Emotional Development	<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. • 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,



		<p>e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing.
	Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<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.
Reception	Communication and Language	<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.
	Personal, Social and Emotional Development.	<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. <ul style="list-style-type: none"> ○ personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian

	Physical Development		<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> ○ lining up and queuing ○ mealtimes
	Understanding the World		<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.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<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.
	Personal, Social and Emotional Development	Self-Regulation	<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.
		Managing Self	<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.
		Building Relationships	<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.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.

	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.
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Being me in my world

- Do they know that their class is a happy and safe place where they have the right to learn?

Celebrating difference

- Do they know that similarities and differences such as age, height, eye colour and hair colour exist between different people in their class?

Dreams and goals

- Do they know that they can feel proud to have achieved a goal such as learning to ride their bike and share their success with their family, friends or class?

Healthy me

- Do they know that eating healthy, exercising regularly and washing their hands are ways that they can keep their body healthy?

Relationships

- Do they know that they have special relationships with their family and friends and these relationships help them to feel safe and good about themselves?

Changing me

- Do they know that they were unable to walk and talk as a baby and will continue to physically grow and learn more such as how to care for a pet as they become older?



Key Knowledge for PSHE

Year 2

Key Knowledge

Being me in my world

- Do they know that the choices they make have consequences and that some choices are better than others? e.g. my behaviour choices

Celebrating difference

- Do they know that gender stereotyping is a form of prejudice?

Dreams and goals

- Do they know that 'perseverance' means not giving up and it is an important attribute?

Healthy me

- Do they know that a healthy meal includes vegetables or fruit, protein, carbohydrates and fats?

Relationships

- Do they know that their relationships with their parents are different to their relationships with their friends?

Changing me

- Do they know that people's bodies change as they get older; people grow taller, muscles strengthen, teeth become permanent?





Being me in my world

- Do they know that it is important to have rules because it keeps everyone safe and helps us to learn?
- Do they know that when they are angry it can make others scared or worried?

Celebrating difference

- Do they know that there are lots of different types of families? E.g. Mum, dad and child, mixed race family, single parent family, same sex couple, adoptive family etc.
- Do they know that if they have an argument with someone, they should calm themselves down and use the 'Solve it together' technique? (Show respect and be honest, listen to each other, share feelings, find a solution and agree to it)

Dreams and goals

- Do they know that people sometimes face challenges to achieve their goals, and that achieving their goals is not always easy? E.g. people with a disability.
- Do they know that they are responsible for their own learning and that they can use their strengths as a learner to achieve the challenge?

Healthy me

- Do they know that exercise plays a role in keeping their bodies fit as well as keeping their heart and lungs healthy?
- Do they know the things, people and places that they need to keep safe from and strategies to help them and others do this, including who to go to when they need help?

Relationships

- Do they know that if something online worries or concerns them, they should speak to an adult they trust?
- Do they know that although their lives may be different from other children's around the world, they all share the same needs and rights?

Changing me

- Do they know that in animals and humans lots of changes happen between birth and adulthood and that it is usually the female that has the baby?
- Do they know that their ideas about parenting and family roles may be challenged by others and that sometimes we have to be willing to change our ideas?





Key Knowledge

Being me in my world

- Do they know that a democracy allows people to make choices through a voting system?
- Do they know that our school council is a democracy?

Celebrating difference

- Do they know that people sometimes make assumptions on the way people look and these are not always accurate?
- Do they know what is special about themselves?

Dreams and goals

- Do they know that they can make a new plan at any time for their goal/s?
- Do they know that they should plan steps to achieve their goal?

Healthy me

- Do they know that there are different roles in groups, such as leaders and followers?
- Do they know the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol?

Relationships

- Do they know that there are situations which can cause jealousy in relationships?
- Do they know that they can show love and appreciation to the people and animals who are special to them?

Changing me

- Do they know that some of their personal characteristics have come from their birth parents?
- Do they know that the circle of change works and can apply it to changes they want to make in their life?



Key Knowledge

Being me in my world

- Do they know that rules, rights and responsibilities are essential to ensure that school and the wider community is a fair place?
- Do they know that an individual's behaviour can impact on a group so having rules to follow supports them in working as a whole?

Celebrating difference

- Do they know that bullying can be directly to the person (pushed, tripped, texted/emailed or told 'no you can't play with us') and indirectly (behind their back whispering, spreading rumours, damaging their property without them knowing, making excuses to avoid playing with them)?
- Do they know that racism is discrimination or a negative judgement about someone due to their skin colour or race and might include their beliefs and religions?

Dreams and goals

- Do they know that jobs have different roles in society and earn different salaries (on average a doctor earns 65,000 a year and a footballer earns 45,000 a week)?
- Do they know that not everyone has the same dreams and goals and this can also differ in young people from different cultures?

Healthy Me

- Do they know that smoking and alcohol misuse use is bad for your health?
- Do they know that people can develop eating disorders through body image pressures that may exist around them?

Relationships

- Do they know that peer pressure can be resisted with strong will power?
- Do they know that friendships can naturally exert both positive and negative emotions?

Changing me

- Do they know that puberty can happen at different times for different individuals?
- Do they know that boy's and girl's changes during puberty are different due to their differing genders?

Being me in my world

- Do they know that their choices can have an impact on people in their immediate community and globally? E.g behaviour at school, having democracy and having their own voice

Celebrating difference

- Do they know that difference, such as race, religion, culture and disability can be a source of conflict or a cause for celebration?

Dreams and goals

- Do they know that there are different ways to work with others to make the world a better place? E.g. through collaboration, helping others and teamwork

Healthy me

- Do they know that substances, including alcohol can be used anti-socially or misused and that this can have an impact on an individual and others? E.g. on peoples' health, relationships and work

Relationships

- Do they know when people might be experiencing feelings associated with loss? E.g. Loss of a family member or pet
- Do they know how to recognise when people are trying to gain power or control? E.g. in relationships, friendships or with family members

Changing me

- Do they recognise how they feel when they reflect on becoming a teenager? E.g. what responsibilities will they have?