



Axminster Progression for PHSCE



Strand	EYFS		KS1				Lower KS2		Upper KS2								
	2 year olds	3-4 year olds	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6									
<b>Being Me in My World</b>	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (PSED, see p.47).</p> <p>Begin to show 'effortful control'. E.g. Waiting for a turn and resisting the strong impulse to grab what they want or push away to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge. (Recognise children's personal achievements).</p> <p>Build constructive and respectful relationships. (E.g. listening to each other, sharing and co-operation, showing kindness to others, and having high expectations for children following instructions, with support when needed).</p> <p>Talk about members of their immediate family and community. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Understand their own rights and responsibilities within the classroom</p> <p>Understand that their choices have consequences</p> <p>Know that some people are different from themselves</p> <p>Know that the hands can be used kindly and unkindly</p> <p>Know special things about themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p>	<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identify hopes and fears for the year ahead</p>	<p>Know that the school has a shared set of values</p> <p>Know why rules are needed and how these relate to rewards and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others might hold different views</p> <p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understand what a challenge is</p>	<p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in the school)</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p> <p>Know how individual attitudes and actions make a difference to the class</p> <p>Know about different roles in the school community</p> <p>Know that their own actions affect themselves and others</p>	<p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute to the democratic process</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their community</p> <p>Understand how to set personal goals</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Know own wants and needs</p>									
									<b>Taught knowledge</b>	Talk about their feelings in more elaborated ways "I'm sad because..." or "I love it when..."	Know that some people are different from themselves	Understand that their choices have consequences	Know about rewards and consequences and that these stem from choices	Know why rules are needed and how these relate to rewards and consequences	Know what democracy is (applied to pupil voice in the school)	Understand how to contribute to the democratic process	Know about the lives of children in other parts of the world
										Establish their sense of self.	Know that the hands can be used kindly and unkindly	Understand that their views are important	Know that it is important to listen to other people	Know that actions can affect others' feelings	Know how groups work together to reach a consensus	Understand the rights and responsibilities associated with being a citizen in the wider community and their community	Know that personal choices can affect others locally and globally
										Expressing preferences and decisions. They also try new things and start establishing their autonomy.	Develop their sense of responsibility and membership of a community.	Know special things about themselves	Understand that their own views are valuable	Know that others might hold different views	Know how individual attitudes and actions make a difference to the class	Know how to face new challenges positively	Know how to set goals for the year ahead
										Thrive as they develop self-assurance.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Know how happiness and sadness can be expressed	Understand that they are important	Know that others might hold different views	Know how individual attitudes and actions make a difference to the class	Understand how to set personal goals	Understand what fears and worries are
										Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	Show more confidence in new social situations. Increasingly follow rules, understanding why they are important.	Know that being kind is good	Identify hopes and fears for the year ahead	Know what a personal goal is	Know about different roles in the school community	Know how an individual's behaviour can affect a group and the consequences of this	Understand that their own choices result in different consequences and rewards
										Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. (PSED)	Remember rules without needing an adult to remind them.			Understand what a challenge is	Know that their own actions affect themselves and others	Understand how democracy and having a voice benefits the school community	Understand how democracy and having a voice benefits the school community
									<b>Being Me in My World</b>		Identify feelings associated with belonging	Understand that they are safe in their class	Know how to make their class a safe and fair place	Make other people feel valued	Identify the feelings associated with being included or excluded	Empathy for people whose lives are different from their own	Demonstrate empathy and understanding towards others
									<b>Social and Emotional Skills</b>		Skills to play cooperatively with others	Identifying helpful behaviours to make their class a safe place	Show good listening skills	Develop compassion and empathy for others	Be able to take on a role in a group discussion / task and contribute to the overall outcome	Consider their own actions and the effect they have on themselves and others	Can demonstrate attributes of a positive role model
											Be able to consider others' feelings	Understand that they have choices	Be able to work cooperatively	Be able to work collaboratively	Know how to regulate my emotions	Be able to work as part of a group, contributing and listening effectively	Can take positive action to help others
		Identify feelings of happiness and sadness	Understanding that they are special	Recognise own feelings and where and when to get help	Recognise self-worth	Can make others feel cared for and welcome	Be able to identify what they value most about school	Be able to contribute towards a group task									
		Be responsible in the setting	Identify what it's like to feel proud of an achievement	Recognise the feeling of being worried	Identify personal strengths	Recognise the feelings of being motivated or unmotivated	Identify hopes for the school year	Know what effective group work is									
			Recognise feelings associated with positive and negative consequences		Be able to set a personal goal	Can make others feel valued and included	Understand why the school community benefits from a Learning Charter	Know how to regulate my emotions									
					Recognise feelings of happiness, sadness, worry and fear in themselves and others	Understand why the school community benefits from a Learning Charter	Be able to help friends make positive choices	Be able to make others feel welcome and valued									
<b>Being Me in My World</b>						Be able to help friends make positive choices	Know how to regulate my emotions										
<b>Vocabulary</b>		Kind, Gentle, Friend.	Safe, Special, Calm.	Worries, Hopes, Fears.	Welcome, Valued.	Included, Excluded, Role, Job Description, School	Ghana, West Africa, Cocoa	Challenge, Goal, Attitude.									
		Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud.	Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud.	Belonging, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions.	Community, Democracy, Democratic, Decisions.	Plantation, Cocoa Pods, Macheke, Community, Education, Wants, Needs, Maslow, Empathy.	Citizen, Views, Opinion.									
		Similarity), Different.			Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong	Voting, Authority.	Comparison, Opportunities, Education, Empathise, Oustacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws.	Collective									
		Rights, Responsibilities, Feelings, Angry, Happy.	Consequences, Upset.			Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Participation, Motivation.										
		Excited, Nervous, Sharing, Taking Turns	Disappointed, Illustration														
<b>Celebrating Differences</b>							Decision										
<b>Taught knowledge</b>		Know what being unique means	Know what bullying means	Know the difference between a one-off incident and bullying	Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying	Know external forms of support in regard to bullying e.g. Childline	Know that people can hold power over others individually or in a group									
		Know the names of some emotions such as happy, sad, frightened, angry	Know who to tell if they or someone else is being bullied or is feeling unhappy	Know that sometimes people get bullied because of difference	Know that conflict is a normal part of relationships	Know that sometimes people make assumptions about a person because of the way they look or act	Know that bullying can be direct and indirect	Know that power can play a part in a bullying or conflict situation									
		Know why having friends is important	Know that people are unique and that it is OK to be different	Know that friends can be different and still be friends	Know that some words are used in hurtful ways and that this can have consequences	Know that there are influences that can affect how we judge a person or situation	Know what racism is and why it is unacceptable	Know that there are different perceptions of 'being normal' and where these might come from									
		Know some qualities of a positive friendship	Know skills to make friendships	Know there are stereotypes about boys and girls	Know why families are important		Know what culture means	Know that difference can be a source of celebration as well as conflict									

			Know that they don't have to be 'the same as' to be a friend	Know that people have differences and similarities	Know where to get help if being bullied	Know that everybody's family is different	Know what to do if they think bullying is or might be taking place	Know that differences in culture can sometimes be a source of conflict	Know that being different could affect someone's life
			Know what being proud means and that people can be proud of different things	Know that it is OK not to conform to gender stereotypes	Know that it is OK not to conform to gender stereotypes	Know that sometimes family members don't get along and some reasons for this	Know that first impressions can change	Know that racism/spreading is a form of bullying online and offline	Know why some people choose to bully others
			Know that people can be good at different things	Know that families can be different	Know it is good to be yourself	Know the difference between right and wrong and the role that choice has to play in this		Know how their life is different from the lives of children in the developing world	Know that people with disabilities can lead amazing lives
			Know that people have different homes and why they are important to them	Know different ways of making friends					
			Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.	Know that families can be different					
			Notice differences between people. (Model positive attitudes about the differences between people including differences in race and religion)	Know that people have different homes and why they are important to them					
				Know different ways of making friends					
				Know different ways to stand up for myself					
<b>Celebrating Differences</b>				Recognise emotions when they or someone else is upset, frightened or angry	Identify what is bullying and what isn't	Explain how being bullied can make someone feel	Use the 'Solve It Together' technique to calm and resolve conflicts with friends and family	Be comfortable with the way they look	Appreciate the value of happiness regardless of material wealth
<b>Social and Emotional Skills</b>				Identify and use skills to make a friend	Understand how being bullied might feel	Know how to stand up for themselves when they need to	Be able to 'problem solve' a bullying situation accessing appropriate support if necessary	Try to accept people for who they are	Identify their own culture and different cultures within their class/community
				Identify some ways they can be different and the same as others	Recognise ways in which they are the same as their friends and ways they are different	Understand that everyone's differences make them special and unique	Be able to show appreciation for their families, parents and carers	Be non-judgemental about others who are different	Identify their own attitudes about people from different faith and cultural backgrounds
				Identify and use skills to stand up for themselves	Understand that boys and girls can be similar in lots of ways and that is ok	Know ways to help a person who is being bullied	Empathise with people who are bullied	Identify influences that have made them think or feel positively/negatively about a situation	Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
				Identify feelings associated with being proud	Identify emotions associated with making a new friend	Can choose to be kind to someone who is being bullied	Employ skills to support someone who is bullied	Identify feelings that a bystander might feel in a bullying situation	Develop respect for cultures different from their own
				Identify things they are good at	Verbalise some of the attributes that make them unique and special	Recognise that they shouldn't judge people because they are different	Be able to recognise, accept and give compliments	Identify reasons why a bystander might join in with bullying	Use a range of strategies when involved in a bullying situation or in situations where differences is a source of conflict
				Be able to vocalise success for themselves and about others/successes			Recognise feelings associated with receiving a compliment	Revisit the 'Solve It Together' technique to practise conflict and bullying scenarios	Identify some strategies to encourage children who use bullying behaviours to make other choices
				Recognise similarities and differences between their family and other families				Identify their own uniqueness	Be able to support children who are being bullied
								Identify when a first impression they had was right or wrong	Appreciate people for who they are
									Show empathy
<b>Celebrating Differences</b>									
<b>Vocabulary</b>				Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Living, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witnesses, Bystander, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitudes, Secret, Deliberate, On purpose, Bystander, Witness, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racism, Homophobic, Cyber bullying, Testing, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Normal, Ability, Disability, Visual impairment, Empathy, Prejudice, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para Olympian, Achievement, Accolade, Perseverance, Sport, Administration, Stamina, Celebration
<b>Dreams and Puzzles</b>				Know what a challenge is	Know how to set simple goals	Know how to choose a realistic goal and think about how to achieve it	Know that they are responsible for their own learning	Know how to make a new plan and set new goals even if they have been disappointed	Know about a range of jobs that are carried out by people I know
<b>Taught knowledge</b>				Know that it is important to keep trying	Know how to achieve a goal	Know that it is important to persevere	Know what an obstacle is and how they can hinder achievement	Know how to work as part of a successful group	Know the types of job they might like to do when they are older
				Know what a goal is	Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them	Know how to recognise what working together well looks like	Know how to take steps to overcome obstacles	Know how to share in the success of a group	Know that young people from different cultures may have different dreams and goals
				Know how to set goals and work towards them	Know when a goal has been achieved	Know what good group working looks like	Know what dreams and ambitions are important to them	Know what their own hopes and dreams are	Know some ways in which they could work with others to achieve some of their dreams
				Know which words are kind	Know how to work well with a partner	Know how to share success with other people	Know about specific people who have overcome difficult challenges to achieve success	Know that hopes and dreams don't always come true	Know that different jobs pay more money than others
				Engage with others through gestures, gaze and talk.	Know some jobs that they might like to do when they are older	* Know that tackling a challenge can stretch their learning	Know how they can best overcome learning challenges	Know that reflecting on positive and happy experiences can help them to counteract disappointment	Know that communicating with someone from a different culture means that they can learn from them and vice versa
				Use that engagement to achieve a goal. E.g. gesture towards their cup to say they want a drink.	Know that they must work hard now in order to be able to achieve the job they want when they are older		Know what their own strengths are as a learner	* Know how to work out the steps they need to take to achieve a goal	Know ways that they can support young people in their own culture and abroad
				Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (PSED, see p.47).					
				Thrive as they develop self-assurance.	Know when they have achieved a goal		Know how to evaluate their own learning progress and identify how it can be better next time		Know how to set realistic and challenging goals
				Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.					
				Learns to use the toilet with help, and then independently.	Develop their sense of responsibility and membership of a community.				
					Show more confidence in new social situations.				
<b>Dreams and Puzzles</b>				Understand that challenges can be difficult	Recognise things that they do well	Recognise how working with others can be helpful	Can break down a goal into small steps	Have a positive attitude	Verbalise what they would like their life to be like when they are grown up
<b>Social and Emotional Skills</b>				Resilience	Explain how they learn best	Be able to work effectively with a partner	Can manage feelings of frustration linked to facing obstacles	Can identify the feeling of disappointment	Appreciate the contributions made by people in different jobs
				Recognise some of the feelings linked to perseverance	Recognise their own feelings when faced with a challenge/obstacle	Be able to choose a partner with whom they work well	Imagine how it will feel when they achieve their dream/ambition	Be able to cope with disappointment	Reflect on the differences between their own learning goals and those of someone from a different culture
				Recognise how kind words can encourage people	Recognise how they feel when they overcome a challenge/obstacle	Be able to work as part of a group	Recognise other people's achievements in overcoming difficulties	Can identify what resilience is	Appreciate the differences between themselves and someone from a different culture
				Talk about a time that they kept on trying and achieved a goal	Celebrate an achievement with a friend	Be able to describe their own achievements and the feelings linked to this	Recognise how other people can help them to achieve their goals	Can identify a time when they have felt disappointed	Understand why they are motivated to make a positive contribution to supporting others
				Be ambitious	Can store feelings of success so that they can be used in the future	Recognise their own strengths as a learner	Can share their success with others	Can talk about their hopes and dreams and the feelings associated with these	Appreciate the opportunities learning and education can give them
				Feel proud	Recognise how it feels to be part of a group that succeeds and store this feeling	Can store feelings of success (in their internal treasure chest) to be used at another time	Can store feelings of success (in their internal treasure chest) to be used at another time	Help others to cope with disappointment	
				Celebrate success				Enjoy being part of a group challenge	
								Can share their success with others	
								Can store feelings of success (in their internal treasure chest) to be used at another time	
<b>Dreams and Puzzles</b>					Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Coping, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference
<b>Vocabulary</b>									
<b>Healthy Me</b>				Know what the word 'healthy' means	Know the difference between being healthy and unhealthy	Know what their body needs to stay healthy	Know how exercise affects their bodies	Know that there are leaders and followers in groups	Know basic emergency procedures, including the recovery position
<b>Taught knowledge</b>				Know some things that they need to do to keep healthy	Know some ways to keep healthy	Know what relaxed means	Know that the amount of calories, fat and sugar that they put into their bodies will affect their health	* Know the facts about smoking and its effects on health	Know the health risks of smoking
				Know the names for some parts of their body	Know why healthy lifestyle choices	Know why healthy snacks are good for their bodies	Know that there are different types of drugs	Know how alcohol and its effects on health, particularly the liver	Know how smoking tobacco affects the lungs, liver and heart
				Know when and how to wash their hands properly	Know that all household products, including medicines, can be harmful if not used properly	Know which foods given their bodies energy	Know that there are things, places and people that can be dangerous	Know ways to resist when people are putting pressure on them	Know how to get help in emergency situations
				Know how to say no to strangers	Know that medicines can help them if they feel poorly	Know that it is important to use medicines safely	Know when something feels safe or unsafe	Know what they think is right and wrong	Know how the media, social media and celebrity culture promotes certain body types



