

PHSEE Curriculum Progression - Yearly Overview

PHSEE Curriculum : Stage A1		
Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
001 - I have fleeting awareness of myself, (E.g. rubbing hands).	001 - I can accept others around me, (e.g. track with my eyes, smile).	001 - I can reacts to contact, e.g. involuntary movements.
002 - I can still in response to sound, voice or surrounding. (E.g. Pupil is startled by a sudden noise.	002 - I can demonstrate an awareness of others, (e.g. I still, stops crying etc.).	002 - I can turn my head. (E.g. towards a familiar sound or light).
003 - I can show a response to light by blinking or turning.	003 - I tolerate contact with familiar people.	003 - I can stop crying when my needs are met.
004 - I can briefly focus my attention towards familiar people, events, objects in my immediate environment. (E.g. Pupil stills, turns, eye widen when noticing someone doing something interesting.)	004 - I can stop crying or still at the sound of a familiar sound or voice.	004 - I can explore objects through mouthing.
005 - I can follow a sound by turning eyes.	005 - I can communicate if I am unhappy, (e.g. crying).	005 - I can tolerate contact with familiar people. (E.g. Pupil accepts hands being washed).
006 - I can respond consistently to various textures, tastes, temperatures and/or other sensations. (E.g. Pupil shows consistent preference to a soft, fluffy material.)	006 - I can explore my environment with intention, e.g. repeating an action or watching my hands as I hit a toy repeatedly.	006 - I can accept changes of position.
007 - I can respond to a familiar routine through increased attention, vocalisation or facial expression.	007 - I can pay attention to my surroundings, (e.g. I can turn towards someone talking).	007 - I can be calmed by a gentle, familiar voice.
008 - I can share exploration of an object with an adult.	008 - I can responds more consistently to my basic needs; (e.g. through expression, crying because I am wet or hungry.)	008 - I can accept exploration of familiar activities. (E.g. when a motion toy is activated).
009 - I can carry out simple activities independently. (E.g. Pupil can hit and kick out at a sensory tactile frame.)	009 - I can respond to unfamiliar people, (e.g. I will accept presence but without always responding.)	009 - I can indicates when I am uncomfortable. (E.g. Pupil cries when wet).
010 - I can respond to my name.	010 - I respond to familiar people, (e.g. I accept interactions and can respond when talked to).	010 - I can accept and engage in exploration of objects relating to classroom routines. (E.g. sensory story objects).
011 - I can consistently show responses to various sensory stimuli. (E.g. Pupil looks towards a favoured colour or seeks to touch a favourite toy.)	011 - I show awareness of what I like and dislike, (e.g. by smiling or by turning away).	



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	012 - I cry in response to, or clearly notice, less familiar stimulus, (e.g. a peer crying).	
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PHSEE Curriculum : Stage A2

Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
012 - I begin to respond to very basic cause and effect. (E.g. Interactive Whiteboard or Big Mac switch.)	013 - I can accept support with self-help, (e.g. when feeding or dressing.)	011 - I can build relationships with main carers. (E.g. smiling when the adult approaches them).
013 - I can communicate my likes or dislikes through vocalisation or gesture. (E.g. Pupil turns away from a certain food.)	014 - I can respond to familiar people or social activity, (e.g. through smiling, eye-contact).	012 - I can show a positive response to object of reference. (E.g. Pupil vocalises, smiles, gives eye contact, reaches for object).
014 - Pupil may watch and attempt to imitate an adult in order to solve a problem. (E.g. Pupil can activate a favourite toy or activity.)	015 - I can respond to unfamiliar people, (e.g. if unsure of person, I might turn away).	013 - I can remember learned responses over short periods of time, for some aspects of familiar activities. (E.g. Pupil places an object into a sack).
015 - I can co-operate when sharing objects during give and take activities with physical or verbal prompt.	016 - I begin to communicate with other people to express my immediate needs and wants, (e.g. using facial expressions to enhance meaning).	014 - I can explore objects and surroundings with more intent. (E.g. Pupil can handle objects for increasing periods).
016 - I can communicate my basic needs.	017 - I can attract attention deliberately.	015 - I can sometimes use trial and improvement to complete activities.
017 - I can make simple choices.	018 - I can change my behaviour in response to a familiar comforting experience, (e.g. being rocked or sung to).	016 - I can change my behaviour in response to a familiar comforting experience. (E.g. Pupil calms and listens when being sung to).
018 - I can learn through trial and error. (E.g. Pupil can shake a rattle or hit a switch, etc.)	019 - I can co-operate with self-help skills, (e.g. I can hold my foot out ready for my shoe to be put on).	017 - I can co-operate with adults with support. (E.g. toileting, dressing, feeding programmes with a familiar adult).
019 - I can watch and attempt to imitate an adult in order to solve a problem. (E.g. Pupil can activate a toy after watching how to do so).	020 - I begin to co-operate with support from a familiar adult, (e.g. hand over hand when mark making).	018 - I can co-operate with support. (E.g. hand-over-hand, class activities with a familiar adult).
020 - I can vocalise to gain attention or I can reach out making eye contact.	021 - I can show an interest in others, (e.g. I can imitate others by clapping hands).	019 - I begin to communicate intentionally with others. (E.g. initiating interactions through eye-contact, gesture, actions).
021 - I can consistently respond to my name, looking at the person talking to me.	022 - I begin to communicate intentionally with others, (e.g. initiating through eye-contact, gesture, action).	020 - I can communicate simple choices to familiar adult. (E.g. for fruit at snack-time).



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022 - I can sustain attention for an extended period (E.g. over ten seconds).	023 - I can request objects or activities, (e.g. I can point to familiar objects).		
023 - I begin to modify behaviour in response to stimuli, showing anticipation. (E.g. feeling an ice cube).	024 - I can indicate when I am uncomfortable, (e.g. crying when I am tired or dirty).		
024 - I can participate in group activities demonstrating increased attention / vocalisation / movement / facial expression.	025 - I can co-operate more consistently with self-help skills, (e.g. help to push arm through sleeve).		
025 - On occasions, I can respond appropriately to instructions. (E.g. clap hands, wave bye bye).			
026 - I can request events or activities. (E.g. Pupil points towards a favourite toy or the food cupboard).			
027 - I can recognise familiar adults. (E.g. Pupil looks for teacher and anticipates a greeting.)			
028 - I can look at and listen to adults as they lead activities maintaining attention for more than five minutes.			

PHSEE Curriculum : Stage A3

Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
029 - I can greet known people and sometimes initiates interaction with them. (E.g. Pupil can smile and reach out).	026 - I can engage with a familiar person, (e.g. I can maintain eye contact with a familiar adult).	021 - I can explore or manipulate objects, toys or equipment in more complex ways. (E.g. Pupil can pass objects from hand to hand).
030 - I can focus on and engage with objects during an activity.	027 - I can respond to peers, (e.g. laughs when another child shouts).	022 - I show some anticipation to favourite people and routines. (E.g. stories, snack time).
031 - I can follow a sequence of familiar daily routine such as washing hands before lunchtime.	028 - I can show anticipation in response to familiar routines and activities.	023 - I can remember learned responses over increasing periods of time and may anticipate known self-help routines. (E.g. by collecting own coat from a cue (verbal/visual)).
032 - I can remember and repeat a solution to a problem repetitively during a lesson. (E.g. Pupil can complete a simple shape sorter puzzle).	029 - I can recognise and greet known people, (e.g. I can initiate a greeting and I expect a response back).	024 - I can recognise and greet known people - initiating greetings and expecting a response back.



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033 - I can offer an object to an adult for continued interaction. (E.g. Pupil points towards a book for a story.)	030 - I have developed learned responses to get attention, (these behaviours may be appropriate or inappropriate).	025 - I can demonstrate some awareness of location. (E.g. where the drinks are kept in the classroom).
034 - I can understand context cues. (E.g. swim bag before swimming).	031 - I can recognise and respond to my own name within a group.	026 - I can engage with familiar person (responds in 1 to 1 interaction).
035 - I can respond to praise when I do well.	032 - I can respond positively to praise.	027 - I can actively engage in my toileting programme.
036 - I can repeat activities, using trial and improvement, to develop my skills.	033 - I begin to play although this may be mostly on my own, (e.g. digging in sand or rolling a ball across the ground).	028 - I can actively engage in my feeding programme.
037 - I demonstrate an understanding of my name and those of my friends, familiar people and favoured objects.	034 - I can work or play within own space but I tolerate being alongside peers.	029 - I can actively engage in my dressing programme.
038 - I can demonstrate an awareness of other children and what they are playing with.	035 - I can show some interest in peers' activity.	030 - I can move with increasing independence around familiar environments to complete routines, with verbal support. (E.g. In the classroom).
039 - I can respond to simple requests using key words, pictures and sign.	036 - I can separate willingly from carer with support of a familiar person.	031 - I demonstrate an understanding of yes/no.
040 - I can listen to song and rhymes and may participate or join in by banging or clapping and vocalising.	037 - I can initiate engagement one-to-one with a familiar person.	032 - I can communicate my choices to an adult. (E.g. refusal, pointing).
041 - Within the school day, I am aware of the routines and can now come to the table or carpet for activities.	038 - I can consistently express my basic needs through gestures or vocalisations.	033 - I can play with my equipment - focussing on my resources / activities.
042 - I can respond appropriately to simple requests containing one key word, sign or symbol in familiar situations, e.g. "Stop!"	039 - I can engage and interact with familiar people and will recognise and demonstrate an understanding that a unfamiliar person has entered	034 - With prompts, I can select appropriate resources for familiar routines from a selection. (E.g. selecting the cups at snack time).
043 - I can accept help from adults in a familiar setting.		035 - I can respond to praise/criticism.
044 - I can play independently, for short periods, in familiar situations, activities or with a familiar toy.		036 - I can respond either yes or no to an adult question. (E.g. Pupil can respond yes or no to "Do you want a biscuit?")
045 - I can wait for a favoured activity with adult support. (E.g. waiting in queue for dinner or slide at playtime).		
046 - I notice when something is 'wrong' or 'different' during a familiar routine. (E.g. Pupil notices when a friend is missing from school).		



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047 - I can engage in trial and improvement by trying to solve simple problems myself before asking for help. (E.g. Pupil looks for another chair if there is not one at table already).				
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PHSEE Curriculum : Stage S1				
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<ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 		<ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 		<ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
100 - I can make simple requests using my chosen method of communication.		100 - I am willing to attempt an unfamiliar task with support.		100 - I can carry out familiar routines and self-help programs with support and can show preference for activities.
101 - I can respond appropriately to simple questions using one or two words.		101 - I can make consistent choices based on my likes and dislikes, (e.g. I can choose a favourite game on a tablet).		101 - I can search out and use resources for familiar activities with prompts.
102 - I can combine 2 key ideas or concepts in phrases. (E.g. red cup or big ball.)		102 - I can work, play or engage in an activity alongside others.		102 - I can accept playing alongside others.
103 - I can express like or dislike using 1-2 word level of communication.		103 - I can accept unfamiliar people within a setting that is familiar to them, (e.g. the Head Teacher bringing a visitor into the classroom).		103 - I can say please and thank you when reminded.
104 - I can wait for an activity with less support.		104 - I can engage with less familiar people.		104 - I begin to follow a program of feeding with verbal support.
105 - I can co-operate with some boundaries and instant rewards.		105 - I can express my basic needs and wants either verbally, or through signs/symbols, (e.g. asks a familiar adult for help).		105 - I begin to follow a program of dressing with verbal support.
106 - I can stay in my seat, at a workstation or at group table for short periods. (E.g. 3 minutes)		106 - I can give a favoured object to familiar person.		106 - I begin to follow a program of toileting with verbal support.
107 - I can work, play and engage in activities alongside others.		107 - I can take turns with one-to-one support.		107 - I begin to anticipate the next step in familiar classroom routines with prompts.
108 - I am aware that some actions can hurt or harm others.		108 - I can share the same equipment whilst playing alongside a peer, (e.g. in a sandpit).		108 - I show a preference for activities I enjoy.
109 - I can respond to appropriate questions about familiar or immediate events or experiences.		109 - I can use basic manners with some prompts, (e.g. says please, thank you).		109 - I can pull my pants down



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110 - I can respond appropriately to 'why' and 'how' questions. (E.g. 'Why is the bear sad?')	110 - I show awareness that some actions can hurt or upset others, (e.g. moving over to a peer who has fallen over).	110 - I can pull my pants up
111 - I am able to respond to requests with four key word phrase by familiar adult, possibly with prompts. (E.g. Put the red teddy on the big chair).	111 - I am beginning to accept that I cannot always do what I want to do.	111 - I can put on my shoes (but not fasten them).
112 - I can respond appropriately to more complex questions or requests	112 - I begin to accept change with support, (e.g. visual cues/verbal warnings).	112 - I can put my arms in sleeves without support.
113 - I can ask simple 'what' questions to gain information to clarify events or show curiosity. (E.g. What is your name?)	113 - I can co-operate with others in structured, small group activities, with support.	113 - I can scoop with a fork and use a spoon well.
114 - I can respond to all appropriate questions with an appropriate answer.		114 - I can carry out familiar routines independently.

PHSEE Curriculum : Stage S2

Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
115 - I can ask lots of questions to find out more specific information. (E.g. 'Who?' and 'Why?' questions)	114 - I can listen and respond to the ideas of others, (e.g. imitates of others in their play).	115 - I can point to main features on face/body when asked.]
116 - I can indicate please/ thank you/ sorry when reminded.	115 - I can play with peer for a short time.	116 - I begin to carry out some aspects of personal hygiene, (e.g. to wash and dry hands independently, brush teeth, wipe nose).
117 - I can say 'please' and 'thank you' without prompt.	116 - I begin to show awareness of basic feelings of others, (e.g. I know when a person is smiling, it means they are happy).	117 - I can recognise their own belongings and can search for familiar resources independently.
118 - I can recognise and identify my own work from a selection at the end of the lesson.	117 - I can expresses basic feelings, (e.g. feeling sad or excited).	118 - I can communicate specific need and wants more consistently. (E.g. ask to go to the toilet).
119 - I can search for familiar, preferred equipment and resources with support.	118 - I am able to negotiate on a simple level, e.g. sharing toys with a peer.	119 - I can attend to a familiar task/activity.
120 - I can seek out familiar resources for activity independently.	119 - I can to ask appropriately for help.	120 - I can use basic manners. (E.g. Pupil can say please and thank you, typically without prompts).



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121 - I can search for and use unfamiliar equipment	120 - I can initiate interactions and responds to reciprocal interactions, (e.g. I can ask someone to play).	121 - I can ask for help with personal needs.
122 - I can take part in new/untried activities with support.	121 - I can take turns and share with support, in small groups for short periods.	122 - I can recognise my own belongings. (E.g. coat, hat or bag).
123 - In small group, I can follow simple rules with full adult support.	122 - I can begin to engage socially, e.g. has a favoured peer who they may hug/greet/play with.	123 - I can show some awareness of danger in familiar. (E.g. Pupil knows to take care with sharp items in a classroom).
124 - I can co-operate and follow simple rules and boundaries with longer intervals before receiving a reward. (E.g. simple star chart or 'now' 'next' chart).	123 - I can follow rules/routines, with support, (e.g. I can sit on the carpet to listen to a story).	124 - I can show some awareness of danger in familiar settings and accepts help to stay safe in unfamiliar settings. (E.g. Pupil knows to stay on the pavement when in the community with an adult or hold hands when crossing a road).
125 - I can complete short activities and small group tasks with support.	124 - I can use basic manners, (e.g. I can say please, thank you).	125 - I can follow a dressing programme independently.
126 - I can comply with some boundaries and simple rules without an immediate reward.	125 - I can recognise what has caused me pain, (e.g. banging my knee against a table leg).	126 - I can follow a feeding programme independently.
127 - I can follow simple context embedded instructions given to small group. (E.g. it's break so put your coat on.)	126 - I show some awareness of danger, (e.g. sharp or hot objects).	127 - I can follow a toileting programme independently.
128 - I can pay close attention to activity leader.	127 - I am able to imitate the content of a group activity.	128 - I can drink from a cup I am holding independently.
129 - I can pay attention to familiar adults and tasks intermittently and for short periods.	128 - I can understand my role in following familiar routines, (e.g. washing my hands and lining up for dinner).	
130 - I can respond and join in with familiar small group activities.		
131 - I can transfer my attention to new and familiar tasks.		

PHSEE Curriculum : Stage S3

Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
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132 - I can solve problems by negotiation with others support. (E.g. 'I'll go first, then it's your turn').	129 - I can make purposeful relationships with others in group activities, with minimum support.	129 - I can put on my coat and shoes, but I need help to fasten them).
133 - I can move to directed activities with less support.	130 - I can show some consideration of the needs/feelings of other people and other living things, (e.g. I offer food to a visitor or watering a classroom plant).	130 - I can sit quietly when appropriate for increasing periods of time.
134 - I can respond (using either verbal or non-verbal communication) to others in group situations.	131 - I can actively participate in a small group activity with minimum support.	131 - I can usually follow simple instructions from an unfamiliar adult.
135 - I can sometimes tolerate delay when needs are not immediately met.	132 - I can initiate communication with peers about a topic of interest, (e.g. I can tell them about a new toy).	132 - I can brush my own hair.
136 - I can adapt my behaviour to different situations.	133 - I can take turns with others in structured activities, with minimum adult support.	133 - I can take part in less familiar and new activities independently.
137 - I can listen to and follow a simple story.	134 - I begin to show basic understanding of what is right and wrong in familiar situations.	134 - I can follow simple direction from an unfamiliar adult more consistently.
138 - I am beginning to accept change with support.	135 - I can recognise when they are upsetting others, (e.g. I know not to take a toy away from others).	135 - I can carry out aspects of basic personal hygiene independently, occasionally with adult support.
139 - I can wait for a requested activity in a structured activity and setting.	136 - I can recognise that some situations may include danger and accepts assistance, (e.g. crossing the road).	136 - I can recognise when I need help and ask for support appropriately. (E.g. Ask for help to fasten my coat or shoes).
140 - I am aware that I can change my mind.	137 - I can understand and accept my wishes may not be met.	137 - I understand agreed codes of behaviour, which help groups work together. (E.g. Pupil knows to wait for their turn in a small group).
141 - I begin to realise that there may be more than one solution to a problem. (E.g. Pupil can respond with "glue" when asked how to stick paper together).	138 - I can accept changes in routine consistently.	138 - I know the order of the school day. (E.g. Pupil can follow a visual timetable independently).
142 - I can demonstrate understanding by answering questions about a story or picture with minimum support.	139 - I am often sensitive to needs/feelings of others and I show respect for myself and others.	139 - I am often sensitive to needs/feelings of others and show respect for myself and others. (E.g. Pupil will show concern if a peer is upset).
143 - I understand the concept of taking turns.	140 - I can recognise and responds to the order within a group when taking turns with minimal prompts.	140 - I can treat living things with care and concern. (E.g. Pupil knows a pet needs food and water).
144 - I understand and follow routines and accept boundaries with more complicated reward systems.	141 - I begin to sustain relationships with others.	141 - I can use the toilet independently.
145 - I can begin to establish / sustain relationships.	142 - I can recognize the need for help and I can ask for help appropriately, (e.g. I can ask for help to fasten my coat).	142 - I can eat using a knife and a fork.



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146 - I can use trial and improvement to solve a problem. (E.g. 20 piece jigsaw puzzle).	143 - I begin to negotiate with others in a variety of situations.	143 - I recognise that I need different clothes for different types of weather.	
147 - I can understand time concept words. (E.g. yesterday, next week, first/last).	144 - I begin to initiate conversations and listen to what others say.		
148 - I can understand a more complex and longer-term reward system. (E.g. 'Golden Time' instead of short-term reward chart).	145 - I can take on roles with peers, (e.g. 'I'll be Goldilocks you be Mummy Bear.' or by leading a peer to the carpet).		
	146 - I can understand the need for rules in games and shows an awareness of how to join in with others in different situations.		
	147 - I can understand when I have done something right or wrong, (e.g. made a mistake).		
	148 - I know how to keep safe in familiar situations, (e.g. I know to walk along the pavement instead of the road).		

PHSEE Curriculum : Stage E1

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200 - I can maintain attention to familiar adults, tasks and group activities within familiar settings.	200 - I demonstrate an awareness of how to take part in a range of different situations, (e.g. classroom setting or assembly).	200 - I can carry out routines, including those for personal hygiene, independently.
201 - I show understanding a familiar story by ordering pictures and depicting sequence of events. (E.g. orders 4 pictures from a familiar story).	201 - I can feel/show remorse, when relevant.	201 - I can correct my clothing if incorrect. (E.g. coat on wrong).
202 - I can identify resources for familiar tasks and collect them independently.	202 - I can takes on variety of roles during familiar activities in small and larger groups with support	202 - I can follow a variety of rules in different situations. (E.g. Pupil can play games according to the rules).
203 - I can take turns in conversations.	203 - I can play co-operatively, taking turns and sharing activities in less demanding situations.	203 - I can play co-operatively, including sharing activities in less demanding situations. (E.g. Pupil can share cars on a road map).



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204 - In small groups, I can maintain my attention to familiar or enjoyable activities for short periods of time without prompts. (E.g. more than 5 minutes).	204 - I can take account of one another's ideas about how to organise my activity.	204 - I can respond positively to instruction in 1:1 situations.	
205 - I can take part in role-play with confidence.	205 - I can show sensitivity to the needs and feelings of others' to form positive relationships with adults and peers	205 - In familiar situations, I can actively communicate matters of interest to contribute to a group task.	
206 - I am more aware of my own and others roles and contributions in familiar group tasks	206 - I can negotiate with others in a variety of situations with increased understanding of any opposing views, (e.g. I can listens to and take into account of what others say).	206 - I can take account of one another's ideas about how to organise the activity.	
207 - I am beginning to make simple choices about my learning behaviour. (E.g. not shouting out or having pencil for writing).	207 - I can focus on messenger, (e.g. Pupil knows they should look at who is talking).	207 - I can contribute to the planning of familiar routines with occasional prompts.	
208 - I can consider the consequences of my actions.	208 - I begin to recognise the difference between the truth and a lie. (E.g. Pupil knows I have a pet dinosaur" is a lie)."	208 - I am aware of the structure of familiar routines. (E.g. Pupil knows the order of dinner-time routines).	
209 - I can identify whether I need help with my work with some adult support.	209 - I can understand the aims of simple games, tasks and rules. (E.g. playing snakes and ladders).	209 - I am aware of resources needed for different routines or activities.	
210 - I begin to recognise that if I cannot complete a piece of work, I should ask for help appropriately independently.	210 - I can learn from my mistakes. (E.g. Pupil does not shout out after being told that is inappropriate).	210 - I demonstrate basic understanding of safety in a wider range of situations. (E.g. Pupil knows not to talk to strangers).	
211 - I am beginning to reflect on how my work can be improved.	211 - I know that it is wrong to hurt others.	211 - I can show sensitivity to others' needs and feelings to form positive relationships with adults and other children. (E.g. Pupil can help a peer find an adult if they are hurt).	
212 - I am developing an understanding of slapstick humour or simple jokes.	212 - I can, with intermittent prompting, treat others with respect in 1:1 and small group situations.	212 - I can travel safely around school without an adult.	
213 - I can show resilience in an appropriate manner. (E.g. Pupil can accept that they didn't get their choice but others in the class did).	213 - I treat living things and environment with care and concern.	213 - I can recognise the need for good personal hygiene. (E.g. Pupil washes hands after going to the toilet without an adult prompt).	
214 - I am beginning to take pride in my work and try hard to do my best.	214 - I have a simple understanding of stranger danger.	214 - I know who is best placed to help me when I need support.	
215 - I can be actively involved in interchanges of information, ideas or opinions.	215 - I can recognise key adults who help in the wider community and identify adults to trust, (e.g. Police Officers, Doctors and Nurses).		
216 - I can listen to contributions from others and add detail as appropriate.	216 - I know when I am telling a lie, (e.g. I scored ten goals.)"		



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217 - I begin to organise myself independently and initiates in known activities.	217 - I can take on a variety of roles within familiar and unfamiliar groups.		
218 - I begin to review my own progress with support. (E.g. against targets and objectives).	218 - I can participate in range of familiar group tasks.		
219 - I show more complex understanding of trial and improvement. (E.g. Pupil accepts positive encouragement and responds to it).	219 - I can contribute to achievement of group goals with support.		
220 - I can take turns in conversation, listening carefully to others so they can enter on cue.	220 - I can understand and respond appropriately to straightforward comments or instructions directed at them. (E.g. actions questions or comments).		
221 - I can accept changes outside common routines.	221 - I can look at who is talking and think about what they are saying.		
	222 - I can tell simple jokes and simple idioms but I do not always understand what they mean.		
	223 - I show more awareness of the aims and roles in games or activities.		
	224 - I continue to develop and understand right and wrong, (e.g. admit when they have made the wrong choice).		

PHSEE Curriculum : Stage E2

Autumn - Behaviours for Learning	Spring - Relationships and Social Skills	Summer - Personal Independence
<ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	<ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	<ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
222 - I begin to identify barriers to learning and, with adult support, attempts to overcome them.	225 - I can understand that when they identify danger they should then tell an adult, (e.g. wet floor in corridor).	215 - I can sit quietly/keep still.
223 - I can approach a problem with a strategy.	226 - I can recognise when others are being unkind to me, and who to tell to get support.	216 - I am beginning to understand an increasing number of social rules. (E.g. Where is appropriate/not appropriate to undress).
224 - I am beginning to show basic evaluation skills.	227 - I can aware of my own role in familiar task.	217 - I can organise myself in familiar activity without support. (E.g. Pupil can get their lunchbox for lunch).



PHSEE Curriculum Progression - Yearly Overview

225 - I know what my goal or target is.	228 - I can recognise what kind of information is private, e.g. name, address etc.	218 - Working alone pupil plans simple tasks, selects and maintains attention in familiar small group activity.
226 - I can use simple jokes and simple idioms but I do not always understand what it means.	229 - I am aware of the role of others', familiar tasks.	219 - Pupil recognises a simple mistake and self manages to make it right. (E.g. Pupil drops litter on the floor, picks it up and finds a bin).
227 - I can make a judgement about how hard I have worked in relation to criteria explained at the beginning of the lesson with a simple rating scale.	230 - I can complete activities with peers, e.g. makes snacks.	220 - With some support, I can negotiate activities in unstructured times. (E.g. playtime games).
228 - I can make more choices regarding my learning behaviour.	231 - I can say what others did well, when asked.	221 - I can negotiate with others in a variety of situations with support. (E.g. Pupil can try to resolve conflict with other children by saying sorry).
229 - I can self-regulate to minimise the disruption of learning of others.	232 - I can contribute to achievement of group goals without support, (e.g. evaluating their group activity when feeding back to others).	222 - I can carry out familiar routines with friends. (E.g. Pupil can help organise snack time).
230 - When faced with a problem, I can persevere in order to succeed.	233 - I can negotiate with others in a variety of situations e.g. asks appropriate questions of others, takes steps to resolve conflict with and find a compromise.	223 - I can follow a weekly plan/timetable with support (may be visual/oral).
231 - I demonstrate resilience by standing up for myself when challenged by friends/peers. (E.g. calling names in playground).	234 - I can understand why I need to follow rules.	224 - I know I should call 999 in an emergency.
232 - I can remember and relay simple message.	235 - I have a basic understanding of personal space.	225 - I can solve simple problems. (E.g. Pupil knows to sharpen their pencil if their pencil is blunt).
233 - I can ask for help for specific concerns.	236 - I have a more developed understanding of dangers in a wider variety of situations and wider unfamiliar adults.	226 - I can identify the necessary resources when planning simple task.
234 - I can ask questions for increasingly wider situations. (E.g. how and why for general interest not for a specific need).	237 - I know who to tell of an incident of danger in a variety of situations.	227 - I am beginning to demonstrate resilience. (E.g. Pupil can say 'no' if faced with a situation that is uncomfortable).
235 - I begin to show more confidence in talking to others, including people who are unfamiliar.	238 - I can recognise a wider variety of situations that are unkind and if I am being unkind, (e.g. leaving same person out of a game).	228 - I can list ways to stay safe. (E.g. Pupil can state how to stay safe crossing a road).
236 - I can listen to rules of game and respond appropriately. (E.g. Pupil can play a game without an adult).	239 - I can understand that I can say No" to keep myself safe."	229 - I can list and describe some things that keep me healthy. (E.g. Pupil knows that exercise is healthy).



PHSEE Curriculum Progression - Yearly Overview

237 - I can consider alternatives before making decision or acting on it.	240 - I begin to initiate an activity in range of familiar group tasks.	230 - With support, I can make simple choices about aspects of my health. (E.g. Pupil can choose a healthy snack).
238 - I can listen well in more formal situations.	241 - I am aware when to lead an activity, with occasional prompts.	231 - I can take some steps to avoid risks. (E.g. Pupil can carry scissors safely).
239 - I begin to check their own work and self-correct linked to criteria set. (E.g. does it have capital letters, full stops etc.)	242 - I can maintain positive relationships with peers.	232 - I can remain positive in event of problem or challenge. (E.g. Pupil will keep trying if they find something more challenging).
240 - I am able to respond to others with increasing appropriateness.	243 - I have some understanding of the effect their behaviour has on others, with adult support, and co-operate in some less demanding situations.	233 - I can show more confidence in talking to others, sometimes to people who are unfamiliar.
241 - I can identify main steps in action plan of successful completion of task.	244 - I can recognise a good role model with support.	234 - I can organise myself to wear appropriate clothing. (E.g. Pupil can put on their jumper if feeling cold).
242 - I can consistently ignore low-level inappropriate behaviour. (E.g. tapping pencil on table nearby).	245 - I do not interrupt a conversation I am not involved in.	235 - I am beginning to check my work and self-correct linked to known focus. (E.g. Pupil can look for capital letters and full stops in their written work when prompted and self correct).
243 - I can remain positive in event of problem or challenge, e.g. in learning or in relationships with peers.	246 - I can take turns to speak with another person or small group and answer simple questions relating to topical issue.	236 - I am increasingly confident working independently.
244 - I can adapt ideas when communicating with a group with encouragement of peers or adult.	247 - I can respond appropriately to others actions and comments.	237 - I know my telephone number and home address.
245 - I am beginning to become aware and talk about the effect of their behaviour on others. (E.g. 'When I ran up close to her, she thought I was going to hurt her').	248 - I have a more consistent approach to right and wrong.	238 - I can read some non-verbal cues in order to recognise what a familiar person is feeling.
246 - I can complete class work and homework in agreed timescales.	249 - I can understand the consequences for wrong choices within routines and familiar settings.	239 - I am developing resilience by standing up for myself when challenged by peers. (E.g. Pupil ignores another pupil making fun of their clothes).
247 - I can self-correct or problem solve when I realise I am about to make a mistake or as problems occur. (E.g. Pupil realises that they've left their coat in the wrong place).	250 - I can understand the potential consequence of telling a lie.	240 - I can recognise obvious dangers in unfamiliar settings.
248 - I can continue tasks even when I am becoming frustrated.	251 - I am able to identify the difference between a wider variety of people in different contexts.	241 - I can recognise the need to stay safe online.



PHSEE Curriculum Progression - Yearly Overview

		252 - I begin to recognise dangers in unfamiliar adults.		
		253 - I can understand ways that people can be unkind to others. (E.g. ignoring/leaving out of games, mean words, physically and emotionally hurting).		
		254 - I am beginning to identify potential risks in my environment and take some steps to avoid.		
		255 - I know the difference between 'Private' and 'Public' areas, (E.g. being at home vs being on a school trip in a museum and how that impacts on behaviour.)		

PHSEE Curriculum : Stage N1

Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
300 - I can listen and show comprehension in more formal situations. (E.g. Listening to a guest speaker).	300 - I can select when to lead a group activity with occasional prompts.	300 - I can apply knowledge and begin to use a wider number of strategies. (E.g Pupil is able to think more flexibly and consider options).
301 - I can take part in and organise myself in familiar and new routines.	301 - I am more aware of action to take in examples of bullying with adult modelling.	301 - I can identify different types of relationships.
302 - I can apply knowledge and begin to use a wider number of strategies (thinking flexibly). (E.g. Pupil uses a more systematic approach to thinking through 'What do I do first?')	302 - I can adapt ideas with encouragement from peers.	302 - I can show ways of maintaining good relationships.
303 - I can consider other members of my group.	303 - I can identify ways that they can show care towards each other.	303 - With support, I can understand that effort is needed to achieve desired outcomes and to persevere.
304 - I can independently check my own work and self-correct errors.	304 - I can celebrate, without prompts, other pupil's achievements, (e.g. clapping when peer awarded certificate in assembly, cheering a friend on sports day).	304 - I can carry out steps independently to travel on a simple journey including safety on/near a road.
305 - I can increasingly deal with pressure. (E.g. Pupil can sit a test they know is as assessment.)	305 - I can take part in discussions with another person or whole class and share their opinion.	305 - I can recognise achievements of other pupils in the class and begin to say why.



PHSEE Curriculum Progression - Yearly Overview

306 - I can independently set goals and begin to think about what to do to achieve it.	306 - I can adapt ideas when communicating with group with adult encouragement	306 - I can negotiate social activities with friends when there is a conflict with others. (E.g. Pupil can say, 'Why don't you have it for 5 minutes and then swap?').
	307 - I am more able to accept an equitable share, (e.g. when peer brings in birthday cake for class).	307 - I can reflect on planning for similar activities with some prompts.
	308 - I am aware of social conventions in public places and how their behaviour should be in a variety of situations, (e.g. restaurants).	308 - I can ask for help in wider contexts.

PHSEE Curriculum : Stage N2

Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
307 - I can use simple jokes and idioms more appropriately.	309 - I can recognise the dangers of unfamiliar adults and unfamiliar settings, (e.g. talking to a stranger at the school gate).	309 - I can take part in and organise themselves in new routines and activities.
308 - I respect the teacher - I can cooperate, I am compliant and responding positively to instruction.	310 - I can recognize the importance of keeping personal information safe at a basic level, (e.g. telephone number, address, which school you go to).	310 - I can complete a number of tasks within a given timeframe, e.g. reading test within 40 minutes.
309 - I can plan tasks, anticipating consequences of actions/decisions.	311 - I can demonstrate resilience in peer relationships, (e.g. if a friend won't let me join in with a game, after a short period of time, I can try again to play).	311 - I can complete simple action planning.
310 - I can adapt actions in response to unfamiliar people and events.	312 - I can develop relationships with people recently introduced.	312 - I can recognise and can resist peer pressure.
311 - I can create or select limited strategies to overcome barriers.	313 - I can consistently express feelings and thoughts when communicating in a group.	313 - I know the difference between harmful and helpful substances and how misuse can harm them.
312 - I can recognise achievement in other pupils in the class and begin to say why.	314 - I can describe simple similarities and differences between people and explain, with support, ways in which family and friends should care for each other.	314 - I can recognise dangers in more varied situations.
313 - I begin to understand that effort is needed to achieve desired outcomes.	315 - I can understand consequences for wrong choices and the need to follow rules within wider community.	315 - I can manage unwanted attention from their peers. (E.g. Pupil can stand up for themselves when



PHSEE Curriculum Progression - Yearly Overview

		another child tries to do something they don't want them to do).
314 - I can reflect on feedback about a piece of work or activity and with support, plan next steps.	316 - I can recognise differences in groups of people.	316 - I am beginning to understand basic facts about the value of money. (E.g. Pupil is beginning to appreciate how wages, tax and banks work).
315 - I can encourage others.	317 - I can recognise that there are dangers in technology.	317 - I can display better self-control and use of divided, focused and selective listening to information. (E.g. Pupil can distinguish between conversations and can listen to one that is more important).
	318 - I am beginning to have a wider understanding of the word 'bullying', that it is wrong and I can suggest how to get help.	318 - I can persevere in the face of challenges and setbacks.
	319 - I can identify groups and communities I belong to, (e.g. Scouts, drama club, church etc.).	319 - I can identify when I need help.
	320 - I can understand risks to myself and others, and I can take steps to minimise them, (e.g. I notice and step over a tripping hazard and will attempt to move it so no one else falls over it.)	
	321 - I can recognize the effect of my behaviour on others.	

PHSEE Curriculum : Stage N3

Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
316 - I can recall and apply knowledge in more creative and new situations.	322 - I can listen to key information and make relevant comments.	320 - I can review activities to inform future planning in a small group.
317 - I can prioritise tasks to manage time. (E.g. Pupil can complete comprehension in given time).	323 - I realise if I have made the wrong choice and say if I have changed my mind, (e.g. after choosing an activity, I can say that I would like to change and why).	321 - I can avoid involvements in conflict situations or arguments. (E.g. Pupil can offer alternative ways to solve disagreements).
318 - I can visualise next steps based on what I know now.	324 - I can co-operate with others.	322 - I can explain the qualities of a good citizen.



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319 - I begins to understand how my education equips me with the behaviours and attitudes for success in the future.	325 - I can follow rules.	323 - I can express my views and listen to others with respect.
320 - I can avoid involvement in conflict situations.	326 - I can accept consequences to my actions, (e.g. loss of 'Golden Time', use of tablet etc.).	324 - I can follow and write more detailed action plans.
321 - I can stop, reassess and select another strategy to overcome barriers.	327 - I can recognise a good role model and what makes them a good role model.	325 - I can build and repair positive relationships. (E.g. Pupil responds positively to restorative approach). I can accept others' views and adjust my contribution to complete a group task.
322 - I don't seek to attract inappropriate attention in classroom.	328 - I can understand the difference between teasing and bullying; that there are different types and can communicate when this is unacceptable.	326 - I am developing a sense of gender identity.
	329 - I know not to keep adult secrets, and the difference between a secret and a surprise.	327 - I have greater awareness of gender stereotypes.
	330 - I can communicate more consistently with members of a group and can adapt ideas or actions as a member of a group.	328 - With some support, I can express simple ideas about how to develop healthy lifestyles.
	331 - I can consider other group members.	
	332 - I can express my thoughts and feelings and I am more willing to accept consensus and responds positively to instruction.	

PHSEE Curriculum : Stage N4

Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
323 - I can act on constructive feedback about my work or performance.	333 - I can recognise the importance of keeping information safe and potential risks online.	329 - I understand aspects of different jobs and I am developing skills for work in the future, e.g. Pupil understands some aspects of roles in school).
324 - I can assess and reflect on my strengths and weaker areas to set personal goals.	334 - I can take part in discussions giving their opinions and are beginning to justify how they have made their decision.	330 - I can approach new tasks with a positive attitude.
325 - I can listen with increasing confidence in wide range of context.	335 - I can add detail and understand the consequences of breaking rules in a wider context.	331 - I can modify and adapt my actions and ideas in response to familiar / unfamiliar people and events.



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326 - I have a well-developed sense of humour.	336 - I can list some of the difference ways you can bully and the possible ways to help, (e.g. verbal, physical, emotional, leaving out, cyber).	332 - I can listen and respond carefully to others speaking. (E.g. Pupil can vary their vocabulary to suit the audience).
327 - I can contribute appropriately to differing points of view and can offer reasons and evidence for their views.	337 - I can respond to understand why you need to repair harm, (e.g. participate in. restorative approaches with adult support).	333 - I understand the benefits of wide variety of strategies and begins to choose the most effective.
328 - I can listen and respond carefully to others speaking and show this by making some variation to vocabulary to suit audience.	338 - I can describe the qualities of a good citizen.	334 - I am more creative in choosing which strategy to use (suitable to task and context).
329 - I understand and use rules of conversations and know limits surrounding it. (E.g. Pupil can speak at appropriate times, to appropriate people / shows respect).	339 - I can list groups that can be discriminated against, (e.g. race religion nationality disability).	335 - I know what happens when others' rights are not respected.
	340 - I know why bullying is wrong, (e.g. the impact bullying can have on health and life choices in the future).	336 - I can express simple ideas about how to develop healthy lifestyles.
	341 - I can understand that Cyber bullying is a form of bullying and I begin to recognise the dangers and impact.	337 - I can understand how to manage risks in different familiar situations.
	342 - I avoid writing or sending inappropriate content electronically.	338 - I can make judgements and decisions, with some support, regarding resisting peer pressure around issues affecting health and wellbeing. (E.g. Pupil knows that smoking is bad for their health and will resist smoking as a result).

PHSEE Curriculum : Stage D

Autumn - Behaviours for Learning <ul style="list-style-type: none"> • Self-awareness • An understanding of emotions • Ability to recognise and manage feelings 	Spring - Relationships and Social Skills <ul style="list-style-type: none"> • Social skills • Communication skills • Self-assertiveness • Understanding of respect 	Summer - Personal Independence <ul style="list-style-type: none"> • A sense of belonging • Own aspirations • Confidence
400 - I can demonstrate sustained effort in response to challenge.	400 - I appreciate my friends, (e.g. I can explain why someone is my friend and what makes a good friend).	400 - I can set goals for personal skills.
401 - I can understand jokes and idioms and I am more able to say what they mean.	401 - I can treat other pupils as equals, (e.g. I do not dominate, intimidate or abuse other pupils).	401 - I can follow a sequence of higher-level self-care routines. (E.g. shaving).



PHSEE Curriculum Progression - Yearly Overview

402 - I know how I learn best. (E.g. preference on layout, presentation, content, learning styles etc.)	402 - I can take part in discussions in a variety of ways, contribute and maintain a variety of healthy relationships.	402 - I am tolerant and considerate of others.
403 - I can identify learning opportunities, choices and strategies to meet personal needs and achieve goals.	403 - I can respect the rights and views of others	403 - I can delay gratification when required and can wait for rewards or pleasurable items for prolonged periods of time.
404 - I can advocate appropriately for my rights and the rights of others.	404 - I can sustain important relationships with peers and respect other pupils.	404 - I can understand about puberty and personal hygiene e.g. menstruation.
405 - I can listen carefully in class discussions and show this by making sensible contributions and asking questions that are responsive. (E.g. discussion about whether schools should have school uniform, pupil is able to identify reasons for and against and give reasons).	405 - I can use appropriate language.	405 - I can with support, can explore how the media presents information.
406 - I can evaluate evidence listened to.	406 - I use appropriate language.	406 - When faced with adversity, I can demonstrate the ability to persevere and take steps to solve the problem.
407 - I understand more about rules/ laws and why they are needed in society.	407 - I can usually avoid involvement in conflict situations.	407 - I can choose clothing that is appropriate to the setting. (E.g. Pupil chooses smart clothing for work experience).
408 - I am aware of consequences of breaking the law and the impact this can have on society and individuals.	408 - I understand how to keep safe in the wider community	408 - I can identify learning opportunities, choices and strategies to meet personal needs and achieve goals.
409 - I can critically evaluate. (E.g. Evaluate success for a specific activity using a complex activity scale).	409 - I am more able to consider my own identity and self-awareness.	409 - I can is not afraid of new things and doesn't fear failure when taking on new tasks.
410 - I am becoming more analytical in my thinking and my work demonstrates.	410 - I can listen and respond respectfully to a wide range of people.	410 - I show confidence in most situations while not showing bravado, recklessness or unrealistic expectations of my abilities.
411 - I can set a personal goal and split it into smaller manageable chunks.	411 - I am confident to raise concerns, respects and if necessary challenges others views.	411 - I know how to include others in activities.
412 - I can assess and can reflect critically on own strengths, needs and interests.	412 - I can work with others to resolve conflict.	412 - I know that I have a right to an opinion and increasingly I can express my opinions appropriately.
413 - I understand the benefits of effort and commitment.	413 - I have developed strategies to resolve conflict through negotiation and compromise.	413 - I can interact appropriately with other people both verbally and non-verbally.
414 - I continue to practise even when I am already accomplished.	414 - I can recognise the difference between sexual and non-sexual relationships.	414 - I am typically forthcoming in group/class discussions.



PHSEE Curriculum Progression - Yearly Overview

415 - I can tune out most distractions in order to concentrate on my task.	415 - I can make appropriate decisions about risk taking, (e.g. I can resist peer pressure around areas of wellbeing and health).	415 - I have an increased awareness of my identity and greater self-awareness. (E.g. Pupil recognises their own worth).	
416 - I understand techniques and methods that aid concentration.	416 - I can identify different groups that can be discriminated against.	416 - I can anticipate resources required for an unfamiliar task once it has been explained to me.	
417 - I can develop expertise, interest and understanding of some things.	417 - I can identify racial and ethnic stereotypes.	417 - I can take the initiative to plan or present my ideas to a group.	
418 - I seek feedback in order to identify how to improve further.	418 - I can identify the differences and similarities including family and cultures, (e.g. race, religion, age, sexual diversity and orientation and disability).	418 - I can develop strategies to keeps physically and emotionally safe.	
419 - I demonstrate effort and commitment in refining and adjusting work.	419 - I can recognise and challenge stereotypes.	419 - I can travel independently, managing risks and planning my journey effectively.	
420 - I can act on my ideas, consider and refining my ideas as appropriate to the task.	420 - I can avoid harmful relationships, (e.g. I can stay away from poor role models).	420 - I can understand how to manage the risks of drugs, alcohol in different familiar situations.	
421 - I show a willingness to be wrong.	421 - I can identify aspects of media pressure, (e.g. the existence of trolls on social media, photographs of extremely thin models, airbrushing in magazines).	421 - I can list commonly available substances and drugs that are legal and illegal and describe some of their effects and risks.	
422 - I can find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.	422 - I can take appropriate steps to keep safe in a wider range of situations.	422 - I am aware of the benefits and risks associated with social media and how to keep myself, and my information, safe.	
423 - I can push myself to engage and try hard in areas that I don't enjoy or find easy.	423 - I can recognise bullying behaviour and I can be involved in helping victims.	423 - I am increasingly confident on how to keep myself safe online.	
424 - I can listen to others who encourage and help me, thanking them for their advice.	424 - I can list commonly available substances and drugs that are legal and illegal, describe some effects and risks and I have some ideas of how to avoid those risks.	424 - I can show good self-control and is able to manage my feelings and actions to suit the situation.	
425 - I can push past doubts, fears, or a drop in motivation even in challenging circumstances.	425 - I can understand the dangers of abuse, sexual exploitation, radicalisation and knives, gangs and extremism.	425 - I am aware of and can participate in discussions linked to Sex and Relationship Education.	
426 - I can reflect upon the reasons for failures and find ways to bounce back.	426 - I am aware of my identity in relation to my family, the wider community and world, (e.g. how I can help influence decisions, the role of parliament, voting and democracy).		
	427 - I can identify situations where people have disregarded consequences.		



PHSEE Curriculum Progression - Yearly Overview

		428 - I can appreciate the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.		
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