



Carnarvon Foundation Stage PSHE/Citizenship Skills Ladder

	Citizenship
	E-Safety
	Financial Education
	Keeping Healthy
	Relationships and Sex Education
	SEAL Links
	Staying Safe including Drug Education

Health and Well-being

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
Handles tools, objects, construction and malleable materials safely and with increasing control.
They handle equipment and tools effectively, including pencils for writing.
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
Shows understanding of how to transport and store equipment safely.
Practices some appropriate safety measures without direct supervision.
Can usually manage washing and drying hands.
Eats a healthy range of foodstuffs and understands need for variety in food.
Usually dry and clean during the day.
Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Relationships

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
Initiates play, offering cues to peers to join them.
Keeps play going by responding to what others are saying or doing.
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
Initiates conversations, attends to and takes account of what others say.
Explains own knowledge and understanding, and asks appropriate questions of others.
Takes steps to resolve conflicts with other children, e.g. finding a compromise.
Children play co-operatively, taking turns with others.
They take account of one another's ideas about how to organise their activity.
They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
They give their attention to what others say and respond appropriately, while engaged in another activity.
Can select and use activities and resources with help.
Welcomes and values praise for what they have done.
Enjoys responsibility of carrying out small tasks.
Is more outgoing towards unfamiliar people and more confident in new social situations.
Confident to talk to other children when playing, and will communicate freely about own home and community.
Shows confidence in asking adults for help.
Confident to speak to others about own needs, wants, interests and opinions.
Can describe self in positive terms and talk about abilities.
Children are confident to try new activities, and say why they like some activities more than others.
They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
They say when they do or don't need help.
Aware of own feelings, and knows that some actions and words can hurt others' feelings.
Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
Can usually adapt behaviour to different events, social situations and changes in routine.
Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
Aware of the boundaries set, and of behavioural expectations in the setting.
Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
They work as part of a group or class, and understand and follow the rules.
They adjust their behaviour to different situations, and take changes of routine in their stride.
Shows interest in the lives of people who are familiar to them.
Remembers and talks about significant events in their own experience.
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines.
Shows care and concern for living things and the environment.
Children talk about past and present events in their own lives and in the lives of family members.
They know that other children don't always enjoy the same things, and are sensitive to this.

Living in the Wider World

Beginning to use everyday language related to money.
Children use everyday language to talk about money to compare quantities and objects and to solve problems.
Recognises and describes special times or events for family or friends.
Shows interest in different occupations and ways of life.
They know about similarities and differences between themselves and others, and among families, communities and traditions.
Children know about similarities and differences in relation to places, objects, materials and living things.
They talk about the features of their own immediate environment and how environments might vary from one another.
Uses ICT hardware to interact with age-appropriate computer software.
Children recognise that a range of technology is used in places such as homes and schools.
They select and use technology for particular purposes.