



Comparison tables for early learning goals, PSHE framework for key stage 1 and end of key stage 1 statement

The table below shows how the draft end of key stage statements for key stage 1 can progress from the early learning goals for personal, social and emotional development in the foundation stage.

It shows a 'best fit' comparison between the early learning goals, relevant part of the PSHE joint framework for key stage 1 and the end of key stage 1 statement. It does *not* show a direct comparison or equivalence, but aims to clarify progression for information only. Early years teachers will be assessing progress on the basis of the stepping stones and early learning goals.

In these tables, only the early learning goals that relate directly to the PSHE framework at key stage 1 are shown. For the full breadth of early learning goals for personal, social and emotional development, see pages 32–43 of *Curriculum guidance for the foundation stage*.

| Early learning goals | PSHE and citizenship framework – developing confidence and responsibility and making the most of their abilities Pupils should be taught: | End of key stage 1 statement |
|---|---|--|
| <p>Behaviour and self-control</p> <ul style="list-style-type: none"> Understand what is right, what is wrong and why. <p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> Respond to significant experiences, showing a range of feelings when appropriate. | <p>1a To recognise what they like and dislike, what is fair and unfair and what is right and wrong</p> <p>1b share their opinions on things that matter to them and other people and explain their views</p> <p>1c to recognise, name and deal with their feelings in a positive way</p> <p>1d to think about themselves, learn from their experiences and recognise what they are good at.</p> | <p>Children can identify and name some feelings (<i>for example through interpreting facial expressions</i>) and express some of their positive qualities.</p> <p>They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (<i>for example talking about fairness</i>).</p> |

| Early learning goals | PSHE and citizenship framework – developing a healthy, safer lifestyle Pupils should be taught: | End of key stage 1 statement |
|---|--|--|
| Self-care <ul style="list-style-type: none"> Dress and undress independently and manage their own personal hygiene. | 3b to maintain personal hygiene | [Children] can explain ways of keeping clean (<i>for example by washing their hands and keeping their hair tidy</i>) and they can name the main parts of the body. |

| Early learning goals | PSHE and citizenship framework – developing good relationships and respecting the differences between people Pupils should be taught: | End of key stage 1 statement |
|---|---|---|
| Self-confidence and self-esteem <ul style="list-style-type: none"> Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views, feelings of others. Have a developing respect for their own cultures and beliefs and those of other people. Behaviour and self-control <ul style="list-style-type: none"> Consider the consequences of their words and actions for themselves and others. Sense of community <ul style="list-style-type: none"> Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. | 4b to listen to other people and respect the differences and similarities between people 4c to identify and respect the differences and similarities between people 4a to recognise how their behaviour affects other people and can choose to modify their behaviour to promote good relationships with others 4d that family and friends should care for each other 4e that there are different types of teasing and bullying, that bullying is wrong, to deal with bullying and how to get help to deal with bullying 4c to identify and respect the differences and similarities between people. | Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (<i>for example by playing and working with friends or classmates</i>). They can identify and respect differences and similarities between people and explain different ways that family and friends should care for one another (<i>for example telling a friend that they like them, showing concern for a family member who is unwell</i>). |