



Whole School

Progression of knowledge and skills

PSHE – To provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future.

| Skills | | | |
|---|---|--|---|
| Learning objectives/Developmental skills | | | |
| Non-bold statements are objectives/skills from the assessment tool | | | |
| Bold statements additional skills needed to secure assessment points | | | |
| Nursery | <p>Building Relationships (3-4Yrs)</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Talk with others to solve conflicts. Begin to understand how others might be feeling. To seek support of adults when needed To gain confidence to speak to peers and adults To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with staff To begin to work as a group with support</p> | <p>Self-Regulation (3-4Yrs)</p> <p>Develop their sense of responsibility and membership of a community. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. To recognise different emotions To understand how people show emotions To talk about how they are feeling; happy, sad, worried, scared To begin to consider the feelings of others To adapt behaviour to a range of situations</p> | <p>Managing Self (3-4Yrs)</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the environment To use the toilet independently To understand rules and follow with support.</p> |
| | <p>(4-5Yrs)</p> <p>Build constructive and respectful relationships. Think about the perspectives of others. To use taught strategies to support turn taking To listen to the ideas of other children and agree on a solution and compromise To work as a group (ELG) Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivities to their own and to others' needs To begin to develop relationships with other adults around the school To have confidence to communicate with adults around the school(Link to S) To have strong friendships</p> | <p>(4-5Yrs)</p> <p>See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others(Links to BR) To control their emotions using a range of techniques To see themselves as a valuable individual having confidence in what they do.(Links MS) (ELG) Show an understanding of their own feelings and those of others and regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p>(4-5Yrs)</p> <p>See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Manage their own needs. To put P.E kit on independently To have confidence to try new activities To begin to show resilience and perseverance in the face of challenge To discuss and understand rules and follow independently. To manage own basic needs independently To identify and name healthy foods To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude (ELG) Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules and know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> |
| Reception | <p>(4-5Yrs)</p> <p>Build constructive and respectful relationships. Think about the perspectives of others. To use taught strategies to support turn taking To listen to the ideas of other children and agree on a solution and compromise To work as a group (ELG) Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivities to their own and to others' needs To begin to develop relationships with other adults around the school To have confidence to communicate with adults around the school(Link to S) To have strong friendships</p> | <p>(4-5Yrs)</p> <p>See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others(Links to BR) To control their emotions using a range of techniques To see themselves as a valuable individual having confidence in what they do.(Links MS) (ELG) Show an understanding of their own feelings and those of others and regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p>(4-5Yrs)</p> <p>See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Manage their own needs. To put P.E kit on independently To have confidence to try new activities To begin to show resilience and perseverance in the face of challenge To discuss and understand rules and follow independently. To manage own basic needs independently To identify and name healthy foods To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude (ELG) Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules and know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> |

RELATIONSHIPS



| | Families and friendships | Safe relationships | Respecting ourselves and others |
|--------|---|--|---|
| Year 1 | <ul style="list-style-type: none"> • About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • The role these different people play in children's lives and how they care for them • What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • About the importance of telling someone, and how to tell them — if they are worried about something in their family | <ul style="list-style-type: none"> • About situations when someone's body or feelings might be hurt and whom to go to for help • About what it means to keep something private, including parts of the body that are private • To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • How to respond if being touched makes them feel uncomfortable or unsafe • When it is important to ask for permission to touch others • How to ask for and give/not give permission | <ul style="list-style-type: none"> • What kind and unkind behaviour mean in and out school • How kind and unkind behaviour can make people feel • About what respect means • About class rules, being polite to others, sharing and taking turns |
| Year 2 | <ul style="list-style-type: none"> • How to be a good friend, e.g. kindness, listening, honesty • About different ways that people meet and make friends • Strategies for positive play with friends, e.g. joining in, including others, etc. • About what causes arguments between friends • How to positively resolve arguments between friends • How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else | <ul style="list-style-type: none"> • How to recognise hurtful behaviour, including online • What to do and whom to tell if they see or experience hurtful behaviour, including online • About what being unkind is (bullying-careful explanation not just teasing) and different types of this • How someone may feel if people are unkind • About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • How to resist pressure to do something that feels uncomfortable or unsafe • How to ask for help if they feel unsafe or worried and what vocabulary to use | <ul style="list-style-type: none"> • How to recognise hurtful behaviour, including online • What to do and whom to tell if they see or experience hurtful behaviour, including online • About what bullying is and different types of bullying • How someone may feel if they are being bullied • About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • How to resist pressure to do something that feels uncomfortable or unsafe • How to ask for help if they feel unsafe or worried and what vocabulary to use |

LIVING IN THE WIDER WORLD



| | Belonging to a Community | Media literacy and Digital resilience | Money and Work |
|--------|--|--|--|
| Year 1 | <ul style="list-style-type: none"> • About examples of rules in different situations, e.g. class rules, rules at home, rules outside • That different people have different needs • How we care for people, animals and other living things in different ways • How they can look after the environment, e.g. recycling | <ul style="list-style-type: none"> • How and why people use the internet • The benefits of using the internet and digital devices • How people find things out and communicate safely with others online | <ul style="list-style-type: none"> • That everyone has different strengths, in and out of school • About how different strengths and interests are needed to do different jobs • About people whose job it is to help us in the community • About different jobs and the work people do |
| Year 2 | <ul style="list-style-type: none"> • About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • About different rights and responsibilities that they have in school and the wider community • About how a community can help people from different groups to feel included • To recognise that they are all equal, and ways in which they are the same and different to others in their community | <ul style="list-style-type: none"> • The ways in which people can access the internet e.g. phones, tablets, computers • To recognise the purpose and value of the internet everyday life • To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • That information online might not always be true | <ul style="list-style-type: none"> • About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • How money can be kept and looked after • about getting, keeping and spending money • That people are paid money for the job they do • How to recognise the difference between needs and wants • How people make choices about spending money, including thinking about needs and wants |

HEALTH AND WELL- BEING



| | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
|--------|--|--|--|
| Year 1 | <ul style="list-style-type: none"> • What it means to be healthy and why it is important • Ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. handwashing • About healthy and unhealthy foods, including sugar intake • About physical activity and how it keeps people healthy • About different types of play, including balancing indoor, outdoor and screen-based • play • About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • How to keep safe in the sun | <ul style="list-style-type: none"> • To recognise what makes them special and unique including their likes, dislikes and what they are good at • How to manage and whom to tell when finding things difficult, or when things go <ul style="list-style-type: none"> • wrong • How they are the same and different to others • About different kinds of feelings • How to recognise feelings in themselves and others • How feelings can affect how people behave | <ul style="list-style-type: none"> • How rules can help to keep us safe • Why some things have age restrictions, e.g. TV and film, games, toys or play areas • Basic rules for keeping safe online • Whom to tell if they see something online that makes them feel unhappy, worried, or scared |
| Year 2 | <ul style="list-style-type: none"> • About routines and habits for maintaining good physical and mental health • Why sleep and rest are important for growing and keeping healthy • That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • The importance of, and routines for, brushing teeth and visiting the dentist • About food and drink that affect dental health • How to describe and share a range of feelings • Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • How to manage big feelings including those associated with change, loss and bereavement • When and how to ask for help, and how to help others, with their feelings | <ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year | <ul style="list-style-type: none"> • How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • How to respond if there is an accident and someone is hurt • About whose job it is to keep us safe and • how to get help in an emergency, including how to dial 999 and what to say |

| Vocabulary | | | |
|------------|--|---|--|
| EYFS | Family, friend, care, rules, kind/unkind, challenge, happy, sad, upset, feelings, kind/unkind | Friend, friendship, problem, respect, hurt feelings, upset, unique, special, change | Healthy, unhealthy, diet, physical, safe, relationship |
| | RELATIONSHIPS | | |
| | Families and friendships | Safe relationships | Respecting ourselves and others |
| Year 1/2 | family, belong, same, different, safe, similarity, same as, difference, different from, people, caring, worried, trust | Communicating, bodies, touch, permission, private, physical contact, comfortable, acceptable, unacceptable | Respect, communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, polite, kind, sharing, taking turns, teasing |
| | LIVING IN THE WIDER WORLD | | |
| | Belonging to a Community | Media literacy and Digital resilience | Money and Work |
| Year 1/2 | Rules, classroom rules, school rules, 3 Bees, polite, kind, sensible, rights, responsibilities, needs groups, rewards, proud, consequences, upset, disappointed, communities, environment, roles, caring, | Smart rules, internet, online, safety, trust, tell | money, spending, saving, everybody, individual, unique, special people, similarities, commonalities community |
| | HEALTH AND WELL- BEING | | |
| | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Year 1/2 | health, wellbeing, healthy eating, physical activity, sleep, dental health, likes, dislikes, choices, sun safety, medicines, change, loss | changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, growing, changing, young to old, independence, body parts, learn, new, grow, feelings, anxious, worried, excited, coping, | medicines, household products, safety, risk safety, road, water rail, fire, emergency, 999, online, rules, SMART rules, internet, online |