

PSHE Yearly progression

Relationships	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>
Disciplinary knowledge (skills) strand.			
<u>Families and friendships</u>	<p>Knows that turn taking is waiting and watching someone else have a go before themselves.</p> <p>Knows how to listen quietly while someone else is talking.</p> <p>I able to adapt their activity to take into account the ideas of others.</p> <p>Asks politely to join in a game.</p>	<p>Roles of different people; families; feeling cared for.</p> <p>To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers.</p> <p>To know the role these different people play in children's lives and how they care for them.</p> <p>To know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>To know about the importance of telling someone — and how to tell them — if they are worried about something in their family.</p>	<p>Making friends; feeling lonely and getting help.</p> <p>To know how to be a good friend, e.g. kindness, listening, honesty.</p> <p>To know about different ways that people meet and make friends.</p> <p>To know strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>To know about what causes arguments between friends.</p> <p>To know how to positively resolve arguments between friends.</p> <p>To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.</p>
<u>Safe Relationships</u>	<p>Knows that different people find different situations fun, scary, exciting etc.</p> <p>Knows which adults they can speak to if they are worried</p> <p>Knows that we keep our hands to ourselves in school.</p> <p>Uses please and thank you.</p>	<p>Recognising privacy; staying safe; seeking permission</p> <p>To identify situations when someone's body or feelings might be hurt and whom to go to for help.</p> <p>To know what it means to keep something private, including parts of the body that are private</p> <p>To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>To know to respond if being touched makes them feel uncomfortable or unsafe</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</p> <p>To know how to recognise hurtful behaviour, including online</p> <p>To know what to do and whom to tell if they see or experience hurtful behaviour, including online.</p> <p>To know what bullying is and different types of bullying</p> <p>To understand how someone may feel if they are being bullied</p> <p>To know the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p> <p>To know how to resist pressure to do something that feels uncomfortable or unsafe.</p> <p>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</p>

	<p>Can ask nicely to join a game/activity.</p> <p>Know the school rules and school values. Be ready, be safe, be respectful.</p> <p>Connection, honesty, determination and curiosity</p>	<p>To understand when it is important to ask for permission to touch others</p> <p>To know how to ask for and give/not give permission.</p>	
<u>Respecting ourselves and others.</u>	<p>Children know that they need to follow the school rules to stay safe and ready to learn.</p> <p>Children demonstrate, good listening by looking at the person who is speaking, staying still and quiet.</p> <p>Demonstrates fantastic walking.</p> <p>Children say sorry if they have done something to upset someone else.</p> <p>Children use 'indoor' voices when working inside.</p> <p>They wait until the other person has finished before speaking.</p> <p>Children begin to take responsibility for their own personal care, eg. Handwashing, wiping themselves, putting on a coat, taking off jumpers.</p>	<p>How behaviour affects others; being polite and respectful</p> <p>To know what kind and unkind behaviour mean in and out school.</p> <p>To know how kind and unkind behaviour can make people feel.</p> <p>To know about what respect means.</p> <p>To know why we have class rules, being polite to others, sharing and taking turns.</p>	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>To know about the things they have in common with their friends, classmates, and other people.</p> <p>To know how friends can have both similarities and differences.</p> <p>To know how to play and work cooperatively in different groups and situations.</p> <p>To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views.</p>

<u>Substantive knowledge (facts)</u>	<p>Take account of one another's ideas about how to organise their activity.</p> <p>Can work as part of a group Plays cooperatively and takes turns with others.</p> <p>Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Talks about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>Works as part of a group or class and understands and follows the rules.</p> <p>Adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>Children know who they can ask for help if they need it.</p> <p>They understand the importance of keeping private parts private.</p> <p>Children have the vocabulary needed to speak out if they feel uncomfortable in a situation.</p> <p>They know who cares for them, why and how they care.</p> <p>Can give examples of kind/hurtful behaviour.</p> <p>They are able to work collaboratively with their peers</p>	<p>Children know who to report hurtful or unsafe behaviour to and understand why it important to report such behaviour.</p> <p>They are able to take turns in discussions explaining how they agree or disagree.</p> <p>They know how they are the same and different to their friends .</p> <p>Children can name bullying type behaviour e.g. name calling, pushing, belittling etc</p> <p>Children can explain ways that they could stand up for themselves or others in a tricky situation.</p> <p>They have strategies for resolving friendship issues.</p>
<u>Vocabulary Required</u>	<p>Feelings, sad, happy, sad, angry, nervous, frightened, friend, family, rules. Respectful, ready, safe, honest, determined, connection, curious. Please, thank you, excuse me.</p>	<p>Friendship, relationship, good touch, bad touch, private, permission, kind, unkind, respect., uncomfortable, safe, trusted adult., caring.</p>	<p>Kindness, honestly, arguments, unique, similarities, different, special, proud, pressure, bullying, peer pressure, unsafe, surprise/secret.</p>
Living in the wider world	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>

Disciplinary knowledge (skills) strand.			
<u>Belonging to a community</u>	<p>Show kindness towards their peers.</p> <p>Are able to talk about their family and listen respectfully when others are speaking.</p> <p>Begin to recognise that other people's families may be different.</p> <p>They begin to understand that they have friends with similar interests.</p> <p>They start to notice how they are the same and different to their friends.</p> <p>Children ask respectful questions about other people's traditions and communities.</p>	<p>What rules are; caring for others' needs; looking after the environment</p> <p>To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside.</p> <p>To know that different people have different needs.</p> <p>To know how we care for people, animals and other living things in different ways.</p> <p>To know how they can look after the environment, e.g. recycling</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups.</p> <p>To know about different rights and responsibilities that they have in school and the wider community.</p> <p>To know about how a community can help people from different groups to feel included.</p> <p>To recognise that they are all equal, and ways in which they are the same and different to others in their community.</p>
<u>Media literacy and digital intelligence</u>	<p>Know how to turn on and off simple electronic devices.</p> <p>Begin to use digital devices when recording their work e.g. camera</p>	<p>Using the internet and digital devices; communicating online</p> <p>To know how and why people use the internet.</p> <p>To know the benefits of using the internet and digital devices.</p> <p>To know how people find things out and communicate safely with others online.</p>	<p>The internet in everyday life; online content and information</p> <p>To know the ways in which people can access the internet e.g. phones, tablets, computers.</p> <p>To recognise the purpose and value of the internet in everyday life.</p> <p>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos.</p> <p>To know that information online might not always be true.</p>
<u>Money and work</u>	<p>Children role play using money to pay for things, they understand than you exchange money for good. (shop role play, ice cream stall etc</p> <p>Know that there are many different jobs. They think about people who help us. E.g. fireman, police, doctor, ambulance, dentist etc.</p> <p>They ask and answer questions about how people help us.</p>	<p>Strengths and interests; jobs in the community</p> <p>To know that everyone has different strengths, in and out of school.</p> <p>To know how different strengths and interests are needed to do different jobs. To know about people whose job it is to help us in the community. To know about different jobs and the work people do.</p>	<p>What money is; needs and wants; looking after money</p> <p>To know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments.</p> <p>To know how money can be kept and looked after.</p> <p>To know about getting, keeping and spending money.</p> <p>To know that people are paid money for the job they do.</p> <p>To know how to recognise the difference between needs and wants.</p> <p>To know how people make choices about spending money, including thinking about needs and wants.</p>

<p><u>Substantive knowledge (facts)</u></p>	<p>Talk about events in their own lives and the lives of family members. Know that other children don't always enjoy the same things and are sensitive to this. Know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Try new activities and say why they like some activities more than others. Children know how to use simple digital equipment under adult supervision. E.g. iPad, digital camera.</p> <p>To know that money is used to pay for things we need. To understand that different people do different jobs.</p>	<p>They can confidently explain the school rules and values. Children know why we have different rules in different places and can give examples of some of these rules. To know ways in which we can care for others and the environment- e.g. caring for a pet, a younger sibling, a friend. Litter picking, not wasting water etc. Children know how to stay safe online. They know to think before they click. They do not give out personal details why and know that this is because it is unsafe. They know to report to an adult if they have any concerns about what they have seen or heard online. They know that the internet is a useful resources that is used by millions of people around the world.</p> <p>They are able to identify their own strengths and begin to appreciate the strengths or skills if their peers. They are able to name some different jobs eg. Doctor, gardener that require different sets of skills that have value. They know some of the jobs people in their family and community do.</p>	<p>Children are able to identify different groups that they belong to, e.g. family unit, church, mosque, Beavers, rainbows. They begin to think about a sense of belonging and shared values. Are able to identify uses for the internet and online activities. They are aware of the limitations of this. They understand that the information on the internet may not always be true. They know how to stay safe online. Children are aware of the coins and notes that we use in this country. Pounds and pence. They understand that money is earned by doing a job and is needed to buy things that we might need or want. They know about saving money for bigger purchases. Some children may receive pocket money and talk about saving up in a money box or child bank account. They know the difference between needing to buy something and wanting to buy something.</p>
<p><u>Vocabulary Required</u></p>	<p>Family, respect, kindness, community, tradition, same, different, digital</p>	<p>Rules, safety, choices, environment, community, digital, online, internet, strengths, differences, communities, support.</p>	<p>Roles, responsibilities, community, choices, included, online information, factual, entertainment, needs and wants, spending, coins, notes, electronic payments</p>

<u>Health and Wellbeing</u>	<u>Yr R</u>	<u>Year 1</u>	<u>Year 2</u>
<u>Physical health and mental wellbeing</u>	<p>They know that doing exercise makes them feel better and stay fit.</p> <p>They can talk about different types of exercise they could do.</p> <p>Children know some healthy and unhealthy choices. E.g. don't eat too many sweets, fruit is healthy, have water in your water bottle.</p> <p>Know that adults can help keep them safe when they are out near a road, shopping, playing.</p> <p>They know to wear a hat in the sun and that they should drink plenty of water.</p>	<p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>To know what it means to be healthy and why it is important.</p> <p>To know ways to take care of themselves on a daily basis.</p> <p>To know about basic hygiene routines, e.g. hand washing.</p> <p>To know about healthy and unhealthy foods, including sugar intake.</p> <p>To know about physical activity and how it keeps people healthy.</p> <p>To know about different types of play, including balancing indoor, outdoor and screen-based play.</p> <p>To know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.</p> <p>To know how to keep safe in the sun.</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>To know about routines and habits for maintaining good physical and mental health.</p> <p>To know why sleep and rest are important for growing and keeping healthy.</p> <p>To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>To know the importance of, and routines for, brushing teeth and visiting the dentist.</p> <p>To know about food and drink that affect dental health.</p> <p>To know how to describe and share a range of feelings.</p> <p>To know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others.</p> <p>To know how to manage big feelings including those associated with change, loss and bereavement.</p> <p>To know when and how to ask for help, and how to help others, with their feelings.</p>
<u>Growing and changing</u>	<p>Children know that they used to be babies and they are now children and will grow into adults.</p> <p>To recognize things that they can do now that they couldn't do before, as well as things they can't do yet.</p> <p>Children know who they can speak to if they are feeling nervous or worried about change.</p> <p>Are able to be more independent in their learning as they approach Yr1, can select their own equipment, complete more tasks without adult support.</p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>To recognise what makes them special and unique including their likes, dislikes and what they are good at.</p> <p>To know how to manage and whom to tell when finding things difficult, or when things go wrong.</p> <p>To know how they are the same and different to others. To know about different kinds of feelings.</p> <p>To know how to recognise feelings in themselves and others. To know how feelings can affect how people behave.</p> <p>To know how children grown and change.</p>	<p>Growing older; naming body parts; moving class or year</p> <p>To know about the human life cycle and how people grow from young to old.</p> <p>To know how our needs and bodies change as we grow up.</p> <p>To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>To know about change as people grow up, including new opportunities and responsibilities. To prepare to move to a new class and setting goals for next year.</p>

<u>Keeping safe</u>	<p>Children follow the school rules to stay safe in school. Able to demonstrate fantastic walking, be behavior role models. They tuck in chairs, have kind hands.</p> <p>Know who the trusted adults are in school and our community.</p> <p>They know not to go with a stranger.</p> <p>Children know how to take risks without be afraid. E.g. climbing a climbing frame, taking the register on their own, trying a new hobby.</p> <p>Know how and who to ask for help if they need it.</p>	<p>How rules and age restrictions help us; keeping safe online</p> <p>To know how rules can help to keep us safe.</p> <p>To know why some things have age restrictions, e.g. TV and film, games, toys or play areas.</p> <p>To know basic rules for keeping safe online.</p> <p>To know whom to tell if they see something online that makes them feel unhappy, worried, or scared.</p>	<p>Safety in different environments; risk and safety at home; emergencies</p> <p>To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines.</p> <p>To know how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’.</p> <p>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.</p> <p>To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.</p> <p>To know 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.</p> <p>To know how to respond if there is an accident and someone is hurt.</p> <p>To know 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.</p>
<u>Substantive knowledge (facts)</u>	<p>Know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe.</p> <p>Know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Know that other children don’t always enjoy the</p>	<p>Children can identify ways in which they can keep themselves healthy including; handwashing, drinking water, eating a balanced diet, exercise, having friends and family to support them.</p> <p>They know that they should balance on screen and outdoor play and can explain why.</p> <p>They can name people who help us to stay healthy eg. Doctors, nurses, dentist and explain why those people’s jobs are important.</p>	<p>Children know ways to keep healthy. In addition to yr1 knowledge they also know the importance of good dental hygiene.</p> <p>Know not to eat too much sugar, brush twice a day for 2 minutes and visit the dentist every 6 months.</p> <p>They know that not having enough sleep and rest negatively affects their physical health and mental wellbeing.</p> <p>They understand that medicines and immunisations can help to keep us healthy if we are poorly or have allergies.</p> <p>They know that taking medicine that is not meant for us can make us ill.</p> <p>They can name ways to make themselves feel calm or manage their emotions e.g. listen to music, exercise, read a book, talk to a friend.</p>

	<p>same things and are sensitive to this.</p> <p>Adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>Speak in a familiar group, will talk about their ideas and will choose the resources they need for their activities.</p> <p>Say when they do or don't need help.</p>	<p>They know that we have rules to keep us safe at school, at home, crossing the road, etc</p> <p>They know how to stay safe online and understand that some things are age restricted because they have content that is not appropriate for certain age groups.</p> <p>They are able to identify adults they can turn to if they feel unhappy, worried or scared online.</p>	<p>They understand that sometimes we have big emotions that are tricky to deal with like a bereavement.</p> <p>They know some ways that they could begin to cope with big emotions.</p> <p>Understand that there is risk involved in a variety of situations and know ways to minimise that risk.</p> <p>Safety in the home- fire and electrical hazards.</p> <p>They know how to cross the road safely, stop, look, listen, think.</p> <p>They understand water safety, never swim alone, swimming between the flags on a beach etc</p> <p>They know how to call the emergency services and what to say.</p> <p>They know 999 for police, ambulance, fire brigade, coastguard</p> <p>They know how to explain the problem</p> <p>They know their home address.</p>
<u>Vocabulary Required</u>	<p>Healthy, unhealthy, exercise, choice, safe, good, growing, changing, baby, toddler, child, adult, independent, same, different.</p>	<p>Hygiene, healthy, unhealthy, routine, exercise, screen-based play, age restriction, unique, special, coping, feelings, trust, safe. Baby, toddler, child, teenager, adult, elderly.</p>	<p>Routines, habit, physical and mental health, dental, vaccinations, external genitalia (e.g. vulva, vagina, penis, testicles). Opportunities, responsibilities, risk.</p> <p>Baby, toddler, child, teenager, adolescent, adult, elderly.</p> <p>Electrical appliances, risk, 999, fire safety, coastguard, water safety, hazard.</p>