



Progression in PSHRE

PSHE Core Themes	EYFS	Year 1	Year 2
	<p>PSHE ELGs:</p> <p>Self-Regulation</p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to 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 activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing self</p> <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Explain the reasons for rules, 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>Building relationships</p> <ul style="list-style-type: none">• Work and play cooperatively and take turns with others.		



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	<ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 		
Health and Wellbeing	<p>PSED Self-Regulation Express feelings - show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried) show pride in their own achievements. Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar. Recall experiences, initiate an apology when appropriate. Respond – Follow instructions, requests, and ideas in a range of contexts and situations. Understanding feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings. Managing feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems. Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>	<p>H1 What keeping healthy means; different ways to keep healthy. H5 Simple hygiene routines that can stop germs from spreading. H6 That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H7 Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H10 The people who help us to stay physically healthy. H21 To recognise what makes them special. H22 To recognise the ways in which we are all unique. H23 To identify what they are good at, what they like and dislike. H25 To name the main parts of the body including external genitalia. H26 Growing and changing from young to old and how people's needs change. H27 Preparing to move to a new class/year group. H33 The people whose job it is to help keep us safe. H35 What to do if there is an accident and someone is hurt.</p>	<p>H1 What keeping healthy means; different ways to keep healthy. H2 Foods that support good health and the risks of eating too much sugar. H3 How physical activity helps us to stay healthy and ways to be physically active everyday. H4 Why sleep is important and different ways to rest and relax. H8 How to keep safe in the sun and protect skin from sun damage. H9 Different ways to learn and play, recognising the importance of knowing when to take a break from time online or T.V. H11 Different feelings that humans can experience. H12 How to recognise and name different feelings. H13 How feelings can affect people's bodies and how they behave. H14 How to recognise what others might be feeling. H15 To recognise that not everyone feels the same at the same time or feels the same about the same things. H16 Ways of sharing feelings; a range of words to describe feelings.</p>

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<p>Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress.</p> <p>PSED Managing Self Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings. Safety – understand and follow rules on how to keep safe. Understand rules linked to road safety. Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy. Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment. Communication – communicate own needs in relation to being thirsty, hungry, tired, use of toilet; communicate when they need help from others including peers and adults</p> <p><u>These are examples of incidental language that they may be exposed to in EYFS</u></p> <p>sad happy</p>	<p>H36 How to get help in an emergency (how to dial 999 and what to say) H37 Things that people can put into their body or on their skin; how these can affect how people feel.</p> <p><u>Key Vocabulary</u> healthy hygiene germs medicines vaccinations immunisation dental health harmful</p> <p>special strengths unique similar different private penis vagina</p> <p>needs stages of life – baby, toddler, child, teenager, adult, elderly</p> <p>Police officer Paramedic</p>	<p>H17 Things that help people feel good (e.g playing outside, doing things they enjoy, spending time with family, getting enough sleep). H18 Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. H19 To recognise when they need help with feelings; that it is important to ask for it. H20 Change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. H24 How to manage when finding things difficult. H27 Preparing to move to a new class/year group H28 Rules and age restrictions that keep us safe. H29 To recognise risk in simple everyday situations and what action to take to minimise harm. H30 How to keep safe at home (including around electrical appliances) and fire safety (e.g not playing with matches and lighters). H31 Household products (including medicines) can be harmful if not used correctly. H32 Ways to keep safe in familiar and unfamiliar environments (e.g beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. H34 Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling</p>
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	<p>angry fear scared</p> <p>healthy unhealthy exercise doctor dentist teeth toothbrush</p> <p>safe danger road safety traffic lights zebra crossing</p>	<p>Fire fighter School crossing patrol accident emergency attract attention respond unsafe</p>	<p>a trusted adult if they come across something that scares them.</p> <p><u>Key Vocabulary</u> physical activity sleep rest relax sun damage protection screen-time</p> <p>feelings affect behaviour manage feel good loss bereavement change</p> <p>rules risk age restrictions household products electrical appliances fire safety harmful true pretend</p>
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<p>Relationships</p>	<p>PSED Building Relationships Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help. Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration. Use language – to negotiate, co-operate, plan and organise play, resolve conflict. Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others. Recognise the needs of others – show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.</p>	<p>R1 The roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2 To identify the people who love and care for them and what they do to help them feel cared for. R3 Different types of families including those that may be different to their own. R4 To identify common features of family life. R5 It is important to tell someone (such as their teacher) if something about their family make them unhappy or worried. R13 To recognise that some things are private and the importance of respecting privacy; that part of their body is covered by underwear are private. R15 How to respond safely to adults they don't know. R20 What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21 What is kind and unkind behaviour and how this can affect others. R22 How to treat themselves and others with respect; how to be polite and courteous. R23 To recognise the ways in which they are the same and different to others. R24 How to listen to other people and play and work co-operatively.</p>	<p>R6 How people make friends and what makes a good friend. R7 How to recognise when they or someone else feels lonely and what to do. R8 Simple strategies to resolve arguments between friends positively. R9 How to ask for help if a friendship is making them feel unhappy. R10 That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. R11 How people may feel if they experience hurtful behaviour or bullying. R12 That hurtful behaviour (offline or online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable, how to report bullying; the importance of telling a trusted adult. R14 Sometimes people may behave differently online, including by pretending to be someone they are not. R16 How to respond if physical contact makes them feel uncomfortable or unsafe. R17 Knowing there are situations when they should ask for permission and also when their permission should be sought. R18 The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>
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	<p><u>These are examples of incidental language that they may be exposed to in EYFS</u></p> <p>friends family happy love</p>	<p>R25 How to talk about and share their opinions on things that matter to them.</p> <p><u>Key Vocabulary</u></p> <p>responsibilities respect</p> <p>belong family members friends unhappy worried trusted adult love care</p>	<p>R19 Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. R20 What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. R21 What is kind and unkind behaviour and how this can affect others. R22 How to treat themselves and others with respect; how to be polite and courteous. R24 How to listen to other people and play and work co-operatively. R25 How to talk about and share their opinions on things that matter to them.</p> <p><u>Key Vocabulary</u></p> <p>lonely resolve argument unhappy friendly</p> <p>kind unkind deliberate exclude bullying permission physical contact uncomfortable</p>
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<p>Living in the Wider World</p>	<p>PSED Managing Self</p> <p>Self-awareness – know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others.</p> <p>Work together – Understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration.</p> <p>Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.</p> <p>Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p> <p>Responsibility – take care of the belongings of others and class resources.</p> <p>Communication – use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review.</p> <p>Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources.</p>	<p>L2 How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>L3 Things they can do to help look after their environment.</p> <p>L4 Different groups that they belong to.</p> <p>L5 The different roles and responsibilities people have in their community.</p> <p>L6 To recognise the ways they are the same as, and different to, other people.</p> <p>L10 What money is; forms that money comes in; that money comes from different sources.</p> <p>L11 That people make different choices about how to save and spend money.</p> <p>L12 About the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>L13 That money needs to be looked after; different ways of doing this.</p> <p>L14 That everyone has different strengths.</p> <p><u>Key Vocabulary</u></p> <p>strengths similar different</p> <p>survive environment</p> <p>belong</p>	<p>L1 What rules are, why they are needed and why different rules are needed for different situations.</p> <p>L7 About how internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>L8 About the role of the internet in everyday life.</p> <p>L9 That not all information seen online is true.</p> <p>L15 That jobs help people to earn money for things.</p> <p>L16 Different jobs that people they know or people who work in the community do.</p> <p>L17 About some of the strengths and interests someone might need to do different jobs.</p> <p><u>Key Vocabulary</u></p> <p>job earn strengths interest digital devices internet</p>
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	<p><u>These are examples of incidental language that they may be exposed to in EYFS</u></p> <p>choices right wrong behaviour rules turn taking</p> <p>same different like dislike</p>	<p>money earned won borrowed saving spending needs wants safe</p>	
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