



PSHE- Progression of Knowledge and Skills

Resilience

Curiosity

Respectfulness

Creativity

Independence

Confidence

PSHE	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	Reception: • See themselves as a valuable individual. • Build constructive & respectful relationships • Express their feelings and the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Be tolerant of others and think about the perspective of others. • Manage their own needs – persona hygiene. • Know and talk about the different factors that support their overall health and wellbeing: • Regular physical activity • Healthy eating • Toothbrushing • Sensible amounts of ‘screen time’ • Having a good sleep routine • Being a safe pedestrian	<u>Self-Regulation –</u> • 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. <u>Managing Self</u> • 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. <u>Building Relationships</u> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others’ needs.	<u>General learning throughout the year</u> • Daily feelings check in and throughout the day • Following our school code of conduct • Circle time sessions • Listening games • Talking partners • Playground buddies • Teach playground games during freeflow • Model good listening and turn taking. • Cbeebies – Teddies – Brush your teeth / wash your hands. • Join in with a variety of simple songs. • Discuss and share family celebrations such as birthdays / Christmas. • Share stories daily and talk about what has happened and why / moral / what does that mean for us? • Fruity Friday • Snack table – ‘Time to Talk’ pictures and questions. • Worry monsters. • Class rules and routines • Role play – being friends • Random acts of kindness • Sports day – taking part, working as a team.	<u>Knowledge:</u> • I know how to express how I feel. • I know that I can talk to familiar adults in our school. • I know how to listen to others. • I know how to follow a simple instruction. • I know when I am feeling happy, sad or angry. • I know why we have rules. • I know how to get dressed. • I know how to use the toilet. • I know that some foods are healthy and that others are unhealthy. • I know how to take turns. • I know how to be a good friend. • I know when other people are feeling sad. • I know the difference between good and bad actions. <i>We will use our SCARF scheme of work.</i> <u>Vocabulary:</u> • Feelings – happy, sad, angry, upset, hurt, worried, scared. • Rules, behaviour, listen, share, friend, turn • Healthy, unhealthy

	Relationships	Health and Wellbeing	Living in the Wider World
Reception	Pupils will be taught: • Different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell) • To recognise what is fair/unfair, kind/unkind, right/wrong. • The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise. • What kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell). That people's bodies and feelings can be hurt.	Pupils will be taught: • Ways of keeping clean (for example by washing their hands and keeping their hair tidy) • Names of the main parts of the body. • To explain that people grow from young to old. • To talk about good and not so good feelings, • Simple strategies for managing these. • To talk about change and loss and the associated feelings (moving house, losing toys).	Pupils will be taught: • How they contribute to the life of the classroom. • To construct and agree to follow group and class rules and understand how these help them. • To understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return things that have been borrowed.)
Year 1	Pupils will be taught: • To communicate their feelings to others, to recognise how others show feelings and how to respond. • To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • To recognise how their behaviour affects other people. • To recognise what is fair and unfair, kind and unkind, what is right and wrong.	Pupils will be taught: • What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. • To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. • To recognise that choices can have good and not so good consequences • The importance of and how to maintain personal hygiene. • About the process of growing from young to old and how people's needs change. • That household products, including medicines, can be harmful if not used properly. • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention,	Pupils will be taught: • To help construct, and agree to follow, group and class rules and to understand how these rules help them. • How to contribute to the life of the classroom. • That they belong to various groups and communities such as family and school. • That money comes from different sources and can be used for different purposes, including the concepts of spending and saving

	• To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	ways that pupils can help these people to look after them. • About change and loss and the associated feelings (including moving home, losing toys, pets or friends).	
Year 2	Pupils will be taught: • The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. • To identify and respect the differences and similarities between people. • To offer constructive support and feedback to others. • To offer constructive support and feedback to others. • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). • That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	Pupils will be taught: • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. • About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. • How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. • About growing and changing and new opportunities and responsibilities that increasing independence may bring. • The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. • Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)). • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no 'I'll ask' and 'I'll tell'.	Pupils will be taught: • That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed). • About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.