



**Drayton Community Infant School &
Nightingale Infant and Nursery School**



**PSHE
Progression Overview**

Year Group	Relationships	Health and Wellbeing	Living in the wider world
Reception	<p>Who am I?</p> <ul style="list-style-type: none"> • Pupils begin to understand what makes them unique. • Pupils can identify differences in their physical attributes • Pupils can talk about their likes and dislikes. • To share their opinions on things that matter to them. (include discussion on friendships/ positive attachments)- • To identify and respect some differences and similarities between themselves and their peers. <p>What makes a good friend?</p> <ul style="list-style-type: none"> • To begin to recognise that their behaviour can affect other people and to be able to say sorry after being directed to do so by an adult. • To often listen to other people and with support share, play and work cooperatively • To know and recognise when people are being unkind: words and bodies. How this can affect feelings and friendship. To show kindness in their actions. Be able to ask an adult for help if someone is unkind. • To know and recognise when people are being unkind: words and bodies. How this can affect feelings and friendship. To show kindness in their actions. Be able to ask an adult for help if someone is unkind. 	<p>Pupils begin to understand how they can keep themselves safe.</p> <ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable and unacceptable and to know safe adults to get help from. “My body belongs to me”. • To discuss what feeling safe is and know how to ask for help if they feel unsafe (physical, emotional, road and online). “No” “stop” “I don’t like it” ‘I will tell’ (with actions) • Discuss bullying “it is repeated, mean and on purpose” and the need to ask for help if you are being bullied. Understanding some ways of how to lead with kindness instead of unkind behaviour • To be able to say some harmful household products and to know they must be supervised by an adult when around medicines and chemicals. • To know some rules regarding supervision/keeping themselves safe in the home, water and in the event of fire. How to get help and act in an emergency. • To say somethings that help their health and well-being. (diet, exercise, sleep, hygiene being outdoors/less screen time) • To manage their own basic ways of keeping clean: e.g toilet, teeth and hand washing 	<p>What’s in our world? What jobs do people do?</p> <ul style="list-style-type: none"> • To know that children have rights and be able to say some of their rights. • To be able to name different jobs and know why people need a job. • To identify some ‘people who help us’ (emergency services) who work in their community, who are responsible for protecting them. • To know that everyone has different strengths and can achieve. • With support know how they can contribute to the life of the classroom and school. • To begin to know what improves and harms their environments • To know we need money to buy things •

	<ul style="list-style-type: none"> • With support understand what bullying means, understand that it's wrong and know who to ask for help. "it is repeated, mean and on purpose" • To recognise what words and behaviour are kind and unkind. To begin to show kindness in their actions inc. manners <p>Pupils identify who is special to them:</p> <ul style="list-style-type: none"> • Children can talk about their family. • To know what special people/ families are. To suggest some ways families, look different and know that's ok. Inclusive of LGBTQ, disability, adopted, young carers, mixed ethnicity, single parent families etc. • To identify their special people (family, friends, carers) and say why some of them are special to them 		
<p>Year 1</p>	<p>Pupils can recognise their similarities and differences by referring to:</p> <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common <p>Pupils can identify people who are special to us by considering:</p> <ul style="list-style-type: none"> • Ourselves and others; people who care for us; groups we belong to; families • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them 	<p>Pupils begin to understand how they can keep themselves healthy.</p> <p>Children can begin to understand:</p> <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy <p>Pupils begin to think about how we can look after each other and the world.</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it 	<p>Pupils begin to understand what money can be used for.</p> <p>Children can begin to explain:</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this <p>Pupils understand some ways to look after each other and the world.</p> <p>They begin to explain:</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for

		<ul style="list-style-type: none"> • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	<ul style="list-style-type: none"> • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group
Year 2	<p>Pupils can identify what makes a good friend. Pupils can explain:</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy <p>Pupils understand what bullying is and what to do about it. Pupils learn:</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>Pupils can identify what helps us stay safe. Pupils understand:</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <p>Pupils understand what can help us grow and stay healthy.</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time 	<p>Pupils can explain what jobs people do. Pupils can explain:</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different job • how people use the internet and digital devices in their jobs and everyday life

- how sunshine helps bodies to grow and how to keep safe and well in the sun

Pupils understand how we recognise our feelings.

Pupils can explain:

- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it