



PSHE Progression of Skills(Including RSHE)



<p>End of KS Expectations: Reception (2021)</p> <p>ELG – Building Relationships</p> <ul style="list-style-type: none"> • Work and play co-operatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. • Know that they are important. • Build good relationships with others. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand how another child might be feeling. • Form positive friendships with others • Show that they care about the feelings of others. 	<p>Year 1</p> <p>Relationships (Aut1)</p> <p>Progression of vocabulary - same, different, ourselves, others, individual, together, similar, likes, dislikes</p> <p>To know what makes them special and how everyone has different strengths.</p> <p>To know how they are similar or different to others and what they have in common.</p> <p>To share their opinions and explain their views with a partner, in a small group and with the whole class.</p> <p>Relationships (Aut2)</p> <p>Progression of vocabulary - special, person, people, friend, family, care, caring, help, thanks</p> <p>To know the special people in their lives and how special people should care for each other.</p> <p>To know about different feelings.</p> <p>To be able to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To know the safe people they can go to when they feel uncomfortable, anxious or afraid and what they can say to them.</p>	<p>End of KS1 Expectations: Year 2</p> <p>Relationships (Aut1)</p> <p>Progression of vocabulary - friendship, feelings, listen, empathy, help, resolve</p> <p>To recognise how others might be feeling and what they can do to help them.</p> <p>To recognise what is right and wrong.</p> <p>To recognise that they can affect others' feelings by their actions.</p> <p>Relationships (Aut2)</p> <p>Progression of vocabulary - unacceptable, acceptable, report, help, trusted adult, permission</p> <p>To recognise different types of unkind behaviour and bullying.</p> <p>To understand that these are wrong and unacceptable.</p> <p>To develop strategies to resist unkind behaviour and bullying.</p> <p>To know who to go to and how to get help if they witness or experience unkind behaviour or bullying.</p>
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ELG – Managing Self

- 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.
- Be able to dress, go to the toilet by themselves.
- Know about healthy food choices and why they are important.
- Listen to the teacher even when they are completing an activity.
- Work to a 'goal' and learn to wait for what they want.
- Follow many instructions to complete an activity.
- Show that they can have a 'can do' approach to a task.
- Complete tasks by themselves and persevere if faced with a challenge.

Health and Wellbeing (Sp1)

Progression of vocabulary - healthy, hygiene, medicine, routines, germs, dentist, doctor

To know what they can do to keep themselves healthy, including the need for physical activity, rest, healthy eating and dental health.

To know the importance of, and how to, manage personal hygiene.

To know how some diseases are spread and can be controlled.

Health and Wellbeing (Sum1)

Progression of vocabulary - safe, unsafe, emergency services, stranger, safer stranger

To know the people who keep them safe in the community and who to go to if they need help.

To how to get help if there is an accident and what to say.

To remember that there is always a way to solve problems.

To know how to respond safely to adults they don't know.

Health and Wellbeing (Sp2)

Progression of vocabulary - rules, safe, unsafe, trustworthy, risk, danger, hazard

To remember rules for staying safe both inside and outside the home.

To know how to stay safe online.

To recognise that choices can have good and not so good consequences.

To remember rules to keep them safe in different places and situations.

To know who keeps them safe and how they can learn to do this themselves, including online safety.

To know there is always a way to solve problems.

Health and Wellbeing (Sum1)

Progression of vocabulary - healthy, active, balance, dental health, food types, sun safety, screen time.
and

Progression of vocabulary - Good feelings, not so good feelings, comfortable, uncomfortable, scared, happy, sad, embarrassed, upset, angry, excited, nervous, worried, confused, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous, trusted adult

To remember the goals of what they need to do more and less of for a healthy lifestyle.

and

To recognise and describe their feelings to others.

To know that their feelings and actions

ELG – Self – Regulation

- 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.
- Show an understanding of their own feelings and regulate their behaviour by themselves.
- Work and play co-operatively.
- Take turns
- Explain why we need rules and know what is right and wrong.
- Control their feelings with others and when on their own.

can affect other people.

To develop simple strategies for managing feelings.

To know what they can do if they feel anxious or worried To recognise the different ways in which they learn.

To know that they can break tasks down into more manageable steps.

To remember that it is important to set themselves goals and encourage others in the pursuit of their goals.

To know that as they grow and change there will be opportunities to become increasing independent.

To know about change and loss and the feelings associated with them.

See **Understanding of the World**
ELG – People, Culture and Communities

Living in the Wider World (Sp2)
Progression of vocabulary - money, choices, need, want, earn, spend, save
To learn about the value of money and

Living in the Wider World (Sp1)
Progression of vocabulary - money, job, community, internet, skills, qualities
To know that items need to be bought and

	<p>that we can save money for something special.</p> <p>and</p> <p>Progression of vocabulary - grow, change, needs, life-cycle, responsibilities, look after, environment</p> <p>To know that people come from a wide variety of different communities.</p> <p>To understand that some people do not have the same life experiences as they do.</p> <p>To know the process of growing from young to old and how people's needs change.</p> <p>To know that people grow and change over time.</p> <p>To know how to help to look after plants, animals and babies to help them grow.</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>To know the things that can have a negative effect on their environment and the part they can play to improve this.</p>	<p>paid for.</p> <p>To know that money comes from different sources.</p> <p>To know that they will need to earn money in the future to buy what they need and that they will have choices about spending and saving money comes from different sources.</p> <p>To know that they will need to earn money in the future to buy what they need and that they will have choices about spending and saving money</p>
A Journey in Love (Sum2)	A Journey in Love (Sum2)	A Journey in Love (Sum2)

How are we special and unique?

Progression of vocabulary - God, wonder, love, hands, fingers, nails, faces, nose, lips, ears, hair, features, colour, shape, size, unique, belonging, different, special, womb, describe, friends, generous, worried, Baptism.

To know what makes them special.

To know that we all have different gifts and talents.

To know that we are all special in different ways.

To remember their differences are part of what makes them special. **(Health and Wellbeing)**

How do we meet God's love in our family?

Progression of vocabulary - unique, friend, respect, secure, God, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipple, waist, elbows, penis, vagina, vulva, bottom, anus, legs, knees, ankles, feet, toes.

To know they belong to different groups and communities such as **family, school, parish. (Living in the Wider World)**

To know what they can do if they feel anxious or worried. **(Health and Wellbeing)**

How do we meet God's love in our community?

Progression of vocabulary - community, local, global, impact, responsibility, harm, improve, God-given, belonging, family, diverse, father, mother, carer, guardian, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal.

To know they belong to different groups and communities such as family, **school, parish.**

To remember that they share a connection with all the people in their school community.

To remember that they have a place in many different communities.

To know ways in which they are the same as other people. **(Living in the Wider World)**