



PSHE Progression of Skills

Cross-curricular links between PSHE and RSHE

	NURSERY	RECEPTION	YEAR 1	YEAR 2
RELATIONSHIPS	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	ELG – Building Relationships To work and play co-operatively and take turns with others. To form positive attachments to adults and friendships with peers. To show sensitivity to their own and to others' needs. To know that they are important. To build good relationships with others. To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. To understand how another child might be feeling. To form positive friendships with others. To show that they care about the feelings of others.	Relationships (Aut1) Progression of vocabulary - same, different, ourselves, others, individual, together, similar, likes, dislikes To know what makes them special and how everyone has different strengths. To know how they are similar or different to others and what they have in common. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together	Relationships (Aut1) Progression of vocabulary - friendship, feelings, listen, empathy, help, resolve To recognise that they can affect others' feelings by their actions. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through

	That families are important for children growing up safe and happy because they can provide love. How important friendships are in making us feel happy and secure. How important friendships are in making us feel happy and secure. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	That families are important for children growing up safe and happy because they can provide love, security and stability. How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage	and sharing each other's lives. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. How to judge whether what they are feeling and	developing skills and interests. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them
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		conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	how they are behaving is appropriate and proportionate. Relationships (Aut2) Progression of vocabulary - special, person, people, friend, family, care, caring, help, thanks To know the special people in their lives and how special people should care for each other. To be able to communicate their feelings to others, to recognise how others show feelings and how to respond. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	feel unhappy or uncomfortable, and how to get support when needed. Relationships (Aut2) Progression of vocabulary - unacceptable, acceptable, report, help, trusted adult, permission To recognise different types of unkind behaviour and bullying. To understand that these are wrong and unacceptable. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
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			That isolation and loneliness can affect children, and the benefits of seeking support. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
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HEALTH AND WELLBEING	To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	ELG – Managing Self To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To explain the reasons for rules, know right from wrong and try to behave accordingly. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To be able to dress, go to the toilet by themselves. To know about healthy food choices and why they are important. To listen to the teacher even when they are completing an activity. To work to a 'goal' and learn to wait for what they want.	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. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	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. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
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		To follow many instructions to complete an activity. To show that they can have a 'can do' approach to a task. To complete tasks by themselves and persevere if faced with a challenge. To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. To 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. To show an understanding of their own feelings and	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 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.	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. Health and Wellbeing (Sum1) Progression of vocabulary - healthy, active, balance, dental health, food types, sun safety, screen time. 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 The characteristics of a poor diet and risks
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		regulate their behaviour by themselves. To work and play co-operatively. To take turns To explain why we need rules and know what is right and wrong. To control their feelings with others and when on their own. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	To know how to respond safely to adults they don't know. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. To recognise and describe their feelings to others. To know that their feelings and actions can affect other people. To develop simple strategies for managing feelings.
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		Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	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 increasingly independent. To know about change and loss and the feelings associated with them. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
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		The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.		That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
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Living in the Wider World		Understanding the world ELG – People, Cultures and Communities To talk about members of their immediate family and community. To name and describe people who are familiar to them.	Living in the Wider World (Sp2) Progression of vocabulary - money, choices, need, want, earn, spend, save To learn about the value of money and that we can	To know that items need to be bought and paid for. To know that money comes from different sources. To know that they will need to earn money in the future to buy what they need and that they will have choices

		To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To recognise some similarities and differences between life in this country and life in other countries. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	save money for something special. Progression of vocabulary - grow, change, needs, life-cycle, responsibilities, look after, environment To know that people come from a wide variety of different communities. To understand that some people do not have the same life experiences as they do. To know the process of growing from young to old and how people's needs change. To know that people grow and change over time. To know how to help to look after plants, animals and babies to help them grow. To know that people and other living things have rights and that everyone	about spending and saving money comes from different sources. 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.
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			has responsibilities to protect those rights. To know the things that can have a negative effect on their environment and the part they can play to improve this.	
JOURNEY IN LOVE	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.	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 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)	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)
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