

PSHE PROGRESSION OF SKILLS EYFS TO YEAR 2 From September 2021

NURSERY 1 & 2	Year R	YEAR 1	YEAR 2
<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p> <p>To start to recognise when they have different feelings.</p> <p>To learn to trust keyworker and familiarise new surroundings</p> <p>To begin to notice and to be able to discuss the differences and similarities between people.</p> <p>Spring: Living in the Wider World: Rights and Responsibilities; Environment; Money</p> <p>To understand expectations with regards to rules within the Nursery, considering kind hands and words to each other.</p> <p>Learning to accept play cues and sharing resources within the environment.</p> <p>To recognise their roles and responsibilities within their area.</p>	<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p> <p>Learning to recognise how to keep themselves safe</p> <p>To listen to others</p> <p>Learning to recognise themselves as a valuable individual.</p> <p>To learn how to respect themselves and others</p> <p>To recognise and value differences within our peers</p> <p>Spring: Living in the Wider World: Rights and Responsibilities; Environment; Money</p> <p>To identify and moderate own feelings. To understand and consider others feelings.</p> <p>The Beach - seaside in the past, plastic in the ocean (impact of humans).</p>	<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p> <p>to communicate their feelings to others,</p> <p>to recognise that their behaviour can affect other people</p> <p>to understand the difference between secrets and nice surprises to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>to share their opinions on things that matter to them</p> <p>to listen to other people</p> <p>to identify and respect the differences and similarities between people to identify their special people 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) to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable If they experience or witness teasing or bullying, whom to go to and how to get help</p>	<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond to recognise that their behaviour can affect other people</p> <p>to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others</p> <p>to identify and respect the differences and similarities between people</p> <p>to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p>

<p>Begin to develop careful counting strategies. Starting to understand what we use money for and how it relates to everyday life.</p> <p>Summer Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>To learn how and why we keep ourselves safe in the sun.</p> <p>To understand why and when we need water.</p> <p>To understand when and why they need to ask an adult for help in managing disputes.</p> <p>To begin to understand and recognise what body parts are needed to be kept private.</p> <p>To listen to adults discussing dangers. To understand safety with tools etc and recognising the need.</p>	<p>Zones of Regulation – expressing feelings and considering feelings of others. Identify and moderate own feelings.</p> <p>Summer Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>To understand the differences between foods.</p> <p>To listen to adults discussing the reasoning behind good hygiene.</p> <p>To understand the importance of hand washing, toileting etc..</p> <p>To understand how others feel.</p> <p>To recognise what is right and wrong and when to ask an adult for help whilst using the computer/ipad</p>	<p>Spring: Living in the Wider World: Rights and Responsibilities; Environment; Money</p> <p>To explain how they can contribute to the life of the classroom and school</p> <p>to help construct, and agree to follow, group, class and school rules and to understand how these rules help them that people and other living things have rights and that everyone has responsibilities to protect those rights</p> <p>to explain that that they belong to different groups and communities such as family and school</p> <p>to explain what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>to understand that money needs to be looked after.</p> <p>Summer Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>what constitutes, and how to maintain, a healthy lifestyle</p>	<p>to develop strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Spring Living in the Wider World: Rights and Responsibilities; Environment; Money</p> <p>to explain how they can contribute to the life of the classroom and school</p> <p>to construct, and agree to follow, group, class and school rules and to understand how these rules help them about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>to explain that they belong to different groups and communities such as family and school</p> <p>To write about what improves and harms their local, natural and built environments to develop strategies and skills needed to care for these (including conserving energy)</p> <p>to explain that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to keep it safe, to make choices about spending or saving money and what influences those choices</p> <p>Summer Health and Wellbeing:</p>
--	---	--	---

	<p>To understand how to stay safe as a pedestrian.</p>	<p>to recognise what they like and dislike, to recognise that choices can have good and not so good consequences</p> <p>to set simple goals</p> <p>the importance of, and how to, maintain personal hygiene</p> <p>to explain that household products, including medicines, can be harmful if not used properly</p> <p>how to ask for help if they are worried and how to attract their attention</p> <p>to discuss the ways that pupils can help the people who look after them to more easily protect them</p> <p>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' including knowing that they do not need to keep secrets</p> <p>to understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p>Healthy Lifestyles; Growing and Changing; Keeping Safe</p> <p>to explain what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>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</p> <p>to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>about good and not so good feelings, a vocabulary to describe their feelings to others</p> <p>about change and loss and the associated feelings (including moving home, losing toys, pets or friends) to explain about the process of growing from young to old and how people's needs change</p> <p>to explain about growing and changing and new opportunities and responsibilities that increasing independence may bring .</p> <p>to name the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>that household products, including medicines, can be harmful if not used properly</p>
--	---	---	--

			<p>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)</p> <p>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>to understand rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>to discuss the ways that pupils can help the people who look after them to more easily protect them</p> <p>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' including knowing that they do not need to keep secrets</p>
--	--	--	--