

PSHE/RSHE Progression of Skills and Knowledge

	EYFS	Year 1	Year 2
		NC Ref: Pupils should be taught: Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.	
Me and my relationships	<ul style="list-style-type: none"> Families, interests, similarities & differences, special people, feelings, asking for help & helping others <u>Curriculum Statements</u> Understand that families are important for children growing up because they can give love, security and stability. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<ul style="list-style-type: none"> Classroom rules, recognising feelings in self & others, through body language & physical reactions, dealing with hurt feelings, belonging, friendship qualities, listening to others, making up <u>Curriculum Statements</u> Understand that families are important for children growing up because they can give love, security and stability. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<ul style="list-style-type: none"> Creating an ideal classroom, expressing feelings, responding to others' feelings, teasing or bullying?, strategies for dealing with bullying, being a good friend, seeking help when upset <u>Curriculum Statements</u> Understand that families are important for children growing up because they can give love, security and stability. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
SEND PROVISION	<ul style="list-style-type: none"> Emotions mat to support with identifying and explaining emotions Visual prompts to support with communicating Sentence structures to support explanations Photo prompts to support with identifying key people in their lives & different types of relationships Techniques to support group work and discussion e.g. talking teddy – only talk when you have the teddy Zones of Regulation resources Inclusions Interventions 		

<p>Valuing difference</p>	<ul style="list-style-type: none"> • Sensitivity, likes & dislikes, speaking & listening skills, care & kindness, friendship, cooperation, respecting others • <u>Curriculum Statements</u> Recognise how important friendships are in making us feel happy and secure, and how people choose and make friends. Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Understand the conventions of courtesy and manners. 	<ul style="list-style-type: none"> • Empathy, appreciating difference, explaining unkindness, teasing & bullying, school rules & keeping safe, being fair & unfair, showing kindness • <u>Curriculum Statements</u> Recognise how important friendships are in making us feel happy and secure, and how people choose and make friends. Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Understand the conventions of 	<ul style="list-style-type: none"> • Physical & non-physical differences & similarities, respectful language, feeling left out, the impact of kindness & unkindness, acts of kindness in school, demonstrating active listening techniques • <u>Curriculum Statements</u> Recognise how important friendships are in making us feel happy and secure, and how people choose and make friends. Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Understand the conventions of courtesy and manners.
<p>SEND provision</p>	<ul style="list-style-type: none"> • SEND PROVISION Emotions mat to support with identifying and explaining emotions Visual prompts to support with communicating Sentence structures to support explanations Social Stories Zones of Regulation Resources 		

<p>Keeping Myself Safe</p>	<ul style="list-style-type: none"> • Healthy bodies, staying safe, medicines, people who help us, online safety • <u>Curriculum Statements</u> Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<ul style="list-style-type: none"> • Exercise, sleep & healthy lifestyles, energy, emotions, physical reactions & feeling unsafe, feelings associated with loss, medicine safety & responsibility, PANTS rules, name and know which body parts are private, appropriate & inappropriate touch, saying 'no', trusted people • <u>Curriculum Statements</u> Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	<ul style="list-style-type: none"> • Medicines & other strategies for feeling better, safe & unsafe situations, keeping safe – 'Yes', 'No', 'I'll ask' or 'I'll tell', recognising others' feelings through facial expressions & body language, touch – 'I don't like that'- who to talk to, safe & unsafe secrets • <u>Curriculum Statements</u> Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
<p>SEND</p>	<ul style="list-style-type: none"> • Emotions mat to support with identifying and explaining emotions Visual prompts to support with communicating Sentence structures to support explanations Social Stories Zones of Regulation Resources Photo prompts to discuss aspects of the wider world Picture Techniques to support group work and discussion e.g. talking teddy – only talk when you have the teddy Word banks to support with technical vocabulary 		
<p>Rights and responsibilities</p>	<ul style="list-style-type: none"> • Caring for home, school & special people, own impact on the natural world • <u>Curriculum Statements</u> Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<ul style="list-style-type: none"> • Personal hygiene routines, the school environment, taking care of pets/plants, looking after own and others' property, money – where it comes from, what it's for and how to keep it safe • <u>Curriculum Statements</u> Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 	<ul style="list-style-type: none"> • Getting on with others, dealing with impulsive behaviour, special people in school & the wider community, improving the school environment, choices with money, reasons for saving money • <u>Curriculum Statements</u> Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

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Being my best	<ul style="list-style-type: none"> Resilience, confidence, feelings & emotions, dealing with challenge, healthy choices <u>Curriculum Statements</u> Understand the importance of self-respect and how this links to their own happiness. 	<ul style="list-style-type: none"> Eating rainbows (fruit & vegetables & a healthy diet), food tastes, the Eatwell Guide, 'Catch it!, Bin it!, Kill it!', learning new skills & overcoming challenges, attentive listening, resolving conflicts <u>Curriculum Statements</u> Understand the importance of self-respect and how this links to their own happiness 	<ul style="list-style-type: none"> The learning process, positive attitudes & mindset, germs, hygiene & vaccination, dental care, food, water & air in the body <u>Curriculum Statements</u> Understand the importance of self-respect and how this links to their own happiness.
SEND	<ul style="list-style-type: none"> Visual prompts to support with communicating Sentence structures to support explanations Social Stories Zones of Regulation Resources Photo prompts to discuss aspects of the wider world Techniques to support group work and discussion e.g. talking teddy – only talk when you have the teddy Word banks to support with technical vocabulary Consider visitors to support learning – NHS Real food 		
Growing and changing	<ul style="list-style-type: none"> Changes in nature & humans, stages of childhood, naming external body parts <u>Curriculum Statements</u> Recognise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<ul style="list-style-type: none"> Naming major internal body parts, simple bodily processes, babies – basic needs, then & now (baby – toddler – young child), bullying – what to do & who can help, secrets & surprises, people to talk to, keeping private parts private <u>Curriculum Statements</u> Recognise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<ul style="list-style-type: none"> Giving positive feedback, recognising feelings of loss, life stages – baby – toddler – child – teenager – adult, reproductive body parts, respecting privacy <u>Curriculum Statements</u> Recognise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
SEND	<ul style="list-style-type: none"> Visual prompts to support with communicating Sentence structures to support explanations Social Stories Zones of Regulation Resources Picture prompts to support with body parts. Pre-teaching to support with vocabulary Use of stories/books to support understanding 		

National Curriculum Areas					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Me & My Relationships NC Areas - Families and people who care for me, Respectful relationships & Being safe	Valuing Difference NC Areas - Caring friendships & Being safe	Keeping Myself Safe NC Areas - Respectful relationships, Online relationships & Being safe	Rights & Responsibilities NC Areas - Being safe	Being My Best NC Areas - Being safe	Growing & Changing NC Areas - Respectful relationships & Being safe