



Wallace Fields Infant School & Nursery

PSHE Progression Overview

Early Years Foundation Stage (EYFS) Nursery and Reception	
PSHE: ELG (PSED)	
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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• 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• Work and play cooperatively and take turns with others• Form positive attachments to adults and friendships with peers• Show sensitivity to their own and to others' needs.	
<p>2-3 years</p> <ul style="list-style-type: none">• Can build relationships with special people including family members and their key person.• Can wait for their turn in a simple game or on a piece of Nursery equipment.• Can use the toilet and potty and follow instructions to wash their hands.• Can play with a familiar friend at an activity that they enjoy.• Can show preferences and make choices and decisions.• Can express their feelings and show some concern for the feelings of others.• Can cooperate within the routines and boundaries of Nursery.	
Nursery 3-4 years	Reception 4-5 years
<p><u>Relationships</u></p> <p><i>Family</i></p> <ul style="list-style-type: none">• Can talk about familiar or special people in their lives.• Can talk positively about people who are different to them.• Carries out a helpful job with adult direction.• Plays with one or more other children, elaborating and extending play ideas.• Notice unfamiliar people within their setting.• How to play safely <p><u>Living in the wider world</u></p>	<p><u>Relationships</u></p> <p><i>Family</i></p> <ul style="list-style-type: none">• Can talk about members of their family and how they are related.• Knows that there are different types of families.• Independently carrying out helpful job.• Can name and describe people who are familiar to them.• To understand which unfamiliar adults are helpful.• Can talk about other's perspectives.• Understands the skills for having meaningful interactions with their peers and adults.• How to play safely



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- Can name people who help us.
- Following daily routines and understanding why they are important (hygiene, self-care, school routines and expectations)
- To request and exchange items within their role play.

Emotions and self-regulation

- Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begins to understand how others may be feeling.
- Can find solutions to conflicts with adult support.
- Remembers rules without needing an adult to remind them.
- Develops appropriate ways of being assertive.
- Begins to understand how others may be feeling.

Resilience

- To be able to give a task a go and be willing to try again with adult encouragement.
- To be able to choose a task that they want to complete.
- To be able to ask a friend if they can have a turn after they have finished.
- Talk about what they like and dislike.
- To understand that it is okay to make a mistake.

Health & Well-Being

- Can use the toilet independently and attempt to wipe themselves.
- Can wash their hands independently with soap thoroughly and roll their sleeves up.
- Can make healthy choices about food, drink, activity and toothbrushing.

Living in the wider world

- Understanding the roles of different people in society and how they can help us.
- Follows rules, understanding why they are important.
- To begin to understand the function of money through role play.

Emotions and self-regulation

- Expresses their feelings and considers the feelings of others.
- Can explain how they thought about a problem/emotion and how they dealt with it.
- Will stay calm in the face of frustration.
- Identifies and moderates their own feelings socially and emotionally.
- Can talk about their experiences around themes from stories e.g. bravery, difficult choices and kindness.

Resilience

- Shows resilience and perseverance in the face of challenge.
- Can set own goals and achieve them.
- Can take turns and wait patiently.
- Can self-evaluate their own work.
- Understands that mistakes are an important part of learning (marvellous mistakes).

Health & Well-Being

- Can use the toilet independently and wipe themselves.
- Understanding the importance of hygiene and germs.
- Understand about healthy choices (sleep, exercise and food) and why we make them.
- Understands how to stay safe in their environment e.g. walking on the pavement, crossing the road with an adult, stopping quickly when scootering/cycling.
- To begin to understand when they might need first aid.



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<ul style="list-style-type: none">Understand they need to wait for an adult to cross the road (stop, look and listen).Noticing that they have hurt themselves and asking help from an adult.	
Nursery Key Vocabulary: Anchor: feelings, sharing, help, problem Goldilocks: friendship, fair, unfair, right, wrong, happy, sad, angry, worried, healthy, hurt Step on: behaviour, pants rule	Reception Key Vocabulary: Anchor: feelings, sharing, fair, unfair, right, wrong, happy, sad, angry, worried, healthy, helpful, problem, money, mum, dad, sister, brother, grandmother, grandfather, first aid Goldilocks: behaviour, friendship, pants rule Step on: negotiate, tolerate, consequences, boundaries

Key stage One – Years 1 and 2		
PSHE: End of Key Stage One National Curriculum Expectations		
Health and Well-being	Relationships	Living in the wider world
KS1: <ul style="list-style-type: none">What is meant by a healthy lifestyleHow to maintain physical, mental and emotional health and wellbeingHow to manage risks to physical and emotional health and wellbeingWays of keeping physically and emotionally safeAbout managing change, including puberty, transition and lossHow to make informed choices about health and wellbeing and to recognise sources of help with thisHow to respond in an emergencyTo identify different influences on health and wellbeing	KS1: <ul style="list-style-type: none">How to develop and maintain a variety of healthy relationships, within a range of social/cultural contextsHow to recognise and manage emotions within a range of relationshipsHow to recognise risky or negative relationships including all forms of bullying and abuseHow to respond to risky or negative relationships and ask for helpHow to respect equality and diversity in relationships.	KS1: <ul style="list-style-type: none">About respect for self and others and the importance of responsible behaviours and actionsAbout rights and responsibilities as members of families, other groups and ultimately as citizensAbout different groups and communities 4. to respect equality and to be a productive member of a diverse communityAbout the importance of respecting and protecting the environmentAbout where money comes from, keeping it safe and the importance of managing it effectivelyHow money plays an important part in people's livesA basic understanding of enterprise.



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Year Group	Health and Well-Being	Relationships	Living in the Wider World
Year One	<p><u>Healthy Lifestyles (Physical Wellbeing)</u></p> <ul style="list-style-type: none"> To understand what keeping healthy means; different ways to keep healthy (H1) To know about foods that support good health and risks of eating too much sugar (H2) To know about how physical activity helps us to stay healthy and ways to be physically active everyday (H3) To know the importance of, and how to maintain personal hygiene, understanding that simple hygiene routines can stop germs from spreading (H5) To understand how to keep safe in the sun and protect skin from sun damage (H8) To know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV (H9) To know about the people who help us stay physically healthy (H10) <p><u>Mental Health</u></p> <ul style="list-style-type: none"> To know about different feelings that humans can experience. (H11) To recognise and name different feelings (H12) To know how feelings can affect people's bodies and how they behave (H13) To recognise what others might be feeling and to understand that not everyone feels the same at the same time, or feels the same about the same things (H14, H15) <p><u>Ourselves, Growing and Changing</u></p> <ul style="list-style-type: none"> To recognise what makes them special (H21) To recognise the ways in which we are all unique (H22) To identify what they are good at, what they like and dislike (H23) To know how to manage when finding things difficult (H24) 	<p><u>Families and Close Positive Relationships</u></p> <ul style="list-style-type: none"> RSHE-To learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives) (R1) RSHE-To identify people who love and care for them and what they do to help them feel cared for (R2) RSHE-To learn about different types of families including those that may be different to their own R3) RSHE -To identify common features of family life (R4) RSHE-To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried (R5) <p><u>Managing Hurtful Behaviour and Bullying</u></p> <ul style="list-style-type: none"> RSHE-To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online (R10) <p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> RSHE-To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (R13) RSHE-To know how to respond safely to adults they don't know (R15) RSHE-To know about how to respond if physical contact makes them feel uncomfortable or unsafe (revision) (R16) RSHE-To understand that there are situations when they should ask for permission and also when their permission should be sought (R17) <p><u>Respecting Self and Others</u></p>	<p><u>Shared Responsibility</u></p> <ul style="list-style-type: none"> To learn about what rules are, why they are needed, and why different rules are needed for different situations (L1) To know how people and other living things have different needs; about the responsibilities of caring for them (L2) To learn about things they can do to help look after their environment (L3) <p><u>Media Literacy and Digital Resilience</u></p> <ul style="list-style-type: none"> To learn about how the internet and digital devices can be used safely to find things out and to communicate with others (L7) To learn about the role of the internet in everyday life (L8) <p><u>Economic Wellbeing: Money</u></p> <ul style="list-style-type: none"> To understand that everyone has different strengths (L14) To know about different jobs that people they know or people who work in the community do (L16) To know about some of the strengths and interests someone might need to do different jobs (L17)



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	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none">• To learn about rules and age restrictions that keep us safe (H28)• RSE-To know the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. (H34)• concepts of basic first-aid, for example dealing with common injuries, including head injuries, nose bleeds and cuts.	<ul style="list-style-type: none">• RSHE-To learn about what is kind and unkind behaviour, and how this can affect others (R21)• RSHE-To learn about how to treat themselves and others with respect; how to be polite and courteous (R22)	
<p>Year One Key Vocabulary:</p> <p>Anchor: feelings, emotions, sharing, fair, unfair, right, wrong, happy, sad, angry, worried, healthy, helpful, problem, behaviour, friendship, pants rule, negotiate, tolerate, consequences, boundaries</p> <p>Goldilocks: consequences, emotions, secret, healthy, surprise, safe, special, unique, rules, bullying, hygiene, medicine, penis, vagina, dental health, privacy, community, goals, disease</p> <p>Step on: wellbeing, negotiate, tolerate, cooperative</p>			



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Year Group	Health and Well-being	Relationships	Living in the wider world
Year Two	<p><u>Healthy Lifestyles) Physical Wellbeing)</u></p> <ul style="list-style-type: none"> To understand what constitutes a healthy lifestyle (H1). To know about why sleep is important and different ways to rest and relax (H4) To understand that medicines (including vaccinations and immunisation and those that support allergic reactions) can help people to stay healthy (H6) To know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (H7) 	<p><u>Friendships</u></p> <ul style="list-style-type: none"> RSHE- To know about how people make friends and what makes a good friendship (R6) RSHE-To know how to recognise when they or someone else feels lonely and what to do (R7) RSHE- To learn simple strategies to resolve arguments between friends positively (R8) RSHE-To know how to ask for help if a friendship is making them feel unhappy (R9) 	<p><u>Shared Responsibility</u></p> <ul style="list-style-type: none"> To know how people and other living things have different needs; about the responsibilities of caring for them (L2)
	<p><u>Mental Health</u></p> <ul style="list-style-type: none"> To know about ways of sharing feelings; a range of words to describe feelings (H16) To know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) (H17) To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. (H18) To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it (H19) To know about change and loss and their associated feelings; to recognise what helps people to feel better (H20) 	<p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> RSHE-To learn about how people may feel if they experience hurtful behaviour or bullying (R11) RSHE- To understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (R12) RSHE-To know that sometimes people may behave differently online, including by pretending to be someone they are not (R14) RSHE-To learn about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) (R18) RSHE-To learn basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe (R19) RSHE-To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (R20) 	<p><u>Communities</u></p> <ul style="list-style-type: none"> To learn about the different groups they belong to (L4) To learn about the different roles and responsibilities people have in their community (L5) To recognise the ways they are the same as, and different to, other people (L6)
	<p><u>Ourselves, Growing and Changing</u></p> <ul style="list-style-type: none"> RSE-To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) (H25) RSE-To know about growing and changing from young to old and how people's needs change (H26) To learn about preparing to move to a new class/year group (H27) 		<p><u>Literacy & Digital Resilience</u></p> <ul style="list-style-type: none"> To learn about the role of the internet in everyday life (L8) To understand that not all information seen online is true (L9)
			<p><u>Economic Wellbeing: Money</u></p> <ul style="list-style-type: none"> To understand what money is; forms that money comes in; that money comes from different sources (L10) To know that people make different choices about how to save and spend money (L11) To learn about the difference between needs and wants, that sometimes people may not always be able to have the things they want (L12) To understand that money needs to be looked after; different ways of doing this (L13) That jobs help people to earn money to pay for things (L15)



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	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> To be able to recognise risk in simple everyday situations and what action to take to minimise harm (H29) To learn about keeping safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) (H30) To know that household products (including medicines) can be harmful if not used correctly (H31) To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely (H32) About the people whose job it is to help keep us safe (H33) To know what to do if there is an accident and someone is hurt (H35) To know basic first aid and what to do for a head injury, burn or scald To know how to get help in an emergency (how to dial 999 and what to say) (H36) <p><u>Drugs, Alcohol & Tobacco</u></p> <ul style="list-style-type: none"> To learn about things that people can put into their body or on their skin; how these can affect how people feel (H37) 	<p><u>Respecting Self and Others</u></p> <ul style="list-style-type: none"> RSHE-To recognise the ways in which they are the same and different to others (R23) RSHE-To know how to listen to other people and play and work cooperatively (R24) RSHE-To know how to talk about and share their opinions on things that matter to them (R25) 	
<p>Year Two Key Vocabulary:</p> <p>Anchor: consequences, emotions, secret, healthy, surprise, safe, special, unique, rules, bullying, hygiene, medicine, penis, vagina, dental health, privacy, community, goals, disease, accident</p> <p>Goldilocks: well-being, loss, constructive, contribution, empathy, sympathy, risk, first-aid, injury, emergency, opinion</p> <p>Step on: managing</p>			



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British Values and Spiritual, Moral, Social and Cultural Learning in PSHE:

Lessons taught at WFIS reinforce messages of tolerance and respect for others; embracing differences and accepting others. Our curriculum intent aims to respond to the diversity of children's cultures, faiths and family background.

- **Social:** Children will learn to discuss their views with others and show appreciation and tolerance of other view, whether they are similar or different to their own. This will support their social development for the present and the future.
- **Moral:** Children will learn to be tolerant and understanding of different people. Children will learn to accept and embrace differences.
- **Spiritual:** Children will be Learning about and reflecting on important concepts, experiences and beliefs
- **Cultural:** Children will learn to be open and respecting.