

## PSHE Progression Plan

**Intent:** PSHE prepares the children to manage many of the most critical opportunities, challenges and responsibilities they will face while growing up. It enables our children to become healthy, independent and responsible members of society. PSHE aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

	Relationships	Health and Well-being	Living in the Wider World
<p>Early Years</p> <p><b>Person Social and Emotional Development/Understanding of the world</b></p>	<p>To see themselves as a valuable individual.</p> <p>To build constructive and respectful relationships.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To talk about members of their immediate family and community.</p> <p>To name and describe people who are familiar to them.</p> <p>To understand that some places are special to members of their community.</p>	<p>To manage their own needs - personal hygiene.</p> <p>To know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine - being a safe pedestrian/railway safety.</li> </ul>	<p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>To explore the natural world around them. To describe what they see, hear and feel whilst outside.</p> <p>To recognise some environments that are different to the one in which they live.</p>
	Relationships	Health and Well-being	Living in the Wider World
Year 1	<p>To know that we have similarities and differences.</p> <p>To know what qualities make us individual and unique</p>	<p>To know what being healthy means and who helps them to stay healthy.</p> <p>To know that things people put into or onto their bodies can affect how they feel.</p>	<p>To know what money is - that money comes in different forms.</p> <p>To know how people make choices about what to do with money, including spending and saving.</p>

	<p>To use the correct names for main parts of the body.</p> <p>To know that each person's body belongs to them.</p> <p>To know there are people that care for them and the groups they belong to.</p> <p>To know that families are important and there are different types of families.</p> <p>To know how kind and unkind behaviour can affect others.</p> <p>To know how to manage change when moving to a new class/year group.</p>	<p>To know that things people put into or onto their bodies can affect how they feel.</p> <p>To know who can help them in different places and situations.</p> <p>To know what to do if they feel unsafe or worried.</p> <p>To know how to get help if there is an accident and someone is hurt.</p>	<p>To know the difference between needs and wants - that people may not always be able to have the things they want.</p> <p>To know how to keep money safe.</p> <p>To know how people and animals need to be looked after and cared for.</p> <p>To know what can harm the local and global environment; how they and others can help care for it.</p>
Year 2	<p>To know how to make friends with others, how to be a good friend and how to resolve arguments.</p> <p>To know that words and actions can effect how people feel.</p> <p>To ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.</p> <p>To report bullying or other hurtful behaviour, including online, to a trusted adult.</p> <p>To recognise, name and describe a range of feelings and know how these affect our bodies.</p> <p>To understand how different things / times / experiences can bring about different feelings for different people.</p> <p>To know how to recognise when they might need help with feelings and how to ask for help when they need it.</p>	<p>To know that rules and restrictions help them to keep safe.</p> <p>To identify risky and potentially unsafe situations (including online) and take steps to avoid or remove themselves from them.</p> <p>To resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</p> <p>To tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p> <p>To know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest.</p> <p>To know that things people put into or onto their bodies can affect how they feel.</p>	<p>To know how jobs help people earn money to pay for things they need and want.</p> <p>To understand risks associated with the railway.</p> <p>To be aware of rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online).</p>