

PROGRESSION IN PSHE - EYFS TO YEAR 2

A child with secure, age-related PSHE knowledge and skills will show evidence of attainment set out for the end of each unit:

EYFS	EXPLORERS (Never Give Up)	PLANET PROTECTORS (Be Nice)	HEROES (Work Hard)	EXPLORERS (Never Give Up)	PLANET PROTECTORS (Be Nice)	HEROES (Work Hard)
By the end of EYFS	<i>Being Me in My World</i> <i>Celebrating Difference</i>	<i>Dreams and Goals</i> <i>Healthy Me</i>	<i>Relationships</i> <i>Changing Me</i>	<i>Being Me in My World</i> <i>Celebrating Difference</i>	<i>Dreams and Goals</i> <i>Healthy Me</i>	<i>Relationships</i> <i>Changing Me</i>
<p>I can show understanding of my own feelings and those of others.</p> <p>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses.</p> <p>I can give focused attention to what the teacher says.</p> <p>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>I can manage my own basic hygiene and personal needs, including dressing and understanding the importance of healthy food choices.</p> <p>I can work and play cooperatively and take turns with others. I can form positive attachments to adults and friendships with peers.</p> <p>I can show sensitivity to their own and to others' needs.</p>	<p>I can explain why my class is a safe place to learn. I can give different examples where I or others make my class happy/safe.</p> <p>I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complement each other.</p> <p>I can say how it felt to be part of a group and identify feelings about group work.</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>



OVERCHURCH
INFANT SCHOOL

EYFS		EXPLORERS (Never Give Up)		PLANET PROTECTORS (Be Nice)	HEROES (Work Hard)	EXPLORERS (Never Give Up)	PLANET PROTECTORS (Be Nice)		HEROES (Work Hard)
By the end of EYFS		<i>Being Me in My World Celebrating Difference</i>		<i>Dreams and Goals Healthy Me</i>	<i>Relationships Changing Me</i>	<i>Being Me in My World Celebrating Difference</i>	<i>Dreams and Goals Healthy Me</i>		<i>Relationships Changing Me</i>
same different special proud kind happy sad frightened angry dream	job healthy exercise sleep stranger trust bodypart names change worry	safe special calm belonging rights responsibilities rewards proud consequences upset	disappointed similarities difference bullying on purpose unfair included celebration unique	success, goal dreams self-belief healthy illness disease hygiene Green Cross Code	special relationship behaviours penis testicles anus vagina vulva changes private life cycle baby adult	gender male female stereotypes impact choices diversity learning charter Jigsaw charter assumptions fairness	collaboration teamwork achievement working together overcoming obstacles perseverance determination poisons medicines	safe unsafe relaxation calm tense energy fuel balanced diet nutrition	comfortable uncomfortable penis testicles anus vagina vulva touching touches acceptable not acceptable appropriate not appropriate

Key PSHE texts to accompany No Outsiders texts:

EYFS	EXPLORERS (Never Give Up)	PLANET PROTECTORS (Be Nice)	HEROES (Work Hard)	EXPLORERS (Never Give Up)	PLANET PROTECTORS (Be Nice)	HEROES (Work Hard)
Julian is a Mermaid by Jessica Love Under the Love Umbrella by Emmanuel’s Dream by LaurieAnn Thompson Dogs don’t do ballet by Anna Kemp Simon Sock by Sue Hendra Little People, Big Dreams series Young, Gifted and Black by Jamia Wilson Ravi’s Roar and Ruby’s Worry by Tom Percival						



EXTENDING HIGHER ATTAINING CHILDREN IN FOUNDATION SUBJECTS - PSHE

FOUNDATION SUBJECT	KEY STAGE TWO	VOCABULARY TAUGHT IN YEAR THREE
PSHE	<p>I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p> <p>I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>learning charter consequences fairness choices co-operate group dynamics viewpoint unisex private messaging (pm) direct messaging (dm) global fair trade inequality exploitation justice uterus womb sperm ovaries egg ovum/ova period menstruation fertilisation</p>