

Early Learning Goal	Nursery	Reception
<p><b>Self Regulation</b> (red is the new framework)</p>	<p>Separates from main carer with support and encouragement from a familiar adult. •Expresses own preferences and interests. •Can select and use activities and resources with help. <b>To help achieve a goal they have chosen</b> •<b>Develop their sense of responsibility and membership of a community</b> •Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing <b>(one or more)</b>, and will communicate freely about own home and community. <b>Extending and elaborating play ideas</b> •<b>Increasing following rules and understanding why they are important</b> •<b>Remembering rules without adults reminding them</b> •Shows confidence in asking adults for help.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. •<b>Express their feelings and consider the feelings of others</b> •<b>Show resilience and perseverance in the face of challenge</b> •<b>Identify and moderate their own feelings socially and emotionally</b> •<b>Think about the perspective of others</b> Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <b>Show an understanding to their own and others feelings, begin to regulate their own behaviour accordingly</b> <b>Set and work towards simple goals., wait for what they want and control their immediate impulses</b> <b>Give focused attention to what the teacher says, respond appropriately even when they are engrossed in an activity, show an ability to follow instructions involving several ideas or actions.</b></p>
<p><b>Building Relationships</b></p>	<p>Interested in others' play and starting to join in. •Seeks out others to share experiences. •Shows affection and concern for people who are special to them. •May form a special friendship with another child. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to •<b>Shows solution to conflicts and rivalries.</b> •<b>Shows solution to conflicts and rivalries.</b> <b>Understand gradually how others might be feeling</b> <b>Develop appropriate ways of being assertive</b> •<b>Shows solution to conflicts and rivalries.</b> <b>Understand gradually how others might be feeling</b></p>	<p>• Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding, and asks appropriate questions of others. •Takes steps to resolve conflicts with other children, e.g. finding a compromise. Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children •<b>Builds constructive and respectful relationships</b> <b>Think about the perspective of others</b> <b>ELG's</b> <b>Work and play cooperatively and take turns with others</b> <b>Form positive attachments to adults, and friendships with peers</b> <b>Show sensitivity to their own and others needs</b></p>

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<p><b>Managing Self</b></p>	<p>Seeks comfort from familiar adults when needed. •Can express their own feelings such as sad, happy, cross, scared, worried.</p> <ul style="list-style-type: none"> <li>•Responds to the feelings and wishes of others.</li> <li>•Aware that some actions can hurt or harm others.</li> <li>•Tries to help or give comfort when others are distressed.</li> <li>•Shows understanding and cooperates with some boundaries and routines.</li> <li>•Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>•Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <ul style="list-style-type: none"> <li>•Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>•Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>•Can usually adapt behaviour to different events, social situations and changes in routine.</li> <li>•Be increasingly independent in meeting their own care needs eg. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>•Make healthy choices about food, drink, activity and toothbrushing.</li> <li>•Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amount of screen time, having a good sleep routine and being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>•Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>•Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>•Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p>Early Learning Goal</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <ul style="list-style-type: none"> <li>•See themselves as a valuable individual</li> <li>•Manage their own needs: personal hygiene</li> </ul> <p>Be confident to try new activities and show resilience and perseverance in the face of new challenge</p> <p>Explain the reasons for rules, to know right and wrong and to behave accordingly</p> <p>Manage their own basic hygiene and understand the importance of healthy food choices</p>
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	Y1	Y2	Y3	Y4	Y5	Y6
<b>Health and Wellbeing</b> Pupils should be taught: 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise	<ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay</li> <li>healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto their bodies can affect how they feel</li> <li>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>why hygiene is important and how simple hygiene routines can</li> <li>stop germs from being passed on</li> <li>what they can do to take care of themselves on a daily basis, e.g. brushing teeth</li> </ul>	<ul style="list-style-type: none"> <li>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets <ul style="list-style-type: none"> <li>how not everything they</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>how to recognise personal qualities and individuality</li> <li>to develop self-worth by identifying positive things about themselves and their achievements</li> <li>how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>how to set goals for themselves</li> <li>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<ul style="list-style-type: none"> <li>how to recognise and respect similarities and differences</li> <li>between people and what they have in common with others</li> <li>that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>how individuality and personal qualities make up someone's identity (including that gender identity is</li> </ul>	<ul style="list-style-type: none"> <li>how mental and physical health are linked</li> <li>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>how to plan a healthy meal</li> <li>how to stay physically active</li> <li>how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>how to benefit from and stay safe in the sun</li> <li>how and why to balance time spent online with other activities</li> <li>how sleep</li> </ul> </li> </ul>

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sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing	<p>and hair, hand washing</p> <ul style="list-style-type: none"> <li>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>how to respond safely to adults they don't know</li> <li>what to do if they feel unsafe or worried for themselves or others; and the importance of</li> </ul>	<p>see online is true or trustworthy and that people can pretend to be someone they are not</p> <ul style="list-style-type: none"> <li>how 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</li> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>that eating and drinking too much sugar can affect their health, including dental health</li> <li>how to be physically active and how much rest and sleep they should have everyday</li> </ul>	<p>(including online)</p> <ul style="list-style-type: none"> <li>how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>what to do in an emergency, including calling for help and speaking to the emergency services how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>how to maintain good oral hygiene (including</li> </ul>	<ul style="list-style-type: none"> <li>how everyday things can affect feelings</li> <li>how feelings change over time and can be experienced at different levels of intensity</li> <li>the importance of expressing feelings and how they can be expressed in different ways</li> <li>how to respond proportionately</li> </ul>	<p>part of personal identity and for some people does not correspond with their biological sex)</p> <ul style="list-style-type: none"> <li>about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>How to challenge stereotypes and assumptions about others</li> <li>how to carry out basic first aid including for burns,</li> </ul>	<p>contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <ul style="list-style-type: none"> <li>how to manage the influence of friends and family on healthy choices</li> <li>that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>how legal and illegal drugs can affect health and how to manage situations involving them</li> <li>how to recognise early signs of physical or mental ill-health and what to do about this including whom to speak to in and outside school</li> </ul>
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	<p>keeping on asking for support until they are heard</p> <ul style="list-style-type: none"> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul> <p><b>Discovery Education: Amazing Bodies Module:</b></p> <p>How all bodies are different and that some body parts are private. They will learn the correct names for these parts and know that we use these names at school.</p> <p><b>Discovery Ed: Coping with Change Module - Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Growing from young to old and how we</li> </ul>	<ul style="list-style-type: none"> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> </ul>	<p>regular brushing and flossing) and the importance of regular visits to the dentist</p> <ul style="list-style-type: none"> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> <li>• how regular physical activity benefits bodies and feelings</li> </ul>	<p>to, and manage, feelings in different circumstances</p> <ul style="list-style-type: none"> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment</li> </ul>	<p>scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <ul style="list-style-type: none"> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> <li>• how drugs common to</li> </ul>	<ul style="list-style-type: none"> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul> <p><b>Discovery Ed: Healthy Bodies, Healthy Minds module: Being the Best Me</b></p> <ul style="list-style-type: none"> <li>• children to further explore mental wellbeing, including ways to maintain it and the factors that can affect it. They will learn</li> </ul>
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	<p>have changed since we were born.</p> <ul style="list-style-type: none"> <li>children will explore the needs that babies have and they will consider how they have changed since they were born. They will explore and celebrate their abilities, and they will share ideas of what they hope to be like in the future.</li> </ul>	<ul style="list-style-type: none"> <li>how feelings can affect people in their bodies and their behaviour</li> <li>ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> </ul> <p><b>Discovery Ed: Healthy Bodies, Healthy Minds module - Staying Safe and Healthy</b></p> <ul style="list-style-type: none"> <li>children will investigate different ways of staying healthy. They will explore a range of emotions, learn about the safe and unsafe use of medicines and household products and find out how to help someone who is feeling physically or emotionally poorly.</li> <li>ways to stay healthy, including safe and unsafe use of household products and medicines.</li> </ul>	<ul style="list-style-type: none"> <li>how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>how to make choices about physical activity, including what and who influences decisions</li> <li>how the lack of physical activity can affect health and wellbeing</li> <li>how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<p>nt and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <ul style="list-style-type: none"> <li>how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>how people's online actions can impact on</li> </ul>	<p>everyday life (including smoking/vaping nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing</p> <ul style="list-style-type: none"> <li>that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>how laws surrounding the use of drugs exist to protect them and others</li> <li>why people choose to use or not use different drugs</li> <li>how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break</li> <li>how</li> </ul>	<p>about the importance of self-respect and how social media and other online experiences can impact our personal feelings and our sense of self-worth. They will learn that it is common for people to experience mental ill-health and that there is help and support available.</p> <ul style="list-style-type: none"> <li>being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.</li> </ul>
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			<p><b>Discovery Education: Healthy Bodies, Healthy Minds module: Sleep, Food and Hygiene</b></p> <ul style="list-style-type: none"> <li>Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.</li> <li>children will learn about different ways of keeping healthy, including sleeping and eating well, and how to get rid of germs by washing and by brushing their teeth regularly. Children will consider how to develop good routines and habits that support their wellbeing.</li> </ul> <p><b>Discovery Ed: Caring and Responsibility module: Responsibilities and Boundaries</b></p> <ul style="list-style-type: none"> <li>children will begin to explore their own responsibilities towards others</li> </ul>	<p>other people</p> <ul style="list-style-type: none"> <li>how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>how to report concerns, including about inappropriate online</li> <li>content and contact that rules, restrictions and laws exist to help people keep safe and how to</li> </ul>	<p>organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p> <ul style="list-style-type: none"> <li>how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul> <p><b>Discovery Ed: Healthy and Happy Friendships module: Changing Friendships</b></p> <ul style="list-style-type: none"> <li>explore the concept of 'identity' and how we use it to define us. Pupils will explore how peer pressure can affect us in real life online, and how to make informed choices. The lessons also highlight the</li> </ul>	
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			<p>and why it is important to act responsibly. They will learn about the importance of showing empathy and recognising and respecting personal boundaries.</p> <ul style="list-style-type: none"> <li>• Our responsibilities and ways we can care and show respect for others</li> </ul>	<p>respond if they become aware of a situation that is anti-social or against the law</p> <p><b>Discovery Ed:</b>  <b>Healthy Bodies, Healthy Minds module: Influences and Personal Choices</b></p> <ul style="list-style-type: none"> <li>• Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.</li> <li>• children will learn about the choices they can make in relation to their health and wellbeing.</li> </ul>	<p>importance of positive emotional health and wellbeing, including where to turn for support.</p> <ul style="list-style-type: none"> <li>• identity and peer pressure off- and online. Positive emotional health and wellbeing</li> </ul> <p><b>Discovery Ed:</b>  <b>Healthy Bodies, Healthy Minds module: Valuing Our Bodies and Minds:</b></p> <ul style="list-style-type: none"> <li>• children will continue to explore ways of maintaining their mental and physical wellbeing. They will explore the connections between self-image, feelings and behaviour, and practise describing themselves using positive attributes. They will learn about the risks</li> </ul>	
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				<p>They will explore the external influences that can affect their choices, the consequences of the choices they make and the importance of recognising and managing feelings.</p> <p><b>Discovery Ed: Coping with Change Module: Puberty and Hygiene</b></p> <ul style="list-style-type: none"> <li>explore how our bodies start to change as we enter puberty, including girls starting their periods. Children will learn how these changes affect their hygiene needs, how to take responsibility for</li> </ul>	<p>associated with legal and illegal harmful substances, and find out about viruses, bacteria, vaccinations and immunisation.</p> <ul style="list-style-type: none"> <li>Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.</li> </ul> <p><b>Discovery Ed: Caring and Responsibility module: Caring in the Community</b></p> <ul style="list-style-type: none"> <li>ways of and reasons for caring. Children will explore how our care needs change as we grow older, find out about the effects of isolation and loneliness, and investigate what we, as members</li> </ul>	
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				<p>maintaining good hygiene and the products that are available.</p> <ul style="list-style-type: none"> <li>• How our bodies change as we enter puberty, including hygiene needs and menstruation.</li> <li>•</li> </ul>	<p>of a community, can do to help and support others, including through volunteering.</p> <ul style="list-style-type: none"> <li>• how our care needs change and the effects of loneliness and isolation.</li> </ul> <p>Ways in which we can show care in the community</p> <p><b>Discovery Ed:</b>  <b>Coping with Change</b>  <b>module: Puberty and Emotions</b></p> <ul style="list-style-type: none"> <li>• children will continue to learn about the changes that occur during puberty. They will explore the emotional impact of puberty and work out their own strategies for managing well.</li> <li>• How puberty</li> </ul>	
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					changes can affect our emotions and ways to manage this; questions about puberty and change.	
	<b>Texts</b> <b>Usborne Look Inside: Your Body</b> Louie Stowell <b>I Keep Clean</b> Martha EH Rustad <b>Feelings</b> Richard Jones & Libby Walden  <b>CBeebies Topsy and Tim episodes</b>  <b>Visits</b> School Nurse - Pants Talk	<b>Texts</b> <b>I Stay Active</b> Martha EH Rustad <b>Be Careful and Stay Safe</b> Cheri J. Meiners <b>Feelings</b> Richard Jones & Libby Walden <b>Chicken Clicking (Online Safety Picture Books)</b> by <a href="#">Jeanne Willis</a> (Author), <a href="#">Tony Ross</a> (Illustrator)  <b>Visits</b> School Nurse - Pants Talk NSPCC Road safety, Safety works	<b>Texts</b> <b>Food and Drink</b> Linda Staniford <b>Exercise and Rest (Healthy Choices)</b> by <a href="#">Sharon Dalgleish</a>  <b>Feelings</b> Richard Jones & Libby Walden <b>Food of the World</b> Nancy Loewen  <b>Visits</b> Roots of Empathy School Nurse	<b>Texts</b> <b>Charlotte's Web</b> EB White <b>Cyberbullying</b> Heather E. Schwartz <b>Safe Social Networking</b> Heather E. Schwartz  <b>Visits</b> Seeds4Life Bikeability	<b>Texts</b> <b>The Worry Website</b> Jacqueline Wilson <b>The Children's Book of First Aid Skills (Star Rewards) (Star Rewards - Life Skills for Kids)</b> by Sophie Giles  <b>Visits</b> Bikeability	<b>Texts</b> <b>Looking After Your Mental Health</b> Alice James  <b>Visits</b> School Nurse - Puberty talk 'Real Love Rocks' (Barnardos) Operation Encompass (Northumbria Police) Safety Works Bikeability
Vocabulary	Clean, hygiene, exercise, healthy, grow, change, develop, diet, nutrition, active, physical, medicine, vaccination	Choices, danger, safety, safe, medicine, protect, aware, awareness	Health, wellbeing, emotional, mental health,	Medicines, drugs, prescription, illegal, aware, trust, right, wrong	Healthy mind set, stress, pressure, balanced, drugs, choices,	Drugs, symptoms, signs, effects, dependent, rely, survive, choices, mental health, wellbeing
Living in the wider world	<ul style="list-style-type: none"> <li>what money is - that money</li> </ul>	<ul style="list-style-type: none"> <li>how jobs help people earn money</li> </ul>	<ul style="list-style-type: none"> <li>how they belong to</li> </ul>	<ul style="list-style-type: none"> <li>how people</li> </ul>	<ul style="list-style-type: none"> <li>how people make decisions about</li> </ul>	<ul style="list-style-type: none"> <li>how the media, including online</li> </ul>

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<p>Pupils should be taught: 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an</p>	<p>comes in different forms</p> <ul style="list-style-type: none"> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and workco-</li> </ul>	<p>to pay for things they need and want</p> <ul style="list-style-type: none"> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul> <p><b>Discovery Ed: Coping with Change Module- Growing up and Setting Goals</b></p> <ul style="list-style-type: none"> <li>• lessons focus on growth and change, celebrating achievements and setting goals. Children will explore how they develop in terms of their</li> </ul>	<p>different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <ul style="list-style-type: none"> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make how to be respectful towards people who may live differently to them</li> </ul> <p><b>Discovery Education: Similarities and Differences module: Valuing and respecting one another</b></p>	<p>have a shared responsibility to help protect the world around them</p> <ul style="list-style-type: none"> <li>• how everyday choices can affect the environment</li> <li>• how and what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts,</li> </ul>	<p>spending and saving money and what influences them</p> <ul style="list-style-type: none"> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/saving s; store card/ credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings</li> </ul>	<p>experiences, can affect people's wellbeing - their thoughts, feelings and actions</p> <ul style="list-style-type: none"> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of</li> </ul>
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important part in people's lives 8. A basic understanding of enterprise.	<p>operatively</p> <ul style="list-style-type: none"> <li>the responsibilities they have in and out of the classroom</li> <li>how people and animals need to be looked after and cared for</li> <li>what can harm the local and global environment; how they and others can help care for it</li> <li>how people grow and change and how people's needs change as they grow from young to old</li> <li>how to manage change when moving to a new class/year group</li> </ul>	<p>abilities and their likes and dislikes. They will discuss their future aspirations and how to achieve them.</p> <ul style="list-style-type: none"> <li>Exploring how our bodies and needs change as we grow older. Aspirations and goal setting</li> </ul>	<ul style="list-style-type: none"> <li>Children explore differences that can or cannot be seen and the importance of respecting and valuing these differences. They look at the different communities they belong to in order to further understand the similarities and shared values.</li> <li>Respecting and valuing differences. Shared values of communities</li> </ul>	<p>ideas and opinions in discussion about topical issues</p> <ul style="list-style-type: none"> <li>how to show care and concern for others (people and animals)</li> <li>how to carry out personal responsibilities in a caring and compassionate way</li> </ul> <p><b>Discovery Ed: Caring and Responsibility module: Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>explore the links between rights and responsibilities. Children will learn about the UN Convention on the Rights of the Child and consider the roles and responsibilities</li> </ul>	<p>and emotions</p> <ul style="list-style-type: none"> <li>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>The skills, attributes, qualifications and training needed for different jobs</li> <li>that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>how to question and challenge</li> </ul>	<p>online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <ul style="list-style-type: none"> <li>to recognise unsafe or suspicious content online and what to do about it</li> <li>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>how to respond to and if necessary, report information viewed online which is upsetting,</li> </ul>
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				<p>s held within a family.</p> <ul style="list-style-type: none"> <li>• Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.</li> </ul> <p><b>Discovery Ed: Similarities and Differences module: Identity and Diversity</b></p> <ul style="list-style-type: none"> <li>• examine similarities and differences within society. They focus on the importance of valuing and respecting everybody equally and explore the dangers of making judgements based on appearance. Children will learn to see</li> </ul>	<p>stereotypes about the types of jobs people can do</p> <ul style="list-style-type: none"> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul> <p><b>Discovery Ed: Similarities and Differences module: Celebrating Strengths and Setting Goals</b></p> <ul style="list-style-type: none"> <li>• children will investigate what strengths and abilities are, appreciating how these are different for different people. They will have explore their own future goals and aspirations. In lesson three they will discuss and reflect on the risks and benefits of the internet and how</li> </ul>	<p>frightening or untrue</p> <ul style="list-style-type: none"> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> </ul> <p>to discuss and debate what influences people's decisions, taking into consideration different viewpoints</p> <p><b>Discovery Ed: Similarities and Differences module: Respectful Behaviour Online and Offline</b></p> <ul style="list-style-type: none"> <li>• children will consider their own and others' online identities and behaviour, including how to identify and respond to bullying. Pupils will also reflect on how people feel when they don't 'fit in'.</li> <li>• identity and behaviour online and offline.</li> </ul>
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				<p>that people have different perspectives and ways of looking at the world.</p> <ul style="list-style-type: none"> <li>identity and diversity. Seeing different perspectives and not making judgements based on appearance.</li> </ul>	<p>they can keep themselves safe.</p> <ul style="list-style-type: none"> <li>Celebrating strengths, setting goals and keeping ourselves safe online.</li> </ul>	<p>Reflecting on how people feel when they don't 'fit in'.</p>
	<p><b>Texts</b> Fundamental Science Key Stage 1: Growing and Changing: All About Life Cycles 2016 (Fundamental Science Ks1)  by Ruth Owen</p> <p><b>Visits</b></p>	<p><b>Texts</b> Steve Jobs (47) (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara and Aura Lewis</p> <p><b>Visits</b>  Various church, mosque, temple visits etc, linking in with RE, Enterprise week - people from different professions coming to talk to the children</p>	<p><b>Texts</b> Recycling Things to Make and Do Emily Bone Why Should I Bother About the Planet? Sue Meredith Incredible Jobs You've (Probably) Never Heard Of  by Natalie Labarre</p> <p><b>Visits</b> Recycling plants - visitor to explain how products are recycled. Enterprise Week - visitors</p>	<p><b>Texts</b> Cyberbullying Heather E. Schwartz Safe Social Networking Heather E. Schwartz</p> <p><b>Visits</b> Stonewall - One love People from different relationships but their family all love each other regardless of how it is made up.</p>	<p><b>Texts</b> Incredible Jobs You've (Probably) Never Heard Of  by Natalie Labarre</p> <p><b>Visits</b> NSPCC or other equivalent o share stories of victims who have suffered at the hands of bullies Enterprise week - people from different professions coming to talk to the children</p>	<p><b>Texts</b> Safe Social Networking Heather E. Schwartz What Would She Do? Kay Woodward Kunkush Marne Ventura Politics for Beginners Alex Frith</p> <p><b>Visits</b> Nissan Enterprise week - people from different professions coming to talk to the children</p>

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Vocabulary	Family, care, responsibility, love, cherish, respect, growth, changes	Respect, similarities, differences, together, share, care, bullying, friendship	Behaviour, action, consequence, feelings, nature, nurture, environment, respect,	Love, friendship, relationship, marriage, equalities, care, romantic, respectful, concern	Bullying, equalities, cyber bullying, stereotype, aggression, anger, fear, temper	Differences, similarities, equalities, race, gender, beliefs, respect, tolerance, understanding
<b>Relationships</b> Pupils should be taught: 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. How to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help	<ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> <li>what makes them special and how everyone has different strengths</li> <li>how their personal features or qualities are unique to them</li> <li>how they are similar or different to others, and what they have in common</li> <li>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>about the different people in their family / those that love and care for them</li> </ul>	<ul style="list-style-type: none"> <li>how to make friends with others</li> <li>how to recognise when they feel lonely and what they could do about it</li> <li>how people behave when they are being friendly and what makes a good friend</li> <li>how to resolve arguments that can occur in friendships</li> <li>how to ask for help if a friendship is making them unhappy</li> <li>how words and actions can affect how people feel</li> <li>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them</li> </ul>	<ul style="list-style-type: none"> <li>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>that friendships</li> </ul>	<ul style="list-style-type: none"> <li>how people's behaviour affects themselves and others, including online</li> <li>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>about the relationship between rights and responsibilities</li> <li>about the right to</li> </ul>	<ul style="list-style-type: none"> <li>about the different types of relationships people have in their lives</li> <li>how friends and family communicate together; how the internet and social media can be used positively</li> <li>how knowing someone online differs from knowing someone face-to-face</li> <li>how to recognise risk in relation to friendships and keeping safe</li> <li>about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images</li> </ul>	<ul style="list-style-type: none"> <li>that people have different kinds of relationships in their lives, including romantic, friendship or intimate relationships</li> <li>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>that marriage should be wanted equally by both people and that forcing</li> </ul>



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<p>5. how to respect equality and diversity in relationships</p>	<ul style="list-style-type: none"> <li>what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>how families are all different but share common features - what is the same and different about them</li> <li>about different features of family life, including what families do/ enjoy together</li> <li>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul> <p><b>Discovery Ed:</b> <b>Similarities and Differences Module - Recognising Strengths and Respecting Differences</b></p> <p>looking at the similarities and differences between</p>	<ul style="list-style-type: none"> <li>uncomfortable or unsafe</li> <li>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>how to respond if this happens in different situations</li> <li>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul> <p><b>Discovery Ed:</b> <b>Healthy and Happy Friendships module: What Makes a Happy Friendship?</b></p> <ul style="list-style-type: none"> <li>Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.</li> <li>Pupils focus on the characteristics of a happy friendship. They continue to explore personal boundaries and recognising safe and</li> </ul>	<p>sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <ul style="list-style-type: none"> <li>how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> <li>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>how common features of</li> </ul>	<p>privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</p> <ul style="list-style-type: none"> <li>the rights that children have and why it is important to protect these*</li> <li>that everyone should feel included, respected and not</li> </ul>	<p>or personal information is shared with friends or family</p> <ul style="list-style-type: none"> <li>how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul> <p><b>Discovery Ed:</b> <b>Families and Committed Relationships module: Healthy, Committed Relationships</b></p> <ul style="list-style-type: none"> <li>children will continue to explore the characteristics of healthy, happy families and committed relationships. They will learn more about the diversity of families and to</li> </ul>	<p>someone to marry against their will is a crime</p> <ul style="list-style-type: none"> <li>how puberty relates to growing from childhood to adulthood</li> <li>about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>that there are ways to prevent a baby being made<sup>2</sup></li> <li>how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>how friendships may change as they grow and how to manage this</li> </ul>
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<p>people and how to respect and celebrate these differences, including the different ways people feel and respond to things.</p> <p><b>Discovery Ed:</b> <b>Caring and Responsibility module</b> <b>- Our Special People Lessons 1 and 2</b></p> <ul style="list-style-type: none"> <li>Identifying who our special people are and how they keep us safe.</li> </ul> <p>Identify the special people in our lives and how they care for us. Children will learn about how our special people set rules that keep us safe and how they can help us if we are feeling worried, scared or nervous.</p> <p><b>Discovery Ed:</b> <b>Healthy and Happy Friendships module - Making friends and getting along</b></p> <p>how to form friendships and how kind or unkind behaviours impact other people. They help children</p>	<p>unsafe situations. They will practise how to respond to unwanted touch and reaching out to someone they can trust whenever they feel worried or unsafe.</p> <p><b>Discovery Ed:</b> <b>Similarities and Differences module - Strengths, abilities and stereotypes</b></p> <ul style="list-style-type: none"> <li>children reflect on how different people have different strengths and abilities. They are introduced to the concept of stereotypes and why these are unhelpful and unfair, with a particular focus on gender stereotypes and how these can be challenged.</li> <li>Exploring different strengths and abilities. Understanding and challenging stereotypes.</li> </ul>	<p>positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <ul style="list-style-type: none"> <li>how people within families should care for each other and the different ways they demonstrate this</li> <li>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> <li>respecting personal space. Strategies for resilience.</li> </ul> <p><b>Discovery Ed:</b> <b>Healthy and Happy Friendships module: Being a Good Friend</b></p>	<p>discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <ul style="list-style-type: none"> <li>how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns</li> </ul> <p><b>Discovery Ed:</b> <b>Healthy and Happy Friendships module: Solving Friendship Difficulties</b></p>	<p>respect children who come from family backgrounds different to their own. They will consider the values that make people want to commit to one another and what makes a stable, caring family life, including spending time together and giving each other support.</p> <ul style="list-style-type: none"> <li>The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.</li> </ul>	<ul style="list-style-type: none"> <li>how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul> <p><b>Discovery Ed:</b> <b>Healthy and Happy Friendships module: Relationships and Feelings</b></p> <ul style="list-style-type: none"> <li>pupils will explore how relationships evolve as they grow, and develop skills for coping with changes and managing a wider range of emotions. There is also a focus on recognising risks and staying safe.</li> <li>how relationships evolve as we grow, including when transitioning to secondary school. How to cope with</li> </ul>
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	<p>understand that even though we may not be friends with everyone, we can still work together and be kind to one another.</p>		<p>Being a good friend and pupils to reflect on how they can be good friends to others, exploring the concept of personal space and what to do when someone's space is being invaded. They introduce the idea of resilience, helping children develop strategies for being resilient</p> <p><b>Discovery Education: Families and Committed Relationships module: Different Types of Committed Relationships:</b></p> <ul style="list-style-type: none"> <li>children will learn about different kinds of committed relationships. They will explore the meaning of the word commitment and consider the characteristics of a happy relationship. They will also explore feelings around changes in relationships,</li> </ul>	<ul style="list-style-type: none"> <li>solving friendship difficulties. How to act if someone invades your privacy or personal boundaries</li> <li>build on what children already know about good friends by picking out qualities and values. Children will investigate the skills needed to manage and solve issues that arise between friends and understand what to do if someone doesn't respect their privacy or personal boundaries</li> </ul> <p><b>Discovery Ed: Families and</b></p>		<p>a wider range of emotions</p> <p><b>Discovery Ed: Caring and Responsibility module: Respectful Behaviour As We Get Older</b></p> <ul style="list-style-type: none"> <li>focus on the ways in which we can start to take more responsibility for self-care, including our physical health, our mental wellbeing and our money. It also explores the people who are there to help and support us as we move on to secondary school.</li> <li>How we can take more responsibility for selfcare and who cares for us as we grow older, including at secondary school</li> </ul> <p><b>Discovery Ed: Coping with Change Module:</b></p>
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			<p>including the breaking-up of family structures, and develop the skills to know when and how to seek support if they are feeling unhappy.</p> <ul style="list-style-type: none"> <li>Different types of committed relationships and the basic characteristics of these</li> </ul> <p><b>Discovery education: Coping with Change module: Coping with Feelings When Things Change</b></p> <ul style="list-style-type: none"> <li>explore feelings around the changes in our lives. Children will explore how changes can affect us in different ways and to different degrees. They will learn about ways of showing empathy and dealing with sad feelings, and ways to help themselves feel happier and more positive if they are</li> </ul>	<p><b>Committed Relationships module:</b></p> <p><b>Families and Other Relationships</b></p> <ul style="list-style-type: none"> <li>children will explore what it means to belong to a family or other group, and what people in that unit have in common. They will also learn about setting boundaries for safe and appropriate behaviour and discuss the relationship between caring and rules within a family or other group.</li> <li>The range of relationships we experience in our everyday lives. How to understand the differences</li> </ul>		<p><b>Coping with Emotional Effects of Life Changes</b></p> <ul style="list-style-type: none"> <li>They will explore things that can influence how they view themselves and how close relationships can change as they grow and go through puberty. Finally, they will look back at their time in Year 6, and they will share their hopes and concerns as they prepare to move on to secondary school.</li> <li>ways to manage the increasing responsibilities and emotional effects of life changes.</li> </ul>
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			<p>experiencing challenges.</p> <ul style="list-style-type: none"> <li>coping with feelings around the changes in our lives</li> </ul>	between types of relationships we encounter		
	<p><b>Texts</b>  <i>Living with Mum and Dad: My Two Homes</i>  Melanie Walsh</p> <p><b>Visits</b></p>	<p><b>Texts</b>  <i>Feelings</i>  Richard Jones &amp; Libby Walden</p> <p><b>Visits</b>  School Nurse - Friendships</p>	<p><b>Texts</b>  <i>The Great Big Book of Families</i>  by Mary Hoffman and Ros Asquith</p> <p><b>Visits</b>  NSPCC</p>	<p><b>Texts</b>  <i>How to Be Respectful</i>  Emily James Fox  Margaret Wilde</p> <p><b>Visits</b>  School Nurse - Friendships</p>	<p><b>Texts</b>  <i>Alice &amp; the Troll: Book 1 in the Princess Alice Series of Online Safety Adventures</i>  by Graham Pullen and Hollie-April Pullen</p> <p><b>Visits</b>  School nurse, business professional to talk about their aspirations and reach their potential</p>	<p><b>Texts</b>  <i>Help Your Kids with Growing Up: A No-Nonsense Guide to Puberty and Adolescence</i>  by Robert Winston</p> <p><i>It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health (Family Library)</i>  by Robie H Harris</p> <p><b>Visits</b>  E-Safety play in a day</p>
Vocabulary	Happy, sad, confused, worried, tired, concerned, facial, expression	Fairness, equal, challenge, discussion, control, feelings	Family, unit, love respect, gender, equality, confidence, pride, doubt,	Friend, friendship, belief, values, moral, toxic, defend, relationship	Change, puberty, relations, relationship, sexual, love, caring, heterosexual, bisexual, homosexual	Stability, finance, puberty, gender, employment, citizen, equalities

## Early Years

	Nursery	Reception
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Personal, Social and Emotional Development: Making relationships	<ul style="list-style-type: none"> <li>• Interested in others' play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>
	<b>Texts</b> <i>The Big Lion and the Little Mouse</i> <i>Topsy and Tim Collection</i> <i>Share!</i> <i>Anthea Simmons</i>  <b>Visits</b> <i>Forest Schools</i>	<b>Texts</b> <i>How Do You Feel?</i> <i>Anthony Browne</i> <i>Ruby's Worry</i>  <b>Visits</b> <i>Forest Schools</i>

Amazon have a great selection of books to meet all areas of learning for all ages. I'm going to try and order some of them but Dorothy has a good selection in the library as well if you ask her!