Branston C of E Infant Academy

PSHE Progression Map

	OURSELVES		OUR COMMUNITY		OUR WORLD	
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	I know which class I belong to and some of my classmates. I can share something special about myself. I can talk about/begin to understand feelings and emotions. I know some healthy and unhealthy foods. I know who my family and friends are. I know it's ok to say no if I'm not comfortable.	I know ways to stay safe around fire. I wash my hands to promote good food hygiene. I can show respect. I can stay safe when walking by a road.	I can look after my body by choosing the right clothes for the weather and season. I can stop, look and listen when crossing a road. I know some people who help us.	I can meet new people. I can respect others and their beliefs. I know ways to keep clean. I can prepare food safely.	I can say the people who I love. I know that it is important to look after our world. I know ways to look after the natural and built environment.	I know ways to look after the natural and built environment. I know ways to stay safe in the environment. I know ways to stay safe in the sun in the hot summer weather.
	Why this and why now?					
	All Year groups access NSPCC Pants Rule, Pantasauruas in introduced in 'Our bodies' topic. Whilst most children have been in a provision before we recognise that some of our children are starting for the first time.. Understanding what it means to be part of a group (Class) A particular focus is given to making new relationships in the first term of school. **ELG: Building Relationships** - 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	Children start to learn PSHE skills of respect and also safety. As the children settle into the school routines, by Autumn 2 children will be continually encouraged to demonstrate what they have learned when it comes to self-regulation and managing self. **ELG: Managing Self** - 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.	In Spring the children continue to learn about being safe in different scenarios. They also learn more about looking after themselves and others. As the children in EYFS approach the half way point of theor foundation year they will have been taught about theirs and other's emotions. They will continue to learn how to regulate their behaviour accordingly. Mental Health Week in Spring 1 will also promote the importance of this so EYFS join the school in marking this with exciting activities each year. **ELG: Self-Regulation** - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly The Early Learning Goals (ELGs) of the Personal, Social Emotional Prime Area in the EYFS Framework is taught, supported, and continually assessed throughout the whole year (not specific terms).		In the Summer Term,, the children will be taught about looking after the world. As the children in EYFS approach KS1, PSE skills will become embedded as they progress as successful learners. **ELG: Self-Regulation** - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Self-Regulation** - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	Summer 2 is an important term for getting the children ready for transition into Year 1. Some children may need particular support with PSE during this time which is addressed in whole class and small group opportunities. **ELG: Managing Self** - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
	Key Concepts/themes and Vocabulary					
	Class Promises and School Values	**Autumn:** Fire safety, Food hygiene	**Winter:** Hot, cold **Transport:** Road safety	People who help us **Farms** Food safety, Clean	Growing Minibeasts	**Safety**

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	All About Me: Unique, Special, Fear, Sadness, Happiness, Calm, Anger **Our bodies:** *Pantasaurus* Healthy, Unhealthy **Our families:** Family tree, Family, Unique, Sibling, Special	Bonfire, Firework, Respect **Our homes:** *You Choose* **Christmas:** Staying Safe, Kindness	**People who help us**: *A Superhero like you*, ambitions for when I grow up Community, paramedic, mechanic, emergency, siren	**Spring**	**Jungles:** Looking after our planet Beep Beep! Day. Timmy Time Road Safety	**Caring for the environment** (natural-oceans, built-airports) *The Snail and the Whale, non-fiction texts about the world* **Sun safety** RSE Day
	Key Texts:					
	Owl Babies The Colour Monster Stick Man The Three Little Pigs The Jolly Christmas Postman The Gingerbread Man		One Snowy Night The Gruffalo's Child A Superhero Like You The Hundred Decker Bus The Little Red Hen Lifecycles: From Egg to Chicken		Jasper's Beanstalk The Hungry Caterpillar Greta and the Giants Somebody Swallowed Stanley Rainbow fish Katie and The Starry Night	

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	HEALTH AND WELLBEING		RELATIONSHIPS		LIVING IN THE WIDER WORLD	
Year One	**PANTS** **H&W:** I know that humans grow from young to old and can talk about how people's needs change as they grow, including how independence can bring new opportunities. **H&W:** I know that I have a right to keep things private and that I should respect others' privacy. **R & H&W**: I know what private means. **R**: I know about different types of family including those that are different to mine. **R**: I can identify common themes in family life. **R**: I know that bodies and feelings can be hurt by words and actions. **WW**: I can agree to follow group, class and school rules. **WW**: I know how I can contribute to the life of the classroom and my school. **WW**: I can identify and discuss similarities and differences between myself and others. **WW**: I know that I belong to different communities, including my family and my school. **R**: I know what a family is.	**Healthy Bodies** **H&W**: I know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy **H&W:** I can follow hygiene routines that can stop germs from spreading **H&W:** I know what a healthy lifestyle is and can talk about how to maintain this – including the benefits of physical exercise, healthy eating and dental health. **R**: I know the people that love and care for me and what they do to care for me.	**Friendships** **H&W:** I know how I can help others to help me. **H&W:** I can learn from my experiences and explain how I could make a better choice. **H&W:** I can talk about what I like and dislike and can make good choices based on this. **H&W:** I know who looks after me and who I can go to for help. **H&W:** I can talk about how change and loss affect our feelings. **R**: I know how to make friends and what makes a good friend. **R**: I can ask for help if a friendship is making me unhappy. **R**: I know some strategies for resolving arguments between friends positively. **R**: I can empathise with people who may experience hurtful behaviour or bullying.	**Relationships** **H&W:** I understand that actions have consequences and that these can be positive or negative. **H&W:** I know that I have a right to keep things private and that I should respect others' privacy. **R**: I can identify and discuss the roles different people play in my life. **R**: I know how to respond safely to adults I don't know. **R**: I know how to respond if physical contact makes me feel uncomfortable or unsafe. **R**: I know that it is important to respect others' privacy. **R:** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	**Being Safe** **H&W**: I know how to keep safe in the sun and protect skin from sun damage. **H&W**: I know about rules and age restrictions that keep us safe. **H&W:** I can get help in an emergency (how to dial 999 and what to say) **H&W:** I recognise risk in simple everyday situations and what action to take to minimise harm. **R**: I know who I can ask for help and know some vocabulary to help with this. **WW**: I know about people who are responsible for looking after me. **WW**: Explain what rules are, why they are needed, and why different rules are needed for different situations.	**The rights of the child** **H&W:** I can describe my feelings using appropriate vocabulary and develop some simple strategies to manage these feelings. **WW**: I understand that people and other living things have rights. **WW**: I understand that money comes from different sources and can be used for different purposes. **WW**: I know why money is important. **WW**: I know how I am unique and understand that there has never and will never be another me
	Why this and why now?					
	All Year groups access NSPCC Pants Rule At the start of the year children revisit expectation	Children are familiar with healthy and unhealthy, this term we discuss how to maintain balance beyond	As children understand more about their own body we want to deepen their knowledge of emotions and	We have learnt more about the people around us and our friends. Now we look to challenge our ideas about	We want to address safety and the risks that are associated with warmer weather. Children have the	At the end of year one, we want children to understand their rights and know that they are entitled to feel safe.

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	and explore class rules for their new classroom. Children will discuss how people change over time, growing from young to old.	your diet. Looking at how else we keep ourselves healthy monitor our hygiene and begin to understand germs, medicine and vaccination.	start to think about how others feel. By exploring our friendships and how those around us feel children are able to apply empathy to situations to support problem solving.	how and when to keep secrets (When it's a surprises that will be shared). Children will begin learning about safe/unsafe relationships and touch.	opportunity to complete first aid activities, road safety training and share learning on who keeps us safe.	Children are able to articulate their feelings and learnt strategies. We promote world citizens and look at how we can care for the world on the largest scale.
	Vocabulary, Key Concepts/Skills					
	Private, PANTS, Baby, Toddler, School Aged, Teenager, Adult, Elder, Age, Difference, Physical Changes **Key Concepts**: Boys, girls and families, Rules/ Responsibilities, Families and people who care for Me	Lifestyle, Health, Dental, Hygeine, Substance, Harmful, Rules, Dangerous, Feelings **Key Concepts**: Hygiene, Dental, vaccinations, sleep	Feelings Words, Worried, Excited, Nervous, Angry, Same, Different, Motion, Loss, Challenge, different **Key Concepts**: Being a good friend, problem solving	Safety, Privacy, Respect, Food, Drink, Celebration, Same, Different, Choice, Real, Imaginary, Secret, Trust, Good Touch, Bad Touch, Unsafe, Worried, Private, Community, Help, Safety, **Key Concepts**: Secret/Surprises, Privacy, Comfortable/ Uncomfortable	Damage, Sun, Effect, games, Safety, Active, Protect, Road, Internet, Danger, Water, Risk, Person, Trust, Situation, Home, First Aid, Touch **Key Concepts**: Sun, internet, First Aid, Road Safety, Who helps keep us safe	Rights, Feelings, Manage, Earn, Win, Find, Presents, Pocket Money, Borrow, Benefits, Save, Choices, Jobs **Key Concepts**: Money, Eco/Recycling (World Citizen)
	HEALTH AND WELLBEING		RELATIONSHIPS		LIVING IN THE WIDER WORLD	
Year Two	**PANTS** **H&W:** I can name the main parts of the body (including external genitalia) and can discuss the bodily similarities and differences between boys and girls. **R:** I recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. **R:** I can name people that play different roles in my life. **R**: I can recognise the ways in which I am the same and different to others. **R**: I know how to talk about and share my feelings on things that matter to me.	**Healthy Bodies** **H&W:** I know how some diseases are spread and can be controlled. **H&W:** I can set challenging goals based on my experiences. **H&W:** I know about things that people can put into their body or on their skin; how these can affect how people feel. **H&W:** I know why sleep is important and different ways to rest and relax. **R**: I know that it is important to tell someone if something about my family makes me upset or worried. **H&W:** I know that some household products, including	**Friendships** **H&W:** I know some coping strategies for difficult feelings, including change and loss. **H&W**: I recognise that not everyone feels the same at the same time, or feels the same about the same things **R**: I can recognise when someone feels lonely and know how to make them feel better. **R**: I know some strategies for resolving arguments between friends positively. **R:** I recognise that hurtful behaviour (offline and online) including teasing, name-calling, bullying and	**Relationships** **H&W:** I know that I do not need to keep secrets, **H&W:** I recognise that I share a responsibility for keeping myself safe and others safe, including when to say 'yes', 'no', 'I'll ask' and 'I'll tell'. **R**: I understand when I should ask for permission and when I should give permission. **R**: I understand when I should and shouldn't keep adult secrets. **R**: I know that hurtful behaviour is not-acceptable and know what to do if I or someone I know experiences this. **R:** I know what to do if they feel unsafe or worried for themselves or others; who to	**Being Safe** **H&W:** I know how to keep physically and emotionally safe across a variety of situations – roads, cycling, railways, water, fire. **H&W:** I know what to do if there is an accident and someone is hurt **H&W:** I know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) **R**: I know how to resist pressure to do something I do not want to do because I feel unsafe. **WW**: I know about people who are responsible for looking after	**The rights of the child** **WW**: I understand that people and other living things have rights and that everyone has a responsibility to protect these rights. **WW**: I know what improves and harms my local, natural and built environments and develop strategies and skills needed to care for these. **WW**: I understand the concept of spending and saving. **WW**: I know why money is important and how to keep it safe, my choices about spending or saving money and what influences these choices.

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	WW: I can help to construct and agree to follow group, class and school rules and understand how these rules help me. *This unit explores more of the RSE curriculum, looking at our bodies and the start of Sex Education that they will see in KS2*	medicines, can be harmful if not used properly.	deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult **R**: I know that people may behave differently online and may pretend to be someone they're not.	ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard **R:** To think about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.	me and how to contact them, including dialling 999 in an emergency.	
	Why this and why now?					
	All Year groups access NSPCC Pants Rule At the start of the year children revisit expectation and explore class rules for their new classroom. Children will explore in more detail their changing bodies and the correct names for different male and female genitalia.	We build on Science and PE learning around healthy lifestyle, we focus on the additional areas of keeping healthy, vaccinations and medicines. Children will begin to learn about harmful substances and how they affect your body or emotions.	Now we move to look beyond ourselves children will practice how to apply their understanding of their own feelings to those of others. Discussing how situations can be preserved differently. We will explore friendship complications and how our actions have consequences and how to overcome these with trusted others (adults).	We move the prior learning of safe and healthy relationships on to develop strategies for managing how our relationships are changing. We want to empower children to challenge situations that make them feel uncomfortable. To deepen the concept of secrets vs surprises.	As the children near KS2, we discuss peer pressure and how we must follow our instincts to stay safe. We revisit the key aspects of staying safe in our community and look at embedding our knowledge of staying safe in a variety of challenging situations. This will include problem solving through scenario situations and risk analysis.	After covering money more in Maths, we look more at cost, saving and worth. Looking at what motivates and influences us. We revisit their rights as a child of the world. Think more carefully about how we can prepare ourselves, emotionally and physically for our futures and the aspects that we wish to carry forward as world citizens.
	Vocabulary, Key Concepts/Skills					
	Goals, Genitals, Family, Same, Different, Boy, Girl, Babies, Male, Female, New Life Cycle, Birth, Body Parts, Timeline, Order, Vagina, Breats, Penis, Testicle, growing, Changing. **Key Concepts**: Boys, Girls and Families, Rules/Responsibilities Families and people who care for Me	Disease, Challenge, Lifestyle, Health, Dental, Consequences, Medicine, Healthy, Pharmacy, Doctor, Safety, Asthma, Instructions. **Key Concepts**: Hygiene, Dental, vaccinations, sleep, Emotions	Help, Cope, Strategy, Emotions, Care, Excluded, Friend, Difficult, Problems, Resolve Help, Special, Different, Dilemma, Responsibility, Challenge, Unhelpful, Helpful, Behaviour, Problem, Co-operative., Friend, Difficult, Problems, Resolve, Bullying, Bystander, Physical, **Key Concepts**: Being a good friend, problem solving	Harmful secret, Surprises, Permission, Privacy, Respect, Care, Excluded, Emotional, Courage, Changing, Safe, Unsafe, Respect, Worried, **Key Concepts**: Secrets & Surprises, Privacy, Comfortable/ Uncomfortable	Kind, Unkind, Lifestyle, Physical, Healthy, Consequences, Emergency, Safe, Responsible, Cyber Bullying, E-Saftey, Rules, Unsafe, Hazards, Road Safety, Fire safety, Danger. **Key Concepts**: , internet, First Aid, Road Safety, Who helps keep us safe	Rights, Feelings, Goals, Challenges, Profession, Manage, Opportunity, Value, Spend, Shift, Full-time, Part-time, Shift, Paid, Unpaid, Charity, Fund raiser Community, Saving, Jobs, World of work, Occupation, Wage / salary , budget **Key Concepts**: Money, Aspirations Moving on.