



Stapleford Abbotts Primary Academy - PSHE/RSE Curriculum Progression Document EYFS and KS1

EYFS	Pre School	Reception
	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. • Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Be 	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases. • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.



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	<p>increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. 	
	<h3>Early Learning Goals</h3> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • 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. • 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. • 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 others' needs. • Negotiate space and obstacles safely, with consideration for themselves and others. • Talk about the lives of people around them and their roles in society. 	
	<h3>Year 1</h3>	<h3>Year 2</h3>
	<p><u>National Curriculum</u></p> <p>Pupils should be taught about physical health and mental wellbeing, so it gives them the information that they need to make good decisions about their own health and wellbeing. It should also enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.</p> <p>Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.</p> <p>It is important to promote pupils' self-control and the ability to self-regulate, and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere, even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.</p>	



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<p>Health and Wellbeing</p>	<ul style="list-style-type: none"> - Pupils can explain the benefits of exercise and sleep. - Pupils can talk about what makes a healthy diet and know the risks of eating too much sugar. - Pupils can explain what is meant by a healthy lifestyle. - Pupils recognise and share what they like to do and how to make choices that improve their physical and emotional health. - Pupils understand and can use vocabulary related to not so good feelings and develop strategies to manage these. - Pupils understand feelings related to loss and change. - Pupils know the importance of, and how to, maintain personal hygiene. - Pupils can talk about the process of growing old. <p>-Pupils are taught where to get advice e.g. family, school and/or other sources.</p>	<ul style="list-style-type: none"> - Pupils can talk about a healthy diet and good practice with oral hygiene. - Pupils can talk about how we grow and change and how new opportunities bring responsibilities. - Pupils can name some of the main body parts including external genitalia and list the similarities and differences between boys and girls. - Pupils know that household products including medicines can be harmful if not used properly. - Pupils understand why we have rules to keep physically and emotionally safe, online safety, road safety, fire safety etc. - Pupils recognise that some choices can have poor consequences for health. - Pupils understand feelings to do with loss and change (including moving home, losing toys, pets, friends etc.) - Pupils can explain how some diseases are spread and controlled. The responsibilities they have for their own health and to talk about simple strategies that can stop diseases spreading. - Pupils think about and recognise their strengths and weaknesses and to set simple but challenging goals. - Pupils can talk about people who look after them and who they might go to if they were worried. - Pupils recognise that they share a responsibility to keep themselves safe. - Pupils can explain what is meant by privacy and their right to keep some things private and the importance of respecting others' privacy. <p>-Pupils are taught how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>
<p>Relationships</p>	<p>Year 1</p>	<p>Year 2</p>



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	<ul style="list-style-type: none"> - Pupils can communicate their feelings to others, recognise how others show their feelings and how to respond. - Pupils recognise and can explain how their behaviour can affect people. - Pupils recognise what is fair and unfair, kind and unkind and right and wrong. - Pupils listen to other people and play and work collaboratively (including strategies to solve simple arguments). - Pupils offer constructive support and feedback to others. - Pupils are taught about a range of relationships e.g. one parent, stepparents, same sex relationships and that everyone has the right to be themselves and be happy. -Pupils are taught that families are important for children growing up because they can give love, security and stability. -Pupils are taught how important friendships are in making us feel happy and secure, and how people choose to make friends. -Pupils are taught the conventions of courtesy and manners. 	<ul style="list-style-type: none"> -Pupils know the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable. -Pupils are confident to share opinions on things that matter to them and explain their views through discussions with whole groups and the class. - Pupils identify people special to them and can talk about what makes them special e.g. family, carers, friends. - Pupils can explain what kind of physical contact is acceptable, comfortable and unacceptable and how to respond including who to tell. - Pupils know that people's bodies and feelings can be hurt. - Pupils recognise when people are being unkind to them and what they can do. - Pupils have strategies to resist bullying or teasing and if they witness it what they can do. <p>Pupils are taught about a range of relationships, e.g. one parent, stepparents, same sex relationships and that everyone has a right to be themselves and be happy.</p> <ul style="list-style-type: none"> -Pupils are taught the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. -Pupils are taught how important friendships are in making us feel happy and secure, and how people choose to make friends. -Pupils are taught the importance of self-respect and how this links to their own happiness.
Living in the	Year 1	Year 2



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Wider World	<ul style="list-style-type: none"> - Pupils can talk about how they can contribute to the life of the classroom and wider school. - Pupils understand how people and other living things have rights and that everyone has responsibilities to respect these rights (including protecting each other's bodies and feelings). - Pupils can talk about the groups they belong to such as families and school. - Pupils understand what can improve and harm their local, natural and built environments and strategies needed to care for these including conserving energy. 	<ul style="list-style-type: none"> - Pupils understand that money comes from different sources and can be used for different purposes including concepts of spending and saving. - Pupils can explain the role that money plays in life and how to keep it safe including what influences these choices. - Pupils explain how rules help us maintain calm and how these are constructed by society. - Pupils can explain ways in which we are all unique. - Pupils can list people who work in the community and are responsible for looking after and helping others. - Pupils know how to dial 999 in an emergency.
E-Safety	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> - Pupils use technology safely and respectfully, keeping personal information private. - Pupils identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>-Pupils are taught the rules and principles for keeping safe online, how to recognise risks, harmful content and contact.</p>	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> - Pupils use technology safely and respectfully, keeping personal information private. - Pupils identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>-Pupils are taught the rules and principles for keeping safe online, how to recognise risks, harmful content and contact.</p>