



## Aims

*A growing body of research shows us that pupils with better health and wellbeing are likely to achieve better academically, and that positive mental health and healthy relationships are essential for higher brain function that supports learning. PSHE education can support children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. PSHE education can also help pupils to develop skills like - teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers. Safeguarding is a key element of PSHE education as pupils learn about their own identity, risk*

*The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.*

*The Secretary of State's foreword in the 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance ("the Guidance") states, "In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."*

*To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Relationships and Health Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.*



| Statutory Content<br>(Early Years Framework / National Curriculum) | Early Years Foundation Stage  | Key Stage 1   |
|--|---|---|
|  | <p><b>Personal, Social and Emotional Development</b><br/>Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p><b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> | <p><i>The Department for Education statutory guidance for RSHE states that <b>by the end of primary school</b> pupils should know:</i></p> <p><b>Relationships Education</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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/sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships. <ul style="list-style-type: none"> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul> </li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |



## **Online relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## **Being safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## **Health Education**

### **Mental wellbeing**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.



- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### **Physical health and fitness**

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).

how and when to seek support including which adults to speak to in school if they are worried about their health. Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, alcohol and tobacco**

- \*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

*\*For our school's age group: talking about the harmful aspects of some household products/medicines.*

### **Health and prevention**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

### **Basic first aid**

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

- \* key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- \*about menstrual wellbeing including the key facts about the menstrual cycle.

*\*Non-applicable for our school's age group*

# St Chad's CofE Nursery and Infant School – Personal, Social and Health Education (PSHE) Progression Map



|                             | Nursery Citizen   | Reception Citizen   | Key Stage 1 Citizen  |
|-----------------------------|---|---|--|
| <b>Progression Criteria</b> | <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> </ul> | <p><b>'Being healthy'</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foods.</li> <li>• Understands the need for variety in food.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</li> </ul> | <p><b>'Being healthy'</b></p> <p><b>Factors of a healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Explore what 'being healthy' means and why it is important.</li> <li>• Understand that food is necessary to keep our bodies healthy</li> <li>• Identify that food choices can vary for families/ cultures.</li> <li>• Name/describe different physical activities and identify ones they enjoy.</li> <li>• Explain how physical activity can help us to stay healthy.</li> <li>• Understand that sleep &amp; relaxation are important for growing and keeping healthy.</li> <li>• Talk about healthy ways to feel good, calm down or change their mood.</li> </ul> <p><b>Hygiene, Health and Prevention</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to brush teeth.</li> <li>• Explain what good dental care is - understanding the foods/drinks that support it.</li> <li>• Demonstrate simple hygiene routines that stop germs from spreading.</li> <li>• Begin to recognise different ways of staying healthy in the sun.</li> <li>• Understand what it means to take a break and how this is important for our health.</li> </ul> |
|                             | <ul style="list-style-type: none"> <li>• Welcomes and values praise for what they have done.</li> <li>• Initiates play, offering cues to peers to join them.</li> </ul>   | <p><b>'Being me'</b></p> <ul style="list-style-type: none"> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• Initiates conversations, attends to and takes account of what others say.</li> </ul>   | <p><b>'Being me'</b></p> <p><b>Being unique and special</b></p> <ul style="list-style-type: none"> <li>• Recognise and share facts about themselves.</li> <li>• Identify their likes and dislikes and what they are good at.</li> <li>• Talk about some ways that they are special</li> </ul> <p><b>Understanding similarities and differences</b></p> <ul style="list-style-type: none"> <li>• Recognise how friends can have both similarities and differences.</li> <li>• Show some simple ways to respect and celebrate other's differences.</li> </ul> <p><b>Being part of a community</b></p> <ul style="list-style-type: none"> <li>• Name some groups that they belong to</li> <li>• Talk about how being part of a group makes them feel</li> </ul>   |
|                             | <ul style="list-style-type: none"> <li>• Shows care and concern for living things and the environment.</li> <li>• Demonstrates friendly behaviours.</li> <li>• Shows understanding and cooperates with some boundaries and routines</li> </ul>  | <p><b>'Being responsible'</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends and takes account what others say.</li> <li>• Aware of boundaries and behaviour expectations.</li> </ul>  | <p><b>'Being responsible'</b></p> <p><b>Rules and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Understand what a rule is and that we follow rules to help each other.</li> <li>• Understand that rules need to be fair.</li> <li>• Give examples of rules from different situations.</li> <li>• Identify simple ways to manage waste.</li> </ul> <p><b>Community and care</b></p> <ul style="list-style-type: none"> <li>• Recognise that people have different needs</li> <li>• Describe some ways to care for people, animals, and other living things.</li> </ul>  |
|                             | <ul style="list-style-type: none"> <li>• Shows confidence in asking adults for help.</li> <li>• Aware of own feelings.</li> </ul>   | <p><b>'Being safe'</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Aware of the boundaries set and of behavioural expectations</li> </ul>  | <p><b>'Being safe'</b></p> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision.</li> <li>• Talk about examples of rules and age restrictions that are there to keep them safe.</li> <li>• Identify possible risks/ hazards in the home and outside.</li> <li>• Explore how to keep safe and reduce risks at home and in their local environment.</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• Recognise what to do if there is an accident and someone gets hurt. Including keeping themselves safe first.</li> </ul> <p>Demonstrate how to ask for help including calling 999</p>  |

# St Chad's CofE Nursery and Infant School – Personal, Social and Health Education (PSHE) Progression Map



|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Aware of own feelings and knows some actions and words can hurt others' feelings.</li> <li>• Knows some of the things that make them unique, and can talk about the similarities and differences in relation to friends or family.</li> </ul>   | <p><b>'Bullying matters'</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people.</li> <li>• Initiates conversations, attends to and takes account of what others say.</li> </ul>  | <p><b>'Bullying matters'</b></p> <p><b>About bullying</b></p> <ul style="list-style-type: none"> <li>• Explore what is bullying and what is not</li> <li>• Recognise kind and unkind behaviour in themselves and others</li> <li>• Identify that bodies and feelings can be hurt by words and actions.</li> <li>• Understand that hurtful behaviour is not acceptable.</li> </ul> <p><b>Strategies and support</b></p> <ul style="list-style-type: none"> <li>• Explore simple strategies to resolve arguments between friends</li> </ul> <p>Understand how to report bullying and who they can talk to.</p>   |
| <ul style="list-style-type: none"> <li>• Talks about why things happen and how things work.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>   | <p><b>'Changes'</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Can begin to adapt and problem solve in different situations.</li> </ul>  | <p><b>'Changes'</b></p> <p><b>About loss and change</b></p> <ul style="list-style-type: none"> <li>• Identify examples of loss and change.</li> <li>• Begin to recognise that loss and change can affect the way we think, feel and behave.</li> <li>• Understand that changes can produce big feelings.</li> </ul> <p><b>Managing loss and change</b></p> <ul style="list-style-type: none"> <li>• Identify feelings associated with loss and change.</li> <li>• Recognise some simple ways to prepare for change/transition.</li> <li>• Identify different things that may help to manage big feelings.</li> <li>• Talk about some ways to help others when they are affected by change.</li> <li>• Know that it is important to talk to someone if you are worried.</li> <li>• Identify people who can help us if we feel worried/unhappy.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Knows some of the things that make them unique and can talk about some of the similarities/differences in relation to friends/family.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows an interest in different occupations and ways of life.</li> </ul> | <p><b>'Difference and diversity'</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends and takes account of what others say.</li> <li>• Enjoys joining in with family customs and routines.</li> </ul>   | <p><b>'Diversity matters'</b></p> <p><b>Similarities and differences</b></p> <ul style="list-style-type: none"> <li>• Recognise ways they are the same as and different to others.</li> <li>• Talk about some ways that they are special.</li> <li>• Express their thought and opinions and recognise that others can be different.</li> </ul> <p><b>Respecting others</b></p> <ul style="list-style-type: none"> <li>• Talk about some ways to treat themselves and others with kindness.</li> <li>• Know what it means if something is fair or unfair.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Understands that things have to be used safely.</li> <li>• Show confidence in asking adults for help.</li> </ul>  | <p><b>'Drug education'</b></p> <ul style="list-style-type: none"> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Aware of the boundaries set, and behavioural expectations in the setting.</li> </ul> | <p><b>'Drug education'</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.)</li> <li>• Understand that household products, including medicines, can be harmful if not used properly.</li> </ul> <p><b>Managing risk</b></p> <ul style="list-style-type: none"> <li>• Explore that medicines come in different forms and are used in different ways.</li> <li>• Understand that things that people put into their body or on their skin can affect how they feel.</li> <li>• Talk about some simple rules for staying safe around medicines and other household substances/products.</li> <li>• Identify people that they can go to if they are ill, worried or to help them/others to stay healthy.</li> </ul>                             |

# St Chad's CofE Nursery and Infant School – Personal, Social and Health Education (PSHE) Progression Map



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| <ul style="list-style-type: none"> <li>• Aware of own feelings and knows some actions and words can hurt others' feelings.</li> <li>• Demonstrates friendly behaviour, initiating conversations.</li> </ul>  | <p><b>'Exploring emotions'</b></p> <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>• Initiates conversations, attends to and takes account of what others say.</li> </ul> | <p><b>'Exploring emotions'</b></p> <p><b>Exploring emotions</b></p> <ul style="list-style-type: none"> <li>• Name a range of words to describe feelings.</li> <li>• Understand that all feelings are ok.</li> <li>• Understand that feelings can affect how our bodies feel and behave.</li> </ul> <p><b>Recognising emotions</b></p> <ul style="list-style-type: none"> <li>• Explore how to recognise different feelings.</li> <li>• Talk about how we recognise what others might be feeling.</li> <li>• Understand that not everyone feels the same about the same things.</li> </ul> <p><b>Managing emotions</b></p> <ul style="list-style-type: none"> <li>• Talk about ways to manage big and uncomfortable feelings.</li> <li>• Identify who they can ask for help and can demonstrate how to ask for help.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Shows confidence in asking adults for help.</li> <li>• Developing an understanding of growth and changes over time.</li> <li>• Shows care and concern for living things.</li> <li>• Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others</li> </ul> | <p><b>'Growing up'</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Understand that their own actions affect other people</li> </ul>                           | <p><b>'Growing up'</b></p> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• Understand the human life cycle and that people grow from young to old.</li> <li>• Describe ways that people's needs and bodies change as they grow.</li> <li>• Talk about some ways to keep clean.</li> <li>• Understand that babies grow in the mothers' body and have particular needs when they are born.</li> <li>• Recognise what makes them special and unique.</li> </ul> <p><b>Privacy, boundaries and consent</b></p> <ul style="list-style-type: none"> <li>• Understand that some parts of the body are private.</li> <li>• Identify different types of touch and how they make people feel.</li> <li>• Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.</li> </ul> <p><b>*Growing and changing (Year 2 only)</b></p> <p>*Name the main parts of the body including vagina and penis.</p> <p>*Recognise the difference between male and female body parts.</p> |
| <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community</li> </ul>  | <p><b>'Money matters'</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> </ul>  | <p><b>'Money matters'</b></p> <p><b>Economic wellbeing</b></p> <ul style="list-style-type: none"> <li>• Understand what money is and its different forms.</li> <li>• Describe some ways money can be looked after.</li> <li>• Recognise that people make different choices about how to spend/save money.</li> <li>• Talk about some things we all need and some things we want but don't need.</li> </ul> <p><b>Work, aspirations and careers</b></p> <ul style="list-style-type: none"> <li>• Know that everyone has different strengths and talents, in and out of school.</li> <li>• Name some different jobs that people do.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Initiates play, offering cues to peers to join them.</li> </ul>   | <p><b>'Relationships'</b></p> <ul style="list-style-type: none"> <li>• Initiates conversation, attends to and takes account of what others say.</li> <li>• Takes steps to resolve conflicts with other children e.g. finding a compromise.</li> </ul>  | <p><b>'Relationships matters'</b></p> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>• Explain what makes a good friend/ friendship.</li> <li>• Talk about some ways to make friends.</li> <li>• Explain basic techniques for resisting pressure.</li> <li>• Recognise kind and unkind behaviour.</li> <li>• Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc.</li> <li>• Tell someone if you are worried about something in a relationship/family.</li> </ul> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>• Talk about some ways that their family is the same or different to others.</li> <li>• Describe some things they enjoy doing with their family and how it makes them feel.</li> </ul>   |

# St Chad's CofE Nursery and Infant School – Personal, Social and Health Education (PSHE) Progression Map



|                        |  |   |   |  |   |
|------------------------|--|---|---|--|---|
| <b>Core Vocabulary</b> | toilet<br>wee<br>poo<br>hungry<br>thirsty<br>family<br>mummy<br>daddy<br>grandparent<br>brother<br>sister<br>happy<br>sad  | boy<br>girl<br>doctor<br>nurse<br>hospital<br>dentist<br>medicine<br>toothbrush<br>toothpaste<br>poorly<br>exercise<br>sun cream<br>feelings<br>happy<br>sad<br>calm<br>angry<br>scared | money<br>rules<br>young<br>old<br>grow<br>same<br>different<br>kind<br>unkind<br>friend<br>friendship<br>hair<br>face<br>teeth<br>money | male<br>female<br>gender<br>medicine<br>germs<br>emergency<br>poorly<br>dangerous<br>safe<br>exercise<br>risk<br>sun safety<br>hygiene<br>emotions<br>worried<br>anxious<br>uncomfortable<br>private | choice<br>bully<br>bullying<br>compassion<br>respect<br>recycling<br>environment<br>physical<br>characteristics<br>rules<br>similar<br>secret<br>body parts<br>stereotypes<br><br>*vagina<br>*penis<br><br>*Year 2 only |
|                        | <p><b>Enabling environments</b></p> <ul style="list-style-type: none"> <li>• Provide play activities that encourage cooperation and collaboration, such as parachute activities and ring games.</li> <li>• Choose books, puppets, and dolls and small world play that help children explore their ideas about friends and friendship; feelings and emotions.</li> <li>• Plan regular opportunities for children to talk to their small group about something they are interested in or have done.</li> <li>• Include mirrors and photographs of the children and their families and friends in the environment.</li> <li>• Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.</li> <li>• Offer environments that include stimulating and challenging spaces but also calm and comfortable spaces.</li> </ul> |   |   |  |   |



# St Chad's CofE Nursery and Infant School – Personal, Social and Health Education (PSHE) Progression Map



## Scheme of Work: PSHE Matters



### EYFS

|               |                |               |                    |                          |                   |                  |
|---------------|----------------|---------------|--------------------|--------------------------|-------------------|------------------|
| <b>Year A</b> | Drug Education | Changes       | Being Me           | Money Matters            | Being safe        | Growing Up       |
| <b>Year B</b> | Being Healthy  | Relationships | Exploring Emotions | Difference and Diversity | Being responsible | Bullying Matters |

### Key Stage 1

|               |                |               |                    |                          |                   |                  |
|---------------|----------------|---------------|--------------------|--------------------------|-------------------|------------------|
| <b>Year A</b> | Being Healthy  | Relationships | Exploring Emotions | Difference and Diversity | Being Responsible | Bullying Matters |
| <b>Year B</b> | Drug Education | Changes       | Being Me           | Money Matters            | Being Safe        | Growing Up*      |