

**PSHE**

Early Years: NAME(S) OF THE LINKED EYFS AREA(S)

<u>3 &amp; 4-year-olds will be learning to:</u>	<u>Children in Reception will be learning to:</u>	<u>ELG:</u>
<p><b><u>Communication and Language:</u></b></p> <ul style="list-style-type: none"> <li>Be able to <b>express</b> a point of view and to <b>debate</b> when they disagree with an adult or friend, using words as well as actions.</li> <li>Can start a conversation with an adult or a friend and continue it for many turns.</li> </ul> <p><b><u>Personal Social and Emotional Development:</u></b></p> <ul style="list-style-type: none"> <li><b>Select</b> 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.</li> <li><b>Develop</b> their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, <b>extending</b> and <b>elaborating</b> play ideas.</li> <li>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.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Develop appropriate ways of being assertive.</li> <li><b>Talk</b> with others to solve conflicts.</li> <li><b>Talk</b> about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> </ul>	<p><b><u>Communication and Language:</u></b></p> <ul style="list-style-type: none"> <li>Use <b>talk</b> to help work out problems and <b>organise</b> thinking and activities, <b>explain</b> how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul> <p><b><u>Personal Social and Emotional Development:</u></b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li><b>Build</b> constructive and respectful relationships.</li> <li><b>Express</b> their feelings and consider the feelings of others.</li> <li><b>Show</b> resilience and perseverance in the face of challenge.</li> <li><b>Identify</b> and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul> <p><b><u>Physical Development:</u></b></p> <ul style="list-style-type: none"> <li><b>Know</b> and <b>talk</b> about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> <li>Further <b>develop</b> the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> <li>personal hygiene</li> </ul>	<p><b><u>Communication and Language:</u></b></p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li><b>Express</b> 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.</li> </ul> <p><b><u>Personal Social and Emotional Development:</u></b></p> <p>Self-Regulation</p> <ul style="list-style-type: none"> <li><b>Show</b> 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 <b>focused</b> attention to what the teacher says, responding appropriately even when engaged in activity, and <b>show</b> an ability to follow instructions involving several ideas or actions.</li> </ul> <p>Managing Self</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and <b>show</b> independence, resilience and perseverance in the face of challenge.</li> <li><b>Explain</b> the reasons for rules, know right from</li> </ul>



PSHE

- Begin to understand **how** others might be feeling.

**Physical Development:**

- 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 increasingly independent in meeting their own care needs,
- e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy **choices** about food, drink, activity and toothbrushing.

**Understanding the World:**

- Begin to make sense of their own life-story and family's history.
- **Show** interest in different occupations.
- Continue to **develop** positive attitudes about the differences between people.
- Know that there are different countries in the world and **talk** about the differences they have experienced or seen in photos.

**Understanding the World:**

- **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.

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**.

**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 others' needs.

**Physical Development:**

**Gross Motor Skills**

- Negotiate space and obstacles safely, with **consideration** for themselves and others.

**Understanding the World:**

**Past and Present**

- **Talk** about the lives of people around them and their roles in society.



**GREENVALE PRIMARY SCHOOL**  
**Progression of Skills**



**Our programme of Study is taken from the PSHE Association, Medway Priorities Version.**

The programme of study covers Key Stages 1 and is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

In consultation with Medway Council Public Health Directorate, the PSHE Association has adapted this framework to produce this programme of study specifically for Medway schools. Medway Public Health Directorate has identified 3 priority areas that it wishes to address in part through the PSHE education pupils receive in Medway schools. To help schools ensure their PSHE education adequately covers the key priority areas, we have used coloured text throughout to indicate the learning that either implicitly or explicitly addresses each priority area (where notes & guidance applies to more than one colour-coded area, the bullet point will be in all relevant colours. The 3 priority areas and their colour-coding are:

- **Maintaining mental health and emotional wellbeing [blue text]**
- **Abuse in relationships, including domestic abuse, bullying and child sexual and criminal exploitation [pink text]**
- **Raising aspirations and reducing teenage conceptions [orange text] – not referred to at this stage but kept in to advise of a Medway priority**



PSHE

Year 1

Health and Wellbeing

- H1. about **what** keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about **how** physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about **why** sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; **how** to brush teeth correctly; food and drink that support dental health
- H8. **how** to keep safe in the sun and protect skin from sun damage
- H9. about different ways to learn and play; **recognising** the importance of knowing when to take a break from time online or TV
- H10. about the people who help us to stay physically healthy
- H11. about different feelings that humans can experience
- H12. how to **recognise** and **name** different feelings
- H13. how feelings can affect people’s bodies and how they behave
- H14. how to **recognise** what others might be feeling
- H15. to **recognise** that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to **describe** feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good
- H19. to **recognise when** they need help with feelings; that it is important to **ask** for help with feelings; and **how** to ask for it
- H20. strategies to **respond** to feelings, including intense or conflicting feelings; how to **manage** and **respond** to feelings appropriately and proportionately in different situations
- H27. to **recognise** their individuality and personal qualities
- H28. to **identify** personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about **how** to manage setbacks/perceived failures, including **how** to reframe unhelpful thinking
- H30. to **identify** the external genitalia in males and females
  
- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and **what** they can do reduce risks and keep safe

Year 2

Health and Wellbeing

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about **how** physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about **why** sleep is important and different ways to rest and relax
- H9. about different ways to learn and play; **recognising** the importance of **knowing** when to take a break from time online or TV
- H11. about different feelings that humans can experience
- H12. how to **recognise** and **name** different feelings
- H13. how feelings can affect people’s bodies and **how** they behave
- H14. how to **recognise** what others might be feeling
- H15. to **recognise** that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to **describe** feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. different things they can do to **manage** big feelings, to help calm themselves down and/or change their mood when they don’t feel good
- H19. to **recognise when** they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. strategies to **respond** to feelings, including intense or conflicting feelings; **how** to **manage** and **respond** to feelings appropriately and proportionately in different situations
- H27. to **recognise** their individuality and personal qualities
- H28. to **identify** personal strengths, skills, achievements and interests and **how** these contribute to a sense of self-worth
- H29. about **how** to manage setbacks/perceived failures, including **how** to reframe unhelpful thinking
- H30. to **identify** the external genitalia in males and females



## GREENVALE PRIMARY SCHOOL



### PSHE

#### Year 1

##### Relationships

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to **identify** the people who love and care for them and **what** they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to **identify** common features of family life
- R5. **that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried**
- R13. to **recognise** that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. **that sometimes people may behave differently online, including by pretending to be someone they are not**
- R16. about **how to respond** if physical contact makes them feel uncomfortable or unsafe
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. basic **techniques** for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. **what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard**
- R23. to **recognise** the ways in which they are the same and different to others

#### Year 2

##### Relationships

- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to **recognise** and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to **recognise** other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. **how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice**
- R10. about the importance of friendships; strategies for building positive friendships; **how** positive friendships support wellbeing
- R11. **what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships**
- R12. to **recognise what** it means to 'know someone online' and **how** this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for **how** to include them
- R16. **how** friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; **strategies to resolve** disputes and **reconcile** differences positively and safely
- R18. to **recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary**
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. **what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard**
- R21. about discrimination: **what** it means and **how** to challenge it
- R22. about privacy and personal boundaries; **what is appropriate** in friendships and wider relationships (including online);
- R24. **how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know**
- R25. **recognise** different types of physical contact; **what is acceptable and unacceptable; strategies to respond to unwanted physical contact**



GREENVALE PRIMARY SCHOOL



PSHE

Year 1

Living in the Wider World

- L1. about **what** rules are, **why** they are needed, and **why** different rules are needed for different situations
- L4. about the different groups they belong to
- L6. to **recognise** the ways they are the same as, and different to, other people
- L9. that not all information seen online is true
- L14. **that everyone has different strengths**

Year 2

Living in the Wider World

- L1. about **what** rules are, **why** they are needed, and **why** different rules are needed for different situations
- L7. to **value** the different contributions that people and groups make to the community
- L8. about diversity: **what** it means; the benefits of living in a diverse community; about **valuing** diversity within communities
- L9. that not all information seen online is true
- L15. **recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images**
- L16. about **how** text and images in the media and on social media can be manipulated or invented; strategies to **evaluate** the reliability of sources and identify misinformation
- L17. about the different ways to pay for things and the **choices** people have about this