

Progression of Skills in PSHE

Saltersgate Infant School

Curriculum Intent

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. At Saltersgate we believe we should teach PSHE frequently, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. At Saltersgate we deliver a coherently planned curriculum that equips our young people for the real world and ensures wider development of all our pupils. Through our PSHE curriculum we have carefully planned and resourced the lessons to develop the knowledge, skills and attributes children need to protect and embrace their wellbeing. Through these lessons children will learn how to stay safe and healthy, build and maintain successful relationships and understand how to become active citizens in the community.

Curriculum Implementation

PSHE is a crucial part of the ethos at Saltersgate and is embedded within every subject we deliver. Our scheme of work is designed to be taught across each key stage with supporting materials to enhance its delivery. There are three main themes consisting of Relationships, Health and Wellbeing and Living in the Wider World and subsequent strands are derived from these themes, ensuring all advised PSHE objectives are covered appropriately. Lessons are documented within the long/medium-term plan for each year group and are delivered to suit the individual class. There is a KS1 and FS curriculum overview to map out the delivery of the PSHE curriculum but alongside this incidental PSHE lessons are encouraged to take place when the need arises. Themed weeks are planned throughout the year to compliment the teaching of our PSHE curriculum. These include; Mental Health week, My Money week, Healthy week and Anti-bullying week.

Throughout school we use Knowledge Organisers to focus on the core knowledge and skills we would like our children to learn from each PSHE theme and the vocabulary we believe is an essential part of the PSHE curriculum. Previous skills taught are built upon as the Scheme of Work progresses and referenced when needed within the classroom to support children consistently.

Statements from
New 2020 EYFS
Framework

3 to 4 year olds will be learning to:

- Begin to understand how others might be feeling and talk about their own feelings using words like 'happy', 'sad', 'angry' or 'worried' and begin to understand how others might be feeling.
- Be able to express a point of view and to debate when they disagree with something. They can start a conversation.
- Become more outgoing with unfamiliar people, in the safe context of their setting and show more confidence in new social situations.
- 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.

- 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.
- Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.

- Starting to eat independently and learning how to use a knife and fork.
- Be increasingly independent as they get dressed and undressed and in meeting their own care needs
- Make healthy choices about food, drink, activity and tooth brushing

Children in Reception will be learning to:

- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
- Build constructive and respectful relationships and express their feelings whilst considering the feelings of others.

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| | <ul style="list-style-type: none">• Think about the perspectives of others and manage their own needs• Identify and moderate their own feelings socially and emotionally and develop social phrases• Show resilience and perseverance in the face of challenge and see themselves as a valuable individual.
<ul style="list-style-type: none">• Show resilience and perseverance in the face of challenge• Name and describe people who are familiar to them.• Talk about members of their immediate family and community.• Recognise that people have different beliefs and celebrate special times in different ways
<ul style="list-style-type: none">• Know and talk about the different factors that support their overall health and wellbeing.• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene |
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- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers
 - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
 - 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.
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- 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.
 - Talk about the lives of people around them and their roles in society
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- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
 - Negotiate space and obstacles safely, with consideration for themselves and others

KS1 Statement
taken from the
PSHE
Programme of
Study

Pupils should be taught about:

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 recognise what is fair and unfair, kind and unkind, what is right and wrong
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- R6. About how people make friends and what makes a good friendship
- R7. About how to recognise when they or someone else feels lonely and what to do
- R8. Simple strategies to resolve arguments between friends positively
- R9. How to ask for help if a friendship is making them feel unhappy
- R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. About how people may feel if they experience hurtful behaviour or bullying
- R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- 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
- R15. How to respond safely to adults they don't know
- R16. About how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. About knowing there are situations when they should ask for permission and also when their permission should be sought
- 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
- R21. About what is kind and unkind behaviour, and how this can affect others
- R22. About how to treat themselves and others with respect; how to be polite and courteous
- R23. To recognise the ways in which they are the same and different to others
- R24. How to listen to other people and play and work cooperatively
- R25. How to talk about and share their opinions on things that matter to them

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
- 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)
- 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. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H24. how to manage when finding things difficult
- H25. to name the main parts of the body including external genitalia
- H26. about growing and changing from young to old and how people's needs change
- H27. about preparing to move to a new class/year group
- H28. about rules and age restrictions that keep us safe
- H28. about rules and age restrictions that keep us safe
- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
 H33. about the people whose job it is to help keep us safe
 H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
 H36. how to get help in an emergency (how to dial 999 and what to say)
 H37. about things that people can put into their body or on their skin; how these can affect how people feel

Living in the Wider World

L1. about what rules are, why they are needed, and why different rules are needed for different situations
 L2. how people and other living things have different needs; about the responsibilities of caring for them
 L3. about things they can do to help look after their environment
 L4. about the different groups they belong to
 L5. about the different roles and responsibilities people have in their community
 L6. to recognise the ways they are the same as, and different to, other people
 L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
 L8. about the role of the internet in everyday life
 L9. that not all information seen online is true
 L10. what money is; forms that money comes in; that money comes from different sources
 L11. that people make different choices about how to save and spend money
 L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
 L13. that money needs to be looked after; different ways of doing this
 L14. that everyone has different strengths
 L15. that jobs help people to earn money to pay for things
 L16. different jobs that people they know or people who work in the community do

Nursery	Reception	Year1	Year 2
It's good to be me Into the woods Once upon a time Little seeds grow into might trees All creatures great and small	Just changed All about me Seasons celebrations Traditional tales Animals	Street detectives The Victorians To the rescue! Paws, claws and whiskers Once upon a twist (traditional tales with a twist)	This is Me Life's a Beach A walk on the Wild Side A blast from the Past Culture Vultures

Somewhere beyond the sea	People and places	All around the world	
Relationships At Saltersgate Infants our children will:			
<ul style="list-style-type: none"> -Begin to play with others and learn the importance of taking turns -Talk about past and present events in their own lives and in the lives of family members. -Know that other children don't always enjoy the same things, and are sensitive to this. 	<ul style="list-style-type: none"> -Play co-operatively, taking turns with others. -Take account of one another's ideas about how to organise their activity. -Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children -They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Relationships (Family)</p> <ul style="list-style-type: none"> - Understand that families are made up of a special group of people, which changes gradually over time. - Understand how changes and events can influence our feelings - Understand that children and adults both have responsibilities to each other. - Understand that we should feel loved, cared for and safe in our homes. - Understand that other people need permission before they can touch us and that some parts of our bodies are more private than others and only we can decide who can touch them. Know how to report concerns. - Recognise that other people often want different things than ourselves - Understand that secrets and surprises are different - Understand that families are highly varied; no family is the same 	<p>Relationships (Friends)</p> <p>Understand that there is a difference between close friends, friends, acquaintances and strangers</p> <p>Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.</p> <ul style="list-style-type: none"> - Understand that difference can be a positive thing in our relationships <p>Understand that friends should treat each other well and be fair</p> <ul style="list-style-type: none"> - Understand that there is not an ideal number of friends [You can have as many as you like] -Understand that being controlling of other people is bad and that excluding other children is hurtful - Understand that friends should not tell us what to do, although we should listen politely <p>Empathise with other people and understand why bullying is so hurtful</p>

			- Order types of bullying to understand which ones are the worst
Health and well-being At Saltersgate Infants our children will:			
		Growing Yr1 -Recognise the 5 key stages of human life -Understand how their bodies will change as they age - Consider how their lives will change as they get older - Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities Mental wellbeing Yr1 - Understand that we have a range of emotions, depending on our experiences and situations - Know what to do when we experience strong emotions - Understand that each of us has skills and talents that are valuable - Understand that we are important, unique people who deserve kindness and respect - Appreciate that other people are important, no matter how good they are at certain things - Understand the connection between their actions and the feelings of themselves and others	Physical Health Yr2 - Understand that active lifestyles including regular exercise can keep our bodies more healthy - Appreciate that some people live with disabilities or are differently abled - Understand that we can't always have healthy bodies, because sometimes we get ill or injured - Identify the components of a balanced diet - Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell - Understand that we can prevent tooth decay by brushing our teeth regularly - Identify common dangers that they may encounter both at home and in the wider world.

		- Discover how our choice of activities can affect our happiness	
Living in the wider world At Saltersgate Infants our children will:			
		Online safety Yr1 - Become more familiar with the term 'Fake News' - Understand that people need to get the correct balance of time spent online and offline - Understand why we shouldn't share personal information - Understand how to keep our personal information private and safe when we are online - Understand that people online are strangers if we don't know them in real life - Understand that we shouldn't share private and personal information with strangers - Understand that anybody can put things online - Recognise the difference between truth and fiction - Understand that things online are often not true	Community Yr2 - Understand why we have rules and how they help us learn and be happy - Understand how to behave appropriately and how to contribute to school life - Appreciate how important school is to them - Identify their special people in school - Know what range of communities live near school - Appreciate that they should treat people with respect and kindness, regardless of difference - Name their body parts, - Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes
Key vocabulary			

<p><i>Feelings, happy, sad, scared, worried, healthy, exercise, kind, care, gentle, friends, family, love, safe, rules</i></p>	<p><i>Rules, danger Real, fake, danger, good touch, bad touch, pants, private. Happy, sad, Healthy, unhealthy, exercise, job, money Same, different Needs, wants, rules</i></p>	<p><i>People, roles, change, loss, change, moving, forever, feelings, responsibility, kindness Consent, private, permission, trusted adult, secret, surprise, worried, normal, different, religion, culture, gender, screen, connect, active, personal, truth, private, information, Internet, money, fake, age, baby, child, teenager, adult, elderly, angry, happy, nervous, scared, sad, calm, surprised, pride, unique, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors</i></p>	<p><i>Rules, right, wrong, Community, different, penis, vagina, boy, girl, non-binary, friend, family, stranger, acquaintance, kind, sorry, apologise, thoughts, opinions, team, include/exclude, leave out, exercise, diet, energy disease, germs, chemicals, medicine, needles, emergency, respect, polite, bullying, emotional, disability, minority</i></p>
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Curriculum Impact

At Saltersgate we firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults. We want our children to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of real-life issues and problems, children can build up tolerance and a sense of responsibility of being an understanding and compassionate citizen. Our children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves. The impact of following the PSHE programme taught within Saltersgate is that the standards of attainment across the school in terms of relationships, health and well-being and living in the wider world are consistently good. Through our PSHE curriculum, we believe we can enhance children's education and help them become caring, respectful, responsible and confident individuals and citizens.