

PSHE & RSE Progression Table
Holmesdale Infant School



Being Healthy – including the importance of looking after our mental health.

	Pupils will learn...	Vocabulary
<p>Early Years Foundation Stage</p>	<p>Managing Self (Personal, Social and Emotional Development)</p>	<p>Healthy Like Dislike Sleep Hygiene Mood Germs Exercise Dental Care Food; Fruits/Vegetables Sugar Clean Relaxation</p>
	<ul style="list-style-type: none"> • Manage their own needs (4 – 5yrs Rec). • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understand the importance of healthy food choices (ELG). 	
	<p>Gross Motor Skills (Physical Development)</p>	
	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing – regular physical activity – healthy eating – toothbrushing – sensible amounts of ‘screen time’ – having a good sleep routine – being a safe pedestrian (4 – 5yrs Rec). • Further develop the skills they need to manage the school day successfully – lining up and queueing – mealtimes – personal hygiene (4 – 5yrs Rec). 	
	<p>Fine Motor Skills (Physical Development)</p>	
<ul style="list-style-type: none"> • Start to eat independently and learning how to use a knife and fork (3 – 4yrs). • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips (3 – 4yrs). • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly (3 – 4yrs). • Make healthy choices about food, drink, activity and toothbrushing (3 – 4yrs). 		

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	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (4 – 5yrs Rec). • Use a range of small tools, including scissors, paintbrushes and cutlery (ELG). 	
<p style="text-align: center;">KS1 (Cycle 2)</p>	<p>Factors of a Healthy Lifestyle</p>	<p style="text-align: center;"> Healthy Like Dislike Sleep Personal Hygiene Mood/Feelings Germs Exercise/Physical Activity Mental Health Dental Care Food Choices Food; Fruits/Vegetables Sugar Clean Parts of the body Sun Care Emotions Relaxation </p>
	<ul style="list-style-type: none"> • Explore what ‘being health’ means and why it is important. • Understand that food is necessary to keep our bodies healthy. • Identify that food choices can vary for families/cultures. • Name/describe different physical activities and identify ones they enjoy. • Explain how physical activity can help us to stay healthy. • Understand that sleep and relaxation are important for growing and keeping healthy. • Talk about healthy ways to feel food, calm down or change their mood. 	
	<p>Hygiene, Health and Prevention</p>	
<ul style="list-style-type: none"> • Demonstrate how to brush teeth. • Explain what good dental care is understanding the foods/drinks that support it. • Demonstrate simple hygiene routines that stop germs from spreading. • Begin to recognise different ways of staying healthy in the sun. • Understand what it means to take a break and how this is important for our health. 		

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Relationships Matters – including what is a healthy relationship.

	Pupils will learn...	Vocabulary
<p>Early Years Foundation Stage</p>	<p>Self – Regulation (Personal, Social and Emotional Development)</p>	<p>Relationships</p>
	<ul style="list-style-type: none"> ● 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 (3-4yrs). ● Talk with others to solve conflicts (3-4yrs). ● Begin to understand how others might be feeling (3-4yrs). ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG). 	<p>Unique</p> <p>Kindness</p> <p>Kind</p> <p>Unkind</p> <p>Right</p> <p>Wrong</p> <p>Love</p> <p>Respect</p>
	<p>Managing Self (Personal, Social and Emotional Development)</p>	<p>All are welcome</p>
	<ul style="list-style-type: none"> ● Develop their sense of responsibility and membership of a community (3-4yrs). ● Express their feelings and consider the feelings of others (4-5yrs Rec). 	<p>Equal</p> <p>Acceptance</p> <p>Class Family</p>
	<p>Building Relationships (Personal, Social and Emotional Development)</p>	<p>Family</p>
	<ul style="list-style-type: none"> ● Become more outgoing with unfamiliar people in the safe context of their setting (3-4yrs). ● Play with one or more other children, extending and elaborating play ideas (3-4yrs). ● Build constructive and respectful relationships (4-5yrs Rec). ● Think about the perspective of others (4-5yrs Rec). ● Work and play cooperatively and take turns with others (ELG). ● Form positive attachments to adults and friendships with peers (ELG). ● Show sensitivity to their own and to others' needs (ELG). 	<p>Friends</p> <p>Similarities</p> <p>Differences</p> <p>Trusted Adults</p> <p>Agree</p> <p>Disagree</p>

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	<p style="text-align: center;">Past and Present (Understanding the World)</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history (3-4yrs). • Talk about the lives of people around them and their roles in society (ELG). <p style="text-align: center;">People, Culture and Communities (Understanding the World)</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community (4-5yrs Rec). • Name and describe people who are familiar to them (4-5yrs Rec). • Recognise that people have different beliefs and celebrate special times in different ways (4-5yrs Rec). 	
KS1 (Cycle 2)	<p style="text-align: center;">Friendships</p> <ul style="list-style-type: none"> • Explain what makes a good friend/friendship. • Talk about some ways to make friends. • Explain basic techniques for resisting pressure. • Recognise kind and unkind behaviour. • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns, etc. • Tell someone if you are worried about something in a relationship/family. <p style="text-align: center;">Families</p> <ul style="list-style-type: none"> • Talk about some ways that their family is the same or different to others. • Describe some things they enjoy doing with their family and how it makes them feel. 	<p>Relationships</p> <p>Unique Kindness Kind Unkind Right Wrong Love Respect</p> <p>All are welcome</p> <p>Equal Acceptance Class Family Family Friends Similarities Differences</p>

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		Trusted Adults Conflict Agree Disagree Pressure Resisting Pressure Consequences
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Difference and Diversity – including challenging stereotypes.

	Pupils will learn...	Vocabulary
<p>Early Years Foundation Stage</p>	<p>Managing Self (Personal, Social and Emotional Development)</p>	<p>Family Friends Siblings Parents Celebrations Same Different Kindness Equal Acceptance Celebrate Special Unique Respect Fair Unfair</p>
	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community (3-4yrs). • See themselves as a valuable individual (4-5yrs Rec). • Express their feelings and consider the feelings of others (4-5yrs Rec). 	
	<p>Building Relationships (Personal, Social and Emotional Development)</p>	
	<ul style="list-style-type: none"> • Builds constructive and respectful relationships (4-5yrs Rec). • Think about the perspectives of others (4-5yrs Rec). • Work and play cooperatively and take turns with others (ELG). • Form positive attachments to adults and friendships with peers (ELG). • Show sensitivity to their own and to others' needs (ELG). 	
	<p>Past and Present (Understanding the World)</p>	
	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history (3-4yrs). • Compare and contrast characters from stories, including figures from the past (4-5yrs Rec). • Talk about the lives of the people around them and their roles in society (ELG). 	
	<p>People, Culture and Communities (Understanding the World)</p>	
	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people (3-4yrs). • Talk about members of their immediate family and community (4-5yrs Rec). • Name and describe people who are familiar to them (4-5yrs Rec). 	

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	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways (4-5yrs Rec). • Recognise some similarities and differences between life in this country and life in other countries (4-5yrs Rec). • Know some similarities and differences between different religious and cultural communities in this country, drawing in their experiences and what has been read in class (ELG). • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	
<p align="center">KS1 (Cycle 2)</p>	<p>Similarities and Differences</p>	<p align="center"> Family Family life Siblings Parents Friends Celebrations Same Different Similarities Differences Countries Equal Respect Tolerance Acceptance Characteristics Special </p>
	<ul style="list-style-type: none"> • Recognise ways they are the same as and different to others. • Talk about some ways that they are special. • Express their thoughts and opinions and recognise that others can be different. 	
	<p>Respecting Others</p>	
	<ul style="list-style-type: none"> • Talk about some ways to treat themselves and others with kindness. • Know what it means if something is fair or unfair. 	

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		Unique Interests Fair/Unfair Kindness Celebrate Importance
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Being Responsible – including looking after the environment.

	Pupils will learn...	Vocabulary
<p>Early Years Foundation Stage</p>	<p>Self-Regulation (Personal, Social and Emotional Development)</p>	<p>Roles Responsibilities Respect Rules Care Fair Unfair Acceptance Community Needs Right Wrong Living things Environment</p>
	<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important (3-4yrs). • Develop appropriate ways of being assertive (3-4yrs). • Talk with others to solve conflicts (3-4yrs). • Show resilience and perseverance in the face of challenge (4-5yrs Rec). • Show an understanding of their own feelings those of others, and begin to regulate their behaviour accordingly (ELG). • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG). • 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). 	
	<p>Managing Self (Personal, Social and Emotional Development)</p>	
	<ul style="list-style-type: none"> • Do not always need an adult to remind them of a rule (3-4yrs). • Develop their sense of responsibility and membership of a community (3-4yrs). • See themselves as a valuable individual (4-5yrs Rec). • Manage their own needs (4-5yrs Rec). • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG). • Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG). 	

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	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG). <p align="center">Building Relationships (Personal, Social and Emotional Development)</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas (3-4yrs). • Work and play cooperatively and take turns with others (ELG). • Show sensitivity to their own and to others' needs (ELG). <p align="center">The Natural World (Understanding the World)</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things (3-4yrs). 	
KS1 (Cycle 2)	<p align="center">Rules and Responsibilities</p> <ul style="list-style-type: none"> • Understand what a rule is and that we follow rules to help each other. • Understands that rules need be fair. • Give examples of rules from different situations. Identify simple responsibilities they have. • Describe some simple ways to manage waste. <p align="center">Community and Care</p> <ul style="list-style-type: none"> • Recognise that people have different needs. • Describe some ways to care for people, animals and other living things. 	<p align="center">Roles Responsibilities Importance Respect Rules Care Fairness Tolerance Acceptance Community Needs Right Wrong Boundaries Consequences Job/Occupation</p>

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		Gardener Farmer Firefighter Living things Environment Litter Pollution
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Bullying Matters – including how to ask for help.

	Pupils will learn...	Vocabulary
<p>Early Years Foundation Stage</p>	<p>Self-Regulation (Personal, Social and Emotional Development)</p>	<p>Respect Bully Bullying, Bullied Cyber bullying Trusted Adult Kindness Kind Unkind Negative Positive Behaviour Acceptable Unacceptable Feel/feelings Sad Angry Worried Happy Sort out Pushing/hurting Shouting Unkind words</p>
	<ul style="list-style-type: none"> • Help find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the fame and suggesting other ideas (3-4yrs). • Talk with others to solve conflicts (3-4yrs). • Begin to understand how others might be feeling (3-4yrs). • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG). 	
	<p>Managing Self (Personal, Social and Emotional Development)</p>	
	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others (4-5yrs Rec). • Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG). 	
	<p>Building Relationships (Personal, Social and Emotional Development)</p>	
<ul style="list-style-type: none"> • Builds constructive and respectful relationships (4-5yrs Rec). • Think about the perspectives of others (4-5yrs Rec). • Work and play cooperatively and take turns with others (ELG). • Form positive attachments to adults and friendships with peers (ELG). • Show sensitivity to their own and to others' needs (ELG). 		

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KS1 (Cycle 2)	About Bullying	
	<ul style="list-style-type: none"> • Explore what is bullying and what is not. • Recognise kind and unkind behaviour in themselves and others. • Identify that bodies and feelings can be hurt by words and actions. • Understand that hurtful behaviour is not acceptable. 	Respect Bully Bullying, Bullied Cyber bullying Physical Mental Emotions Feelings Trusted Adult Kindness Kind Unkind Negative Positive Behaviour Acceptable Unacceptable Feel/feelings Sad Angry Cross Frustrated Happiness/Happy Argument Conflict Resolve Sort out Pushing/hurting
	Strategies and Support	
	<ul style="list-style-type: none"> • Explore simple strategies to resolve arguments between friends. • Understand how to report bullying and who they can talk to. 	

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		Shouting Unkind words Report STOP (Several Times On Purpose) START (Start Telling And Reporting)
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Exploring Emotions – including how to recognise and manage feelings and emotions.

	Pupils will learn...	Vocabulary
Early Years Foundation Stage	Self-Regulation (Personal, Social and Emotional Development)	Happy Sad Angry Worried Feelings Manage Express Help/Strategies Support
	<ul style="list-style-type: none"> • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ (3-4yrs). • Begin to understand how others might be feeling (3-4yrs). • Identify and moderate their own feelings socially and emotionally (4-5yrs Rec). • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG). 	
	Managing Self (Personal, Social and Emotional Development)	
	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others (4-5yrs Rec). 	
	Building Relationships (Personal, Social and Emotional Development)	
	<ul style="list-style-type: none"> • Think about the perspectives of others (4-5yrs Rec). • Show sensitivity to their own and to others’ needs (ELG). 	
KS1 (Cycle 2)	Exploring Emotions	Excited Scared Worried Happy Sad Angry Lonely Frustrated Trusted adults Emotions Feelings
	<ul style="list-style-type: none"> • Name a range of words to describe feelings. • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave. 	
	Recognising Emotions	
	<ul style="list-style-type: none"> • Explore how to recognise different feelings. • Talk about how we recognise what others might be feeling. • Understand that not everyone feels the same about the same things. 	

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	<p>Managing Emotions</p> <ul style="list-style-type: none">• Talk about ways to manage big and uncomfortable feelings.• Identify who they can ask for help and can demonstrate how to ask for help.	<p>Behave Help/Strategies Support Mental health Physical health</p>
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