Changing friendships	• Describe feelings in a range of contexts especially involved in change • Understand what a friend is and how to be a friend • Understand that friendship cam change • Make new friends and deal with losing friends • Manage feelings positively and effectively • Reflect and learn from experiences
Taking charge	• Develop personal values be being able to clarify what is important to them • Understand they have choices, exploring good and bad, right and wrong and uncertain • Recognise choices they have made or can make • Recognise what is important to them in making choices • Learn to consider options and find relevant information • Recognise how their behavior affects others including bullying • Recognise that their actions have consequences • Awareness of their right to decide
Looking forward	• Understand about trust and reliability • Take responsibility for self in and outside school • Show appreciation and care for the school grounds and local area • Respect own and other people's property • Value resources and understand that they are limited • Accept everyone as an individual , respecting others needs, feelings and opinions • Listen, concentrate and hold attention of a listener • Reflect on how they have changed since starting school • Value and describe their achievements • Set targets for themselves

PSHE
progression of skills



CASTLE HILL INFANT SCHOOL

Key Vocabulary

Same/Different	Bullying - reoccurring incidents which are intended to harm someone
Unique	Respect - to have regard for others feelings, rights or wishes
Belonging	Right/Wrong
Kind/Unkind	Culture - ideas, customs and social behaviour or a particular people/society
Healthy/Unhealthy	Community - group of people living in same place or having shared interest
Medicinces/Drugs	Fair/Unfair
Exercise/Rest	Achievement
Diet	
Hygiene/Clean	
Like/Dislike	
Charters/Rules	
Routines	
Values	
Family	
Special	

Feelings

Happy
Sad
Astonished
Poorly
Nervous
Hot
Scared
Cross
Sleepy
Confused
Cold
Excited
Surprised
Embarrassed
Sad
Joyful
Calm
Energetic

CHIS Skills Progression 2019/20

Subject area: PSHE
Curriculum leader: Sallie Smith

	Year 2
Who is in charge?	• Debate about topical issues • Explain what improves and harms their local, nature and built up environments • Identify and understand ways people help to protect the environment • Communicate and cooperate with others • Observe surroundings and make judgments • Respond to new people and situations
Celebrating and recognising differences	• Give reasons for their likes, dislikes, fairness and right and wrong • Recognise and name a number of emotions and feelings • Express positive statements about themselves • Identify similarities and differences between people such as gender, appearance , cultural background • Explore the idea of fairness for all • Understand that difference does not mean better or worse • Question stereotypes and media messages
My body is important	• Make choices about health and well being • Name parts of the body • Value their bodies and monitor what they put into it • Understand the need for exercise and rest • Understand about medication and drugs and how they are used e.g. immunisations • Appreciate the need to take care, to be safe and care about keeping themselves safe and others safe • Recognise they have rights over their bodies

Caring for others	• Contribute to the life of the class and school • Listen to other people, play and work cooperatively • Accept everyone as an individual • Appreciate the difference between wants and needs • Respect others feelings and opinions • Value other peoples achievements • Understand the needs of plants and animals • Responsibility for self and others • Value being part of a community/group • Recognise how their choices can affect others
Keeping safe	• Adhere to rules and be able to explain why a rule is necessary • Describe people who could help them • Explain the potential risks to safety in a number of situations • Appreciate the need to take care
Looking forward.	• Recognise, name and deal with feelings in a positive way • Perform task independently • Value achievements and talents • Review progress and recognise personal achievement • Identify personal goals for improvement • Talk about a range of emotions and feelings

	CHIS Skills Progression 2020/21 **Subject area:** PSHE **Curriculum leader:** Sallie Smith
	EYFS
Me—A special person	• Recognise their uniqueness • Identify personal likes and dislikes • Recognise, name and own everyday feelings happy and sad • Understand what bullying is • Take turns • Understand classroom rules and routines • Learn about some of the school rules • Develop awareness of own needs
My Special People	• Say why someone is special to them • Recognise ways in which their family/carer are special • Recognise what they are good at from what others tell them • Show willingness to care for others • Learn to say Sorry and Thank you • Start building relationships with others • Start developing respect for other cultures and differences
Being healthy and safe	• Make simple choices between activities, foods etc. • Think about being well and unwell • Talk about medicines • Understand how they can keep themselves safe online and not sharing personal information and only talking to people they know in real life • Initiate idea and try new things • Start to identify what is right and wrong

Growing and changing	• Learn and practise skills for maintaining basic hygiene • Dress and undress independently • Begin to identify some body parts • Understand the idea of growing from young to old
People who help	• Identify the people who look after them and their different roles and responsibilities • Understand that there are differences and similarities between people • Talk to adults and listen to their experiences
Being Involved	• Learn to cooperate by taking turns and joining in • Join in and enjoy a range of activities • Make simple choices between activities • Identify what they enjoy and what they are good at • Care for pets or plants

	CHIS Skills Progression 2020/21 **Subject area:** PSHE **Curriculum leader:** Sallie Smith
	Year 1
Working well together	• Explain why rules are important • Agree and follow rules • Listen to what others say • Contribute to a class discussion • Share and take turns • Co-operate with others in group or class activities
Other people are special too	• Recognise their behavior affects other people • Identify and respect the differences and similarities between people • Identify the different groups to which they belong • Recognise worth in others • Make positive statements about other people • Understand the effect bullying can have on others • Show respect by listening to others • Understand that other people have needs • Consider the value of being a friend • Show a willingness to care • Ask for and give permission
Caring for myself	• Recognise what they like and dislike, what is fair and unfair and what is right and wrong • Maintain personal hygiene • Be motivated to be clean and healthy • Identify how some diseases spread and how they can be controlled • Own their own feelings • Carry out personal routines • Think about what can go on their body and in their body and that some substances can be harmful • Begin to understand how infections can be passed between people • Understand that all medicines are drugs, but not all drugs are medicines