



## PSHE Progression & Coverage Document



Curriculum Objectives	
EYFS	KS1
<p><b>Birth to 3</b> <b><u>Personal, Social and Emotional Development</u></b></p> <p>Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. Learn to use the toilet with help, and then independently.</p> <p><b>3 and 4 year olds</b> <b><u>Personal, Social and Emotional Development</u></b></p> <p>Select 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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important.</p>	<p><b><u>Core theme 1 – Health and Wellbeing</u></b></p> <p><b><u>Unit 1. Healthy lifestyles</u></b></p> <ol style="list-style-type: none"> <li>1. Learn about where vegetables and fruit grow.</li> <li>2. Understand the social aspect of eating together</li> <li>3. Know that making good choices about food will improve their health and well-being</li> <li>4. Understand the need for protein as part of a balanced diet</li> <li>5. Recognise which types of food are healthy</li> <li>6. Know how to make simple choices that will affect their health and well-being</li> <li>7. Apply their knowledge of healthy eating to plan a menu for a themed party</li> <li>8. Understand the need for physical activity to keep healthy</li> <li>9. Learn to work as a team to solve a simple challenge</li> <li>10. Understand how muscles work</li> <li>11. Understand the importance of physical activity and rest as part of a balanced, healthy lifestyle</li> </ol> <p><b><u>Unit 2. Hygiene</u></b></p> <ol style="list-style-type: none"> <li>1. Learning to eradicate germs and the spread of diseases by washing hands</li> <li>2. Importance of maintaining personal hygiene</li> <li>3. Understand how germs spread infections and diseases</li> <li>4. Learn about the importance of and reasons for bathing and showering</li> </ol> <p><b><u>Unit 3. Changing and Growing</u></b></p> <ol style="list-style-type: none"> <li>1. Identify and respect similarities and differences between boys and girls</li> <li>2. Learn about the process of growing from young to old</li> <li>3. Learn the names of different parts of the body</li> <li>4. Recognise similarities and differences based on gender</li> <li>5. Learn about physical changes in their bodies as they grow</li> <li>6. Understand emotional changes as they grow up</li> <li>7. Know that they have rights over their own bodies</li> <li>8. Learn about how our needs change and grow as we develop</li> <li>9. Learn to take responsibility for their own actions</li> <li>10. Learn to be responsible for another living thing</li> <li>11. Learn about a range of different feelings and emotions</li> <li>12. Understand that it is acceptable to feel a range of emotions</li> </ol> <p><b><u>Unit 4. Emotions</u></b></p> <ol style="list-style-type: none"> <li>1. Learn about making positive choices and how they can lead to happiness</li> <li>2. Recognise, name, manage and express feelings in a positive way</li> <li>3. Learn about the importance of love</li> <li>4. Understand and be aware of the different ways to show sadness</li> <li>5. Understand about coping with change and loss</li> <li>6. Understand that all actions have consequences</li> <li>7. Learn to take responsibility for their actions</li> <li>8. To learn from experiences</li> </ol>



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Remember rules without needing an adult to remind them.  
Develop appropriate ways of being assertive.  
Talk with others to solve conflicts.  
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
Understand gradually how others might be feeling.  
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.  
See themselves as a valuable individual.  
Build constructive and respectful relationships.

### Understanding the world

Make connections between the features of their family and other families.  
Notice differences between people  
Show interest in different occupations  
Continue developing positive attitudes about the differences between people  
Talk about members of their immediate family and community.

### Expressive arts and design

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.  
Show different emotions in their drawings – happiness, sadness, fear, etc.

### Reception

#### Personal, Social and Emotional Development

Express their feelings and consider the feelings of others.  
Show resilience and perseverance in the face of challenge.  
Identify and moderate their own feelings socially and emotionally.  
Think about the perspectives of others.  
Manage their own needs – personal hygiene.  
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

#### Understanding the world

Name and describe people who are familiar to them.  
Understand that some places are special to members of their community.  
Recognise that people have different beliefs and celebrate special times in different ways.  
Explore the natural world around them.

9. Recognise what is right and wrong and how behaviour affects other people
10. Think about themselves, learn from experiences and recognise what they are good at
11. Recognise choices they can make and value their achievements
12. Learn how to set simple goals and targets for themselves

### Unit 5. Keeping Safe

1. Learn about making positive choices and how they can lead to happiness
2. Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe
3. Develop an awareness of the Green Cross Code
4. Learn about the importance of medicine safety
5. Know that all household products, including medicines, can be harmful if not used properly
6. Learn the difference between secrets and surprises
7. Understanding when not to keep adults' secrets
8. Understand that it is acceptable to say 'no'
9. Learn about who to go to for help and advice
10. Learn about ways of, keeping safe, and about people who can help them to stay safe
11. Learn about the importance of using the internet safely

### Core theme 2: Relationships

#### Unit 1. Communication

1. Recognise and communicate feelings to others
2. Learn how to share their views
3. Recognise, name and deal with their feelings in a positive way
4. Learn to take part in discussions with one other person and the whole class
5. Understand that it is important to share their opinions and to be able to explain their views
6. Learn to listen to other people and play and work cooperatively
7. Recognise the importance of listening to other people
8. Understand the importance of being able to work cooperatively
9. Understand the concept of negotiation
10. Take part in simple debate about topical issues
11. Communicate their feelings to others
12. Share opinions and explain their views
13. Listen to other people and work cooperatively

#### Unit 2. Bullying

1. Learn about bullies and bullying behaviour
2. Understand that bullying is wrong
3. Understand that name-calling is hurtful and avoidable
4. Take part in discussions with the whole class
5. Recognise how their behaviour affects other people
6. Understand what is, and what is not, bullying behaviour
7. Understand what is positive and negative behaviour
8. Understand who can help if someone is affected by bullying



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9. Understand that there are different types of bullying, that bullying is wrong and how to deal with bullying

### Unit 3. Fairness

1. Recognise what is fair and unfair
2. Learn to take part in discussions with the whole class
3. Learn about others
4. Understand that family and friends should care for each other
5. Understand the different between right and wrong
6. Learn strategies to cope with unfair teasing
7. Understand that there are different types of teasing and bullying
8. Recognise what is kind and unkind behaviour

### Unit 4. Family and Friends

1. Learn how to develop positive relationships with peers
2. Recognise that family and friends should care for each other
3. Understand the importance of making friends
4. Identify and respect the differences and similarities between people
5. Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships
6. Learn about the importance of sharing as part of friendship and kindness
7. Learn about the importance of family
8. Identify their special people and what makes them special

### Core theme 3 Living in the Wider World

#### Unit 1. Rules and Responsibilities

1. Understand the reason why we have rules
2. Learn about rules as expectations
3. Understand and agree to follow rules for their group and classroom
4. Recognise why rules and expectations are important
5. Understand why we have rules/expectations
6. Learn about how they can contribute to the life of the class
7. Understand why it is important to be able to take turns
8. Agree and follow rules for a collaborative game
9. Understand the concept of 'borrowing'
10. Show responsibility to others
11. Understand the importance of sharing
12. Know that everyone has a responsibility to consider the needs of others
13. Understand that people and other living things have needs and that they have responsibilities to meet them

#### Unit 2. Communities

1. Understand their role in the class community
2. Know how to contribute to the life of the classroom
3. Understand that they belong to various groups and communities



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	<ol style="list-style-type: none"> <li>4. Develop a sense of belonging in the wider community</li> <li>5. Understand the role of the local community</li> <li>6. Develop a strong relationship with the local community</li> <li>7. Understand the importance of shared responsibility within all communities</li> </ol> <p><b>Unit 3. Money and Finance</b></p> <ol style="list-style-type: none"> <li>1. Understand where money comes from</li> <li>2. Recognise notes and coins</li> <li>3. Understand the role of money in our society</li> <li>4. Understand why it is important to keep money safe</li> <li>5. Understand the importance of managing money carefully</li> <li>6. Understand the importance of choices and spending money wisely</li> <li>7. Gain a basic understanding of enterprise</li> </ol>
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Objectives				
	YN As a member of our community	YR As a member of our community	Year 1 (Cycle B) As a member of our community	Year 2 (Cycle A and B) As a member of our community
<b>CORE THEME 1 – HEALTH AND WELLBEING</b>	<p><b>All About Me</b></p> <ul style="list-style-type: none"> <li>• Select 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>• Develop 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, extending and elaborating play ideas.</li> </ul> <p><i>(Autumn 1: Who lives in my house?)</i></p> <p><b>SAFETY LESSON</b> How rules keep us safe.</p>	<p><b>Unit 1: Feelings</b></p> <ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing:</li> <li>• regular physical activity</li> <li>• healthy eating</li> </ul> <p><i>(Autumn 1: What do I know about me? and Autumn 2: Why are there so many leaves on the ground?)</i></p> <p><b>SAFETY LESSON</b> How rules keep us safe.</p>	<p>Core Theme 1- Unit 1 – Healthy Lifestyles (RSE: Online relationships, respectful relationships, being safe).</p> <p><b>Unit 1. Healthy lifestyles</b></p> <ol style="list-style-type: none"> <li>1. Learn about where vegetables and fruit grow.</li> <li>2. Understand the social aspect of eating together</li> <li>3. Know that making good choices about food will improve their health and well-being</li> <li>4. Understand the need for protein as part of a balanced diet</li> <li>5. Recognise which types of food are healthy</li> <li>6. Know how to make simple choices that will affect their health and well-being</li> <li>7. Apply their knowledge of healthy eating to plan a menu for a themed party</li> </ol>	<p>Core Theme 1- Unit –3 Changing and Growing (RSE: Online relationships, families ad people who care about me).(CYCLE A)</p> <p><b>Unit 3. Changing and Growing</b></p> <ol style="list-style-type: none"> <li>1. Identify and respect similarities and differences between boys and girls</li> <li>2. Learn about the process of growing from young to old</li> <li>3. Learn the names of different parts of the body</li> <li>4. Recognise similarities and differences based on gender</li> <li>5. Learn about physical changes in their bodies as they grow</li> <li>6. Understand emotional changes as they grow up</li> <li>7. Know that they have rights over their own bodies</li> <li>8. Learn about how our needs change and grow as we develop</li> </ol>



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	<p><b>Unit 1: Feelings</b></p> <ul style="list-style-type: none"> <li>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>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul> <p><i>(Autumn 2: Where does the day go at night?)</i></p> <p><b>SAFETY LESSON</b> Firework safety, Anti-bullying week</p> <p><b>Unit 3: Keeping Safe</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> </ul> <p><i>(Spring 1: Which colours make you feel happy or sad?)</i></p>	<p><b>Unit 3: Keeping Safe</b> Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time' <i>(Spring 2: Twinkle, twinkle little star, how I wonder what you are?)</i></p> <p><b>SAFETY LESSON</b> Road safety</p>	<ol style="list-style-type: none"> <li>Understand the need for physical activity to keep healthy</li> <li>Learn to work as a team to solve a simple challenge</li> <li>Understand how muscles work</li> <li>Understand the importance of physical activity and rest as part of a balanced, healthy lifestyle</li> </ol> <p><b>SAFETY LESSON</b> How rules keep us safe. <i>(Autumn 1 – Why are Humans not like Tigers?)</i></p> <p>Core Theme 1- Unit 2 – Hygiene (RSE: Being safe Respectful relationships Families and people who care about me Unit). <u>Unit 2. Hygiene</u></p> <ol style="list-style-type: none"> <li>Learning to eradicate germs and the spread of diseases by washing hands</li> <li>Importance of maintaining personal hygiene</li> <li>Understand how germs spread infections and diseases</li> <li>Learn about the importance of and reasons for bathing and showering</li> </ol> <p><i>(Summer 1: Which birds and plants would Peter Rabbit find in our park?)</i></p> <p><b>SAFETY LESSON</b> Water safety</p>	<ol style="list-style-type: none"> <li>Learn to take responsibility for their own actions</li> <li>Learn to be responsible for another living thing</li> <li>Learn about a range of different feelings and emotions</li> <li>Understand that it is acceptable to feel a range of emotions</li> </ol> <p><b>SAFETY LESSON</b> Core Theme 1- Unit –5 Keeping Safe – Personal safety <i>(Autumn 1 Why would a dinosaur not make a good pet?)</i></p> <p>Core Theme 1- Unit 1 – Healthy Lifestyles (RSE: Online relationships respectful relationships, being safe). <u>Unit 1. Healthy lifestyles</u></p> <ol style="list-style-type: none"> <li>Learn about where vegetables and fruit grow.</li> <li>Understand the social aspect of eating together</li> <li>Know that making good choices about food will improve their health and well-being</li> <li>Understand the need for protein as part of a balanced diet</li> <li>Recognise which types of food are healthy</li> <li>Know how to make simple choices that will affect their health and well-being</li> </ol>
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				<p>18. Apply their knowledge of healthy eating to plan a menu for a themed party</p> <p>19. Understand the need for physical activity to keep healthy</p> <p>20. Learn to work as a team to solve a simple challenge</p> <p>21. Understand how muscles work</p> <p>22. Understand the importance of physical activity and rest as part of a balanced, healthy lifestyle</p> <p><b>SAFETY LESSON</b> How rules keep us safe. <i>(Autumn 1 – Why are Humans not like Tigers?)</i></p> <p>Core Theme 1 - Unit 4 – emotions (RSE - Online relationships) <u>Unit 4. Emotions</u></p> <ol style="list-style-type: none"><li>1. Learn about making positive choices and how they can lead to happiness</li><li>2. Recognise, name, manage and express feelings in a positive way</li><li>3. Learn about the importance of love</li><li>4. Understand and be aware of the different ways to show sadness</li><li>5. Understand about coping with change and loss</li><li>6. Understand that all actions have consequences</li><li>7. Learn to take responsibility for their actions</li><li>8. To learn from experiences</li><li>9. Recognise what is right and wrong and how behaviour affects other people</li></ol>
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				<p>10. Think about themselves, learn from experiences and recognise what they are good at</p> <p>11. Recognise choices they can make and value their achievements</p> <p>12. Learn how to set simple goals and targets for themselves</p> <p><i>(Spring 2: What do we know about the Victorians and the way they lived?)</i></p> <p>Core Theme 1- Unit 2 – Hygiene (RSE: Being safe Respectful relationships Families and people who care about me Unit). <u>Unit 2. Hygiene</u></p> <p>5. Learning to eradicate germs and the spread of diseases by washing hands</p> <p>6. Importance of maintaining personal hygiene</p> <p>7. Understand how germs spread infections and diseases</p> <p>8. Learn about the importance of and reasons for bathing and showering</p> <p><i>(Summer 1: Which birds and plants would Peter Rabbit find in our park?)</i></p> <p><b>SAFETY LESSON</b> Water safety</p>
<p><b>CORE THEME 2 - RELATIONSHIPS</b></p>	<p>Unit 2: Me and others</p> <ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> </ul>	<p>Unit 2: Me and others (talk about the perspectives of others)</p>	<p>Core Theme 2- Unit 2 – Bullying <i>including online</i></p>	<p>Core Theme 2- Unit 2 – Bullying <i>including online</i></p>



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	<ul style="list-style-type: none"> <li>• Notice differences between people</li> <li>• Show interest in different occupations</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Talk about members of their immediate family and community.</li> </ul> <p><i>(Spring 2: What would you find at the farm?)</i></p> <p><b>SAFETY LESSON</b> Road safety</p> <p>Unit 4: Growing up</p> <ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> </ul> <p><i>(Summer 1: Who goes to the Ugly Bug Ball?)</i></p> <p><b>SAFETY LESSON</b> Water safety</p>	<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: toothbrushing</li> </ul> <p><i>(Spring 1: How can a map help me?)</i></p> <p><b>SAFETY LESSON</b> NSPCC Speak out, stay safe</p> <p>Unit 4: Growing up</p> <p>Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs – personal hygiene.</p> <p><i>(Summer 1: Who can I ask for help?)</i></p> <p><b>SAFETY LESSON</b> Water safety</p>	<p><i>bullying (see separate planning)</i> (RSE: Caring friendships Respectful relationships).</p> <p><u>Unit 2. Bullying</u></p> <ol style="list-style-type: none"> <li>1. Learn about bullies and bullying behaviour</li> <li>2. Understand that bullying is wrong</li> <li>3. Understand that name-calling is hurtful and avoidable</li> <li>4. Take part in discussions with the whole class</li> <li>5. Recognise how their behaviour affects other people</li> <li>6. Understand what is, and what is not, bullying behaviour</li> <li>7. Understand what is positive and negative behaviour</li> <li>8. Understand who can help if someone is affected by bullying</li> <li>9. Understand that there are different types of bullying, that bullying is wrong and how to deal with bullying</li> </ol> <p><i>(Spring 1: Why can't a penguin live near the equator?)</i></p> <p><b>SAFETY LESSON</b> NSPCC Speak out, stay safe</p> <p>Core Theme 2- Unit 1 – Communication (RSE: Respectful relationships).</p> <p><u>Unit 1. Communication</u></p> <ol style="list-style-type: none"> <li>1. Recognise and communicate feelings to others</li> <li>2. Learn how to share their views</li> </ol>	<p><i>bullying (see separate planning)</i> (RSE: Caring friendships Respectful relationships).</p> <p><u>Unit 2. Bullying</u></p> <ol style="list-style-type: none"> <li>10. Learn about bullies and bullying behaviour</li> <li>11. Understand that bullying is wrong</li> <li>12. Understand that name-calling is hurtful and avoidable</li> <li>13. Take part in discussions with the whole class</li> <li>14. Recognise how their behaviour affects other people</li> <li>15. Understand what is, and what is not, bullying behaviour</li> <li>16. Understand what is positive and negative behaviour</li> <li>17. Understand who can help if someone is affected by bullying</li> <li>18. Understand that there are different types of bullying, that bullying is wrong and how to deal with bullying</li> </ol> <p><i>(Spring 1: Why can't a penguin live near the equator?)</i></p> <p><b>SAFETY LESSON</b> NSPCC Speak out, stay safe</p> <p>Core Theme 2- Unit 1 – Communication (RSE: Respectful relationships).</p> <p><u>Unit 1. Communication</u></p> <ol style="list-style-type: none"> <li>14. Recognise and communicate feelings to others</li> <li>15. Learn how to share their views</li> </ol>
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			<ol style="list-style-type: none"> <li>3. Recognise, name and deal with their feelings in a positive way</li> <li>4. Learn to take part in discussions with one other person and the whole class</li> <li>5. Understand that it is important to share their opinions and to be able to explain their views</li> <li>6. Learn to listen to other people and play and work cooperatively</li> <li>7. Recognise the importance of listening to other people</li> <li>8. Understand the importance of being able to work cooperatively</li> <li>9. Understand the concept of negotiation</li> <li>10. Take part in simple debate about topical issues</li> <li>11. Communicate their feelings to others</li> <li>12. Share opinions and explain their views</li> <li>13. Listen to other people and work cooperatively</li> </ol> <p><b>SAFETY LESSON</b> Stanger danger <i>(Summer 2: What do Aliens think of life on planet earth?)</i></p> <p>Core Theme 2- Unit 3 – Fairness (RSE: Online relationships). <u>Unit 3. Fairness</u></p> <ol style="list-style-type: none"> <li>1. Recognise what is fair and unfair</li> <li>2. Learn to take part in discussions with the whole class</li> <li>3. Learn about others</li> </ol>	<ol style="list-style-type: none"> <li>16. Recognise, name and deal with their feelings in a positive way</li> <li>17. Learn to take part in discussions with one other person and the whole class</li> <li>18. Understand that it is important to share their opinions and to be able to explain their views</li> <li>19. Learn to listen to other people and play and work cooperatively</li> <li>20. Recognise the importance of listening to other people</li> <li>21. Understand the importance of being able to work cooperatively</li> <li>22. Understand the concept of negotiation</li> <li>23. Take part in simple debate about topical issues</li> <li>24. Communicate their feelings to others</li> <li>25. Share opinions and explain their views</li> <li>26. Listen to other people and work cooperatively</li> </ol> <p><b>SAFETY LESSON</b> Stanger danger <i>(Summer 2: What do Aliens think of life on planet earth?)</i></p> <p>Core Theme 2- Unit 3 – Fairness (RSE: Online relationships). <u>Unit 3. Fairness</u></p> <ol style="list-style-type: none"> <li>9. Recognise what is fair and unfair</li> <li>10. Learn to take part in discussions with the whole class</li> <li>11. Learn about others</li> </ol>
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			<ol style="list-style-type: none"> <li>4. Understand that family and friends should care for each other</li> <li>5. Understand the different between right and wrong</li> <li>6. Learn strategies to cope with unfair teasing</li> <li>7. Understand that there are different types of teasing and bullying</li> <li>8. Recognise what is kind and unkind behaviour</li> </ol> <p><b>SAFETY LESSON</b> Road safety <i>(Spring 2: Is the wii/xbox better than Grandma or Grandad's old toys?)</i></p>	<ol style="list-style-type: none"> <li>12. Understand that family and friends should care for each other</li> <li>13. Understand the different between right and wrong</li> <li>14. Learn strategies to cope with unfair teasing</li> <li>15. Understand that there are different types of teasing and bullying</li> <li>16. Recognise what is kind and unkind behaviour</li> </ol> <p><b>SAFETY LESSON</b> Core Theme 1- Unit –5 Keeping Safe – medicine safety <i>(Spring 2: Where would you prefer to live: England or Kenya?) (CYCLE A)</i></p> <p>Core Theme 2- Unit 4 – Friends and Family (RSE: Families and people who care about me).</p> <p><u>Unit 4. Family and Friends</u></p> <ol style="list-style-type: none"> <li>1. Learn how to develop positive relationships with peers</li> <li>2. Recognise that family and friends should care for each other</li> <li>3. Understand the importance of making friends</li> <li>4. Identify and respect the differences and similarities between people</li> <li>5. Learn about some similarities and differences between people from different countries and the</li> </ol>
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				<p>importance of cross-cultural friendships</p> <ol style="list-style-type: none"> <li>6. Learn about the importance of sharing as part of friendship and kindness</li> <li>7. Learn about the importance of family</li> <li>8. Identify their special people and what makes them special</li> </ol> <p><b>SAFETY LESSON</b> Core Theme 1- Unit –5 Keeping Safe – sun and water safety (<i>Summer 1: Is the wii/xbox better than Grandma or Grandad’s old toys?</i>) (CYCLE A)</p>
<p><b>CORE THEME 3 – LIVING IN THE WIDER WORLD</b></p>	<p>Transition: Select 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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>	<p>Transition: Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs – personal hygiene. <i>(Summer 2: What bears can you find around the world?)</i> <b>SAFETY LESSON</b> Stanger danger</p>	<p>Core Theme 3- Unit 1 – Rules and Responsibility (RSE: Being safe). <u>Unit 1. Rules and Responsibilities</u></p> <ol style="list-style-type: none"> <li>1. Understand the reason why we have rules</li> <li>2. Learn about rules as expectations</li> <li>3. Understand and agree to follow rules for their group and classroom</li> <li>4. Recognise why rules and expectations are important</li> <li>5. Understand why we have rules/expectations</li> <li>6. Learn about how they can contribute to the life of the class</li> <li>7. Understand why it is important to be able to take turns</li> <li>8. Agree and follow rules for a collaborative game</li> <li>9. Understand the concept of ‘borrowing’</li> </ol>	<p>Core Theme 3- Unit 1 – Rules and Responsibility (RSE: Being safe). <u>Unit 1. Rules and Responsibilities</u></p> <ol style="list-style-type: none"> <li>1. Understand the reason why we have rules</li> <li>2. Learn about rules as expectations</li> <li>3. Understand and agree to follow rules for their group and classroom</li> <li>4. Recognise why rules and expectations are important</li> <li>5. Understand why we have rules/expectations</li> <li>6. Learn about how they can contribute to the life of the class</li> <li>7. Understand why it is important to be able to take turns</li> <li>8. Agree and follow rules for a collaborative game</li> <li>9. Understand the concept of ‘borrowing’</li> </ol>



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	<ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> </ul> <p><i>(Summer 2: What can I do with water?)</i></p> <p><b>SAFETY LESSON</b> Stanger danger</p>		<ol style="list-style-type: none"> <li>Show responsibility to others</li> <li>Understand the importance of sharing</li> <li>Know that everyone has a responsibility to consider the needs of others</li> <li>Understand that people and other living things have needs and that they have responsibilities to meet them</li> </ol> <p><b>SAFETY LESSON</b> Firework safety, anti-bullying week <i>(Autumn 2: Where do we live and how has it changed?)</i></p>	<ol style="list-style-type: none"> <li>Show responsibility to others</li> <li>Understand the importance of sharing</li> <li>Know that everyone has a responsibility to consider the needs of others</li> <li>Understand that people and other living things have needs and that they have responsibilities to meet them</li> </ol> <p><b>SAFETY LESSON</b> Firework safety, anti-bullying week <i>(Autumn 2: Where do we live and how has it changed?)</i></p> <p>Core Theme 3- Unit 2 – Communities (RSE: Online relationships, Being safe).</p> <p><b>Unit 2. Communities</b></p> <ol style="list-style-type: none"> <li>Understand their role in the class community</li> <li>Know how to contribute to the life of the classroom</li> <li>Understand that they belong to various groups and communities</li> <li>Develop a sense of belonging in the wider community</li> <li>Understand the role of the local community</li> <li>Develop a strong relationship with the local community</li> <li>Understand the importance of shared responsibility within all communities</li> </ol>
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				<p><b>SAFETY LESSON</b> Core Theme 1- Unit –5 Keeping Safe – Road Safety <i>(Spring 1: What is our school made of?)(CYCLE A)</i></p> <p>Core Theme 3- Unit 3 – Money and Finance (RSE: Online relationships, Caring friendships, respectful friendships).</p> <p><u>Unit 3. Money and Finance</u></p> <ol style="list-style-type: none"><li>1. Understand where money comes from</li><li>2. Recognise notes and coins</li><li>3. Understand the role of money in our society</li><li>4. Understand why it is important to keep money safe</li><li>5. Understand the importance of managing money carefully</li><li>6. Understand the importance of choices and spending money wisely</li><li>7. Gain a basic understanding of enterprise</li></ol> <p><b>SAFETY LESSON</b> Core Theme 1- Unit –5 Keeping Safe – Stranger Danger <i>(Summer 2: How old are the trees around us?)(CYCLE A)</i></p>
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