

## Hook Infant School PSHE PROGRESSION OF SKILLS

### Health and Well Being (Physical health and mental well-being)

EYFS	Year 1	Year 2	enrichment
<ul style="list-style-type: none"> <li>- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>- They are able to have an awareness of what is healthy without always being accurate (e.g. Milk is good for your teeth because it makes them white)</li> <li>- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul> <p>With adult prompts, begin to maintain personal hygiene; e.g. <i>hand washing and toilet reminders.</i></p>	<ul style="list-style-type: none"> <li>- With adult support make simple choices that improves their health and well-being; <i>e.g. choice of food, medication, activity or game.</i></li> <li>- With adult prompts, begin to maintain personal hygiene; e.g. hand washing and toilet reminders.</li> <li>- Begin to understand that certain actions spread disease through adult modelling e.g. covering your mouth when coughing or throwing away a dirty tissue.</li> <li>- Using adult guidance, begin to know and say simple phrases when something feels wrong.</li> <li>- Identify safe adults in school and outside of school that they can talk to if they feel unwell or unhappy.</li> <li>- Ask for help from adults when something is wrong.</li> <li>- Discuss the role of doctors in prescribing medicines to make people feel better.</li> <li>- Discuss the idea that everybody's body is different and that some people need to take medicine regularly to help their body move more easily.</li> </ul>	<ul style="list-style-type: none"> <li>- Independently make simple choices that improve their health and well-being <i>e.g. choice of food, activity or game.</i></li> <li>- Independently maintain personal hygiene by knowing to flush the toilet after they have used it, when to wash hands, inform an adult if the soap has ran out, knowing to collect a tissue for a runny nose or when to throw away dirty tissues. How to maintain good teeth hygiene.</li> <li>- To understand and explain that certain actions spread disease, independently demonstrating their knowledge of germs.</li> <li>- Recognise and inform adults of potential <i>physical</i> risks to self and others when something is wrong, both in and outside of school.</li> <li>- Understand rules for keeping safe in the environment through specific adult teaching of; road safety, stranger danger and fire safety.</li> <li>- When presented with an adult derived choice, make a sensible decision regarding the best choice <i>e.g; type of food/content of games/screen time/how to spend money.</i></li> <li>- Begin to be aware of different physical needs within their community (e.g. a child unable to reach something, a broken arm, a wheelchair etc) and how they can help people overcome difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to make informed choices, explaining the underlying knowledge behind their choice e.g. type of food/amount of exercise/screen time etc.</li> <li>- Follow simple and safe routines to reduce the spread of bacteria and viruses through direct adult teaching of; food hygiene skills, coughs and colds and simple germs spread through first aid (plasters, nose bleed etc).</li> <li>- Discuss the importance of managing personal hygiene and explore the adverse effects associated with this. Focus on areas such as; hand washing, washing their bodies, clean clothes, brushing teeth etc.</li> </ul>

		<ul style="list-style-type: none"> <li>- Explore the fact that medicines are prescribed to specific individuals.</li> <li>- Discuss with children the risks of taking medicine that is not prescribed to you or that you have not been given permission by a parent to take. This may include looking at packaging labels and hazard signs.</li> </ul>	
<b>Relationships (including family, caring, respectful and online)</b>			
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>enrichment</b>
<ul style="list-style-type: none"> <li>- Children are learning to play co-operatively, taking turns/waiting for their turn with others.</li> <li>- They take account of one another's ideas about how to organise their activity.</li> <li>- They show sensitivity to others' needs and feelings (noticing emotions),</li> </ul> <p>Form positive relationships with adults and other children (sharing teacher and friends time)</p>	<ul style="list-style-type: none"> <li>- Listen to other people and play and work cooperatively.</li> <li>- Develop a caring attitude towards family, friends and each other.</li> <li>- e.g. looking after friends who is upset/hurt, using kind words, praising others.</li> <li>- Greet and talk with adults.</li> <li>- Develop positive relationships through work and play.</li> <li>- e.g. working in a group/playing/encouraging others.</li> <li>- Using mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and supporting others with problems.</li> <li>- Recognise worth in others and say why someone is special to them.</li> <li>- Make new friends, cope with losing friends and how to repair friendships.</li> </ul>	<ul style="list-style-type: none"> <li>- To be aware of bullying (knowing the difference between a mistake and bullying) and understand where to go for support.</li> <li>- Recognise how their behaviour affects others.</li> <li>- <i>e.g. healthy friendships are positive and welcoming and do not make others feel lonely or excluded.</i></li> <li>- Identify and respect the differences and similarities between people and families.</li> <li>- Consider social and moral dilemmas that they come across every day.</li> <li>- <i>e.g. making sensible choices.</i></li> <li>- Voice difference of opinion sensitively (knowing to discuss rather than argue)</li> <li>- Recognise own and other feelings and how to act appropriately.</li> <li>- <i>E.g. if family relationships make them feel unhappy/unsafe to seek advice.</i></li> <li>- To begin to be courteous and use good manners.</li> <li>- Understanding the need to ask permission (each time because it can be retracted). <i>E.g. to</i></li> </ul>	<ul style="list-style-type: none"> <li>- Understanding that their actions affect themselves and others and that actions result in consequences.</li> <li>- Begin to empathise with other viewpoints.</li> <li>- Continue to identify and respect differences and similarities between people.</li> <li>- Recognise their own and other people's feelings.</li> <li>- Begin to understand what tolerance is and how to apply this to respect others.</li> <li>- Recognise who to trust and who not to trust.</li> <li>- To be courteous and use good manners.</li> </ul>

	<ul style="list-style-type: none"> <li>- Recognise that people with physical disabilities may need support and knowing what/when is appropriate.</li> <li>- E.g. always ask before pushing someone's wheelchair.</li> <li>- Recognise own emotions and how to express them appropriately.</li> <li>- Understanding the need to ask permission. E.g. to go to the toilet/the use something that doesn't belong to them.</li> <li>- To understand boundaries, e.g. closing the door when using the toilet for privacy</li> </ul>	<p><i>go to the toilet/the use something that doesn't belong to them.</i></p> <ul style="list-style-type: none"> <li>- To understand boundaries, e.g. if the door is closed, knock before entering to ensure privacy</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise the importance of self-respect and how this links to happiness.</li> <li>- To understanding the impact of bullying and the responsibility of by-standers.</li> <li>- To continue to seek permission and understand the importance of compromise.</li> <li>- To understand boundaries and how people may feel if their privacy is invaded</li> <li>-</li> </ul>
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### Living and being safe in the Wider World

EYFS	Year 1	Year 2	enrichment
<ul style="list-style-type: none"> <li>- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>- Take and share responsibility in different situations including for their own behaviour.</li> <li>- Show empathy for others through checking someone is ok when they're hurt and noticing when somebody is upset.</li> <li>- Recognise what they like and dislike, what is fair and unfair and what is right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the difference of impulsive and thinking behaviour.</li> <li>- Share their opinions on things that matter to them.</li> <li>- Recognise, name and deal with their feelings in a positive way. E.g. know what to do if they're feeling angry/nervous etc.</li> <li>- Reflect on and evaluate their own experiences to set simple goals and respond with increasing confidence to new people and situations. E.g.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class.</li> <li>- Begin to recognise their worth as individuals by identifying positive things about</li> </ul>

<p>hitting, shouting, interrupting, snatching)</p> <ul style="list-style-type: none"> <li>- They begin to work as part of a group or class, and understand and follow the rules.</li> </ul> <p>They adjust their behaviour to different situations, and take changes of routine in their stride (e.g. change to assembly times, visitors or other events)</p>	<ul style="list-style-type: none"> <li>- Recognise what they are good at from what others say (understanding compliments)</li> <li>- Express positive qualities about themselves through discussion.</li> <li>- Make, agree and follow rules for the classroom.</li> <li>- Know how to apologise and seek guidance where appropriate when making amends.</li> <li>- Realise that people and others have needs. E.g. emotional needs, social needs and physical and financial.</li> <li>- Develop understanding of groups they belong to. E.g. communities, clubs, classes, family, religious etc</li> <li>- Contribute to the life of the class and the school and ask questions to a range of adults.</li> <li>- To begin to understand that adults have jobs/responsibilities.</li> </ul>	<p>events, friendships, clubs, new adults in the classroom, changes to routine.</p> <ul style="list-style-type: none"> <li>- Listen and respond in group discussions.</li> <li>- Participate in a simple debate about school issues. E.g. answer questions from school councillors/charity events.</li> <li>- Identify different choices they can make. E.g. taking care of the environment, when getting rid of rubbish – which bin I am going to put it in?</li> <li>- Able to make ‘I’ statements instead of blaming others.</li> <li>- Begin to understand that they have more responsibilities to meet the needs of living things. E.g. knowing how to take care of plants, pets etc.</li> <li>- Begin to understand what harms their local, natural and built environment, make suggestions to improve them.</li> <li>- To discuss a range of different jobs adults can do.</li> </ul>	<p>themselves and their achievements.</p> <ul style="list-style-type: none"> <li>- Be able to face new challenges positively and know when and how to seek help.</li> <li>- Be able to identify the range of jobs carried out by people they know.</li> <li>- Value contributions of others in discussion and know how to respond appropriately (debating)</li> <li>- Begin to develop negotiating strategies.</li> <li>- Participate in making and changing rules within the classroom/school.</li> </ul>
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