

East Preston Infant School

PHSE/RSE Progression Overview



Intent:

At East Preston Infant School, we aim to ensure that children develop a sense of who they are and their belonging within their own families, the local community and the wider, more diverse society within the UK and our world.

Implementation:

Our curriculum and our Rights Respecting ethos have been carefully designed to develop tolerance, respect and self-esteem.

Through our Therapeutic Thinking approach, we teach children to be aware of their own thoughts and feelings as they happen, teaching them to use strategies to manage these so they can become independent in regulating their emotions and building resilience.

Through weekly lessons, as well as through other curriculum links, e.g. Science, RE, Computing, assemblies we develop children’s understanding of appropriate social skills and establishing boundaries around respectful relationships, including being able to recognise and challenge bullying.

Mental health/mindfulness sessions are included in order to support the children’s development of strategies to recognise and balance their mental well-being.

All children have their voice heard through the democratic election of our School Council and involvement in wider community projects.

Alongside this the children are exposed to a wider range of PHSE/RSE experiences throughout the year, such as community links with local elderly residents, disability groups workshops, celebrating diversity through both our curriculum and assemblies.

Intended Impact:

Through PHSE/RSE, our children will:

- become happy, confident citizens who have developed the key skills and knowledge necessary for the next stage of their learning.
- develop the skills and knowledge needed to live healthy, safe, productive and fulfilling lives, where they are able to make informed choices and to identify and manage risk.

The school maintains the Gold ‘Rights Respecting Award’ and the ‘BIG (Anti-Bullying) Award’ in recognition of the children’s ability to demonstrate skills and knowledge in PHSE/RSE.

Reception	Self-Regulation	Managing Self	Building Relationships
Emerging ELG	Find solutions to conflicts and rivalries Express their feelings and consider the feelings of others Develop appropriate ways of being assertive Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Select and use activities and resources, with help when needed Talk with others to solve conflicts See themselves as a valuable individual Be increasingly independent in meeting their own care needs	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 Build constructive and respectful relationships Work and play cooperatively and take turns with others

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	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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</p>	<p>Make healthy choices about food, drink, activity and toothbrushing</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p>	<p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p>
Reception Key Vocabulary:	consequences, emotions, feelings, secret, healthy, unhealthy, surprise, safe, special, unique, rules, friends, bullying, hygiene, medicine, dentist, teeth, toothpaste, private, community, transition, NSPCC Pantosaurus,		
Year One	Health & Wellbeing	Relationships	Living in the Wider World
	<p>Healthy Lifestyles (Physical Wellbeing)</p> <ul style="list-style-type: none"> • understand what keeping healthy means; different ways to keep healthy • know about foods that support good health and risks of eating too much sugar • know about how physical activity helps us to stay healthy and ways to be physically active everyday • know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV • know about the people who help us stay physically healthy (dentists) <p>Mental Health</p> <ul style="list-style-type: none"> • recognise and name different feelings • know how feelings can affect people's bodies and how they behave 	<p>Families and Close Positive Relationships</p> <ul style="list-style-type: none"> • learn about the roles different people play in our lives • identify people who love and care for them and what they do to help them feel cared for • learn about different types of families including those that may be different to their own • know that it is to tell someone (such as their teacher) if something about their family makes them unhappy or worried <p>Managing Hurtful Behaviour and Bullying</p> <ul style="list-style-type: none"> • know that bodies and feelings can be hurt by words and actions <p>Safe Relationships</p> <ul style="list-style-type: none"> • recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • know how to respond safely to adults they don't know • know about how to respond if physical contact makes them feel uncomfortable or unsafe 	<p>Shared Responsibility</p> <ul style="list-style-type: none"> • learn about what rules are, why they are needed, and why different rules are needed for different situations • know how people and other living things have different needs; about the responsibilities of caring for them • learn about things that they can do to help look after their environment • know about different jobs that people they know or people who work in the community do <p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> • learn about how the internet and digital devices can be used safely to find things out and to communicate with others (<i>Computing</i>) • learn about the role of the internet in everyday life (<i>Computing</i>) <p>Economic Wellbeing: Money</p> <ul style="list-style-type: none"> • understand what money is; forms that money comes in; that money comes from different sources

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	<ul style="list-style-type: none"> recognise what others might be feeling and to understand that not everyone feels the same at the same time, or feels the same about the same things <p>Ourselves, Growing and Changing</p> <ul style="list-style-type: none"> recognise the ways in which we are all unique know how to manage when finding things difficult learn about preparing to move to a new class/year group <p>Keeping Safe</p> <ul style="list-style-type: none"> learn about rules and restrictions that keep us safe know the 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. (<i>Computing</i>) understand the concept of basic first-aid 	<ul style="list-style-type: none"> learn about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) <p>Respecting Self and Others</p> <ul style="list-style-type: none"> learn about what is kind and unkind behaviour, and how this can affect others learn about how to treat themselves and others with respect; how to be polite and courteous 	<ul style="list-style-type: none"> learn about the difference between needs and wants, that sometimes people may not always be able to have the things they want (<i>Rights Respecting</i>) That jobs help people to earn money to pay for things
Year One Key Vocabulary:	<p>Build upon Reception vocabulary want, need, money, dental health, first aid, password, personal information, privacy,</p>		
Year Two	<p>Health & Wellbeing</p> <p><u>Healthy Lifestyles (Physical Wellbeing)</u></p> <ul style="list-style-type: none"> understand what constitutes a healthy lifestyle know about why sleep is important and different ways to rest and relax understand that medicines (including vaccinations and immunisation and those that support allergic reactions) can help people to stay healthy know the importance of, and how to maintain personal hygiene, understanding that simple hygiene routines can stop germs from spreading understand how to keep safe in the sun and protect skin from sun damage <p style="text-align: center;"><u>Mental Health</u></p> <ul style="list-style-type: none"> know about ways of sharing feelings; a range of words to describe feelings know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they feel dysregulated recognise when they need help with feelings and how to ask for help 	<p>Relationships</p> <p><u>Friendships</u></p> <ul style="list-style-type: none"> know about how people make friends and what makes a good friendship know how to recognise when they or someone else feels lonely and what to do (<i>Rights Respecting</i>) learn simple strategies to resolve arguments between friends positively (<i>Rights Respecting</i>) know how to ask for help if a friendship is making them feel unhappy (<i>Rights Respecting</i>) <p style="text-align: center;"><u>Safe Relationships</u></p> <ul style="list-style-type: none"> learn about how people may feel if they experience hurtful behaviour or bullying and that people can say hurtful things online (<i>Computing</i>) understand 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 know that sometimes people may behave differently online, including by pretending to be someone they are not learn basic techniques for resisting pressure to do something they don't want do and which may make them unsafe (<i>Rights Respecting</i>) 	<p>Living in the Wider World</p> <p><u>Communities</u></p> <ul style="list-style-type: none"> learn about the different groups they belong to learn about the different roles and responsibilities people have in their community recognise the ways they are the same as, and different to, other people <p style="text-align: center;"><u>Literacy & Digital Resilience</u></p> <ul style="list-style-type: none"> learn about the role of the internet in everyday life (<i>Computing</i>) understand that not all information seen online is true (<i>Computing</i>) <p style="text-align: center;"><u>Economic Wellbeing: Money</u></p> <ul style="list-style-type: none"> understand what money is; forms that money comes in; that money comes from different sources know that people make different choices about how to save and spend money learn about the difference between needs and wants, that sometimes people may not always be able to have the things they want That jobs help people to earn money to pay for things

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	<ul style="list-style-type: none"> know about change and loss and their associated feelings; to recognise what helps people to feel better <p style="text-align: center;"><u>Ourselves, Growing and Changing</u></p> <ul style="list-style-type: none"> name the main parts of the body know about growing and changing from young to old and how people's needs change learn about preparing to move to a new class/year group <p style="text-align: center;"><u>Keeping Safe</u></p> <ul style="list-style-type: none"> be able to recognise risk in simple everyday situations and what action to take to minimise harm know that household products (including medicines) can be harmful if not used correctly know ways to keep safe in familiar and unfamiliar environments and how to cross the road and level crossings safely About the people whose job it is to help keep us safe know what to do if there is an accident and someone is hurt know basic first aid know how to get help in an emergency (how to dial 999 and what to say) <p style="text-align: center;"><u>Drugs</u></p> <ul style="list-style-type: none"> learn about things that people can put in their body and how these can affect how people feel know about different feelings that humans can experience 	<ul style="list-style-type: none"> know 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 <p style="text-align: center;"><u>Respecting Self and Others</u></p> <ul style="list-style-type: none"> recognise the ways in which they are the same and different to others know how to listen to other people and play and work cooperatively know how to talk about and share their opinions on things that matter them 	
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Year Two Key Vocabulary:	Build upon Year 1 Vocabulary well-being, contribution, community, emergency, medicine, harmful, risk, spend, save, earn, diversity, hygiene
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National Curriculum

The National Curriculum for RSE list statements for end of primary, the elements that we cover are:

Families and people who care for me
Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships
Pupils should know:

- how important friendships are in making us feel happy and secure

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- the characteristics of friendships
- that healthy friendships are positive and welcoming towards others, do not make others feel lonely or excluded and that most friendships have ups and downs
- how to recognise who to trust and who not to trust
- how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy, including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to recognise and report feelings of being unsafe
- how to report concerns or abuse, the vocabulary and confidence needed to do so and where to get advice

Assessment

Teachers view children's thoughts and opinions to PSHE and RSE themes regularly and make on-going assessments against the learning intention.