



PSHE – Progression of Skills

Purpose of Study

Keeping a track of our personal mental health and that of the others around us is incredibly important as it is central to who we are and how we behave. Being aware of our own mental health allows us to know our own emotions, communicate better and ultimately maintain a positive mindset. At Hampton Infants, we aim to embed our mindful, wellbeing-based approach to PSHE throughout our school. Our goal is for the learning that takes place within our PSHE sessions to transcend into our children's wider wellbeing, as well as their attitudes to themselves and the world around them. We aim to teach for inclusivity and respect for difference, fostering a sense of inclusion within all our sessions in a way that is meaningful and appropriate for our children. We aim to create a positive culture around difference and diversity to equip our children with the vocabulary necessary to express and describe themselves. We want to ensure that children develop a sense of who they are and belonging within the community and own families. We encourage children to be aware of their own thoughts and feelings as they happen, supporting them in finding strategies to manage their own thoughts and feelings so they can become more independent in regulating their emotions and building emotional resilience. Children leave our school as respectful citizens with the skills required to successfully live in today's ever-changing world, enabling them to lead confident, healthy and independent lives.

Aims

At Hampton Infants, we strongly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant, and well-rounded adults. We aim to equip each child with the ability to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.

If you were to walk into PSHE lessons at Hampton Infants, you would see:

- Children utilising their emotional vocabulary during their lessons and around the school to promote their understanding of their wellbeing and develop strategies to manage their emotions.
- Children have an awareness of a range of global issues and problems and build up tolerance and a sense of responsibility for being a global citizen.
- Children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.

Key Stage 1

Health and Wellbeing

- what keeping healthy means; different ways to keep healthy and foods that support good health and the risks of eating too much sugar
- how physical activity helps us to stay healthy; and ways to be physically active everyday
- why sleep is important and different ways to rest and relax
- simple hygiene routines that can stop germs from spreading and medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- how to keep safe in the sun and protect skin from sun damage



PSHE – Progression of Skills

- The different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- people who help us to stay physically healthy

Relationships

- the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- different types of families including those that may be different to their own
- to identify common features of family life
- it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Living in the Wider World

- what rules are, why they are needed, and why different rules are needed for different situations
- how people and other living things have different needs; about the responsibilities of caring for them
- things they can do to help look after their environment
- the different groups they belong to
- the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people

PROGRESSION OF SKILLS	Nursery	Reception	Year 1	Year 2	End of Key Stage 1 Expectations
Health and Self care (H)	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play • Observes the effects of activity on their bodies. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves • Can usually manage washing and drying hands. 	<ul style="list-style-type: none"> • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Eats a healthy range of foodstuffs and understands the need for variety in food. 	<ul style="list-style-type: none"> • To understand what constitutes a healthy lifestyle eg. foods that support good health and the risks of eating too much sugar. • Have knowledge of dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. • Explain how physical activity helps us to stay healthy; and highlight ways to be physically active everyday • To learn the importance of, and how to maintain, personal hygiene. 	<ul style="list-style-type: none"> • Can understand how to respect their own and other people's bodies; knowing how to respond if physical contact makes them feel uncomfortable or unsafe. • Can recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. • Can describe how they have changed since they were a baby, highlighting how they grow and 	<p>To be able to:</p> <ul style="list-style-type: none"> • Make simple choices about aspects of their health, knowing what keeps them healthy eg. diet and physical activities. • Can explain ways of keeping clean. • Can name the main parts of the body.



PSHE – Progression of Skills

	<ul style="list-style-type: none"> Dresses with help, e.g. puts arms into an open-fronted coat or shirt when held up, pulls up own trousers, and pulls up a zipper once it is fastened at the bottom. 		<ul style="list-style-type: none"> To understand how some diseases are spread and can be controlled. To learn about the process from growing from old to young. Can name the main parts of the body. 	<p>change from young to old and how people’s needs change.</p> <ul style="list-style-type: none"> Knows what keeping healthy means and understanding different ways to keep healthy. To understand that household products, including medicines, can be harmful. 	
Well being and Managing Self	<ul style="list-style-type: none"> Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Shows confidence in asking adults for help. Aware of their own feelings, and knows that some actions and words can hurt others’ feelings. Can usually adapt behaviour to different events, social situations and changes in routine Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<ul style="list-style-type: none"> Aware of the boundaries set, and of behavioural expectations in the setting. Confident to speak to others about their own needs, wants, interests and opinions. Explains own knowledge and understanding, and asks appropriate questions of others. Can describe myself in positive terms and talk about abilities. Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realize they have upset them. 	<ul style="list-style-type: none"> To learn about good and not so good feelings. Eg. what is kind and unkind behaviour, and how this can affect others. To recognise and celebrate their strengths and set simple but challenging goals. To learn about change and loss and their associated feelings. To learn about people who look after them and who to go to if they are worried. To learn rules for and ways of keeping physically and emotionally safe both online and offline - including road safety and the difference between secrets and surprises. 	<p>Recognise different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good.</p> <ul style="list-style-type: none"> Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. Show understanding of what is kind and unkind behaviour, and how this can affect others, knowing that there may be consequences. in order to and make informed choices that improve their physical and emotional health, To recognise that they share a responsibility for keeping themselves and others safe, both online and offline. To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class. 	<p>To be able to:</p> <ul style="list-style-type: none"> Begin to cooperate with others in work and play. Begin to recognise the range of human emotions and ways to deal with them. Can demonstrate that they can manage some feelings in a positive and effective way. Describe ways of keeping safe in familiar situations.
Building Relationships (R)	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates 	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. 	<ul style="list-style-type: none"> To know how to communicate feelings to others and recognise how others show feelings. To learn people’s bodies and feelings can be hurt. 	<ul style="list-style-type: none"> Understand the difference between secrets and nice surprises and the importance of not keeping any secret that 	<p>To be able to:</p> <ul style="list-style-type: none"> Reflect on family relationships, different



PSHE – Progression of Skills

	<p>play, offering cues to peers to join them.</p> <ul style="list-style-type: none"> ● Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. ● Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<ul style="list-style-type: none"> ● Takes steps to resolve conflicts with other children, e.g. finding a compromise. ● Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<ul style="list-style-type: none"> ● To recognise what is fair and unfair, kind and unkind, right and wrong. ● To listen to other people and play and work cooperatively. To identify special people and how they should care for one another. ● To identify and respect the differences and similarities between people. ● To judge what kind of physical contact is acceptable/unacceptable, comfortable/ uncomfortable, and how to respond. ● To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. 	<p>makes them feel uncomfortable, anxious or afraid.</p> <ul style="list-style-type: none"> ● Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. ● Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. ● Identify and respect the differences and similarities between people to communicate their feelings to others ● Recognise how others show feelings and how to respond ● Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. 	<p>family groups and friendships.</p>
<p>Living in the Wider World (L)</p>	<ul style="list-style-type: none"> ● Will communicate freely about own home and community. ● Shows interest in the lives of people who are familiar to them. 	<ul style="list-style-type: none"> ● Recognise and describe special times or events for family or friends. ● Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> ● To know how they can contribute to the life of the classroom and school. ● Highlight the different roles and responsibilities people have in their community. ● Communicate how people and other living things have different needs; about the responsibilities of caring for them. ● Recognise the ways in which they are the same and different to others ● Highlight things they can do to help look after their environment. 	<ul style="list-style-type: none"> ● Show an understanding of what rights are and identify rights that all people share. ● Can discuss school and home life from around the world and say how they are the same as mine and how they are different. ● I can think about how people use things from the earth and what problems this can cause. 	<p>To be able to:</p> <ul style="list-style-type: none"> ● Identify and respect differences and similarities between people. ● Explain different ways that family and friends should care for one another.

Highlighted sections indicate skills needed to be at the expected standard.