



# West Hove Infants-‘Aim High and Smile’



## PSHE PROGRESSION

### Learning Expectations:

By the end of EYFS, children will have learned:

- To work as part of a team; co-operating and taking turns
- To take account of one others ideas, To form positive relationships with adults and children,
- To speak confidently in a group about their own interests and opinions, To try out new activities, select their own resources and say when they need help,
- To follow behavioural expectations, follow the rules and know why some behaviour is unacceptable, To talk about their own feelings and how they and others show feelings, To about their own and others’ behaviour, and its consequences.

 P.S.H.E.		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Skills	<ul style="list-style-type: none"> <li>• Knowing each other</li> <li>• Settling in</li> <li>• Golden rules</li> <li>• Learning animals</li> <li>• Circle time sessions</li> <li>• My family</li> </ul>	<ul style="list-style-type: none"> <li>• Working together</li> <li>• I am good at...</li> <li>• Persona Doll</li> <li>• Exploring emotions</li> <li>• Talk Partners</li> <li>• Learning animals</li> </ul>	<ul style="list-style-type: none"> <li>• How different ‘helping’ services help us to keep well and safe</li> <li>• What to do if I’m ill or hurt?</li> <li>• Healthy eating</li> <li>• How to keep safe – what is an emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Justice</li> <li>• Good to be me</li> <li>• How to prevent accidents in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Sun safety</li> <li>• Water safety</li> <li>• Protective behaviours</li> <li>• Safety on trip</li> </ul>	<ul style="list-style-type: none"> <li>• Changes-transition</li> </ul>





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	<b>Context</b>	<ul style="list-style-type: none"> <li>Name games</li> <li>Miss Beanie stories</li> <li>Independence and Cooperation units</li> <li>Family week</li> </ul>	<ul style="list-style-type: none"> <li>Perseverance and Imagination units</li> <li>Circle time on emotions unit</li> <li>Persona doll (Aaliyah) supported by EMAS</li> <li>Anti-bullying week</li> </ul>	<ul style="list-style-type: none"> <li>Unit on staying healthy and medicines</li> <li>Vocational job visitors</li> <li>Healthy eating unit</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Justice unit of teaching</li> <li>Self-confidence sessions</li> <li>P.E focus on carrying and storing equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Units on sun and water safety</li> <li>Feeling Good, Feeling safe sessions</li> <li>First school trip</li> </ul>	<ul style="list-style-type: none"> <li>Unit on changes- personal history</li> <li>Meeting with new teachers</li> <li>Interviewing Year 1 children ahead of transition</li> </ul>
	<b>Vocabulary</b>	Independence, cooperation, rules, kind, property, gentle, listen, honest, class, friends, teacher	Imagination, perseverance, bullying, friend, refugee	Helping, safe, healthy, ill, treat, everyday, emergency	Argument, compromise, safety, safely, store, carry	Safety, safely, body parts, names, warning signs, unsafe, safe	Change, transition, growing up, moving, feelings, emotions

**Ongoing throughout the year:**

- Wonderful World of Me
- Characteristics of Learning
- Golden Rules
- Chatterbox partners
- Restorative Justice

**Ongoing Vocabulary:**

- Honest, kind, property, gentle, working hard, listening
- Perseverance, cooperation, independence, imagination, questioning

**See also:**

- Environment/Continuous provision planners

**ELG:**

**Making Relationships**

Early Learning Goal: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Self-confidence and self-awareness**





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Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

### **Managing Feelings and Behaviour**

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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

## PSHE PROGRESSION

### Learning Expectations:

- Identity, Self-awareness, resilience and Managing feelings
- Getting on with others -negotiation and consent
  - Risk management -staying safe
  - Getting help
- Media messages -understanding and Challenging/critical thinking





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Y1	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Our new class community</li> <li>• Why we learn</li> <li>• Sharing feelings, ideas and opinions</li> <li>• Characteristics of Learning</li> <li>• A balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental safety &amp; Drugs Education</li> <li>• Characteristics of Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing about different and own preferred learning style, setting a goal, avoiding distractions</li> <li>• Give examples of stereotyped views of girls and boys and explain why they are not always true.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that some groups of people are not treated equally and I know some ways to challenge this safely.</li> <li>• Explore feelings coping strategies for being bullied/rude behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore feelings of jealousy and coping strategies; explore ways to feel better when you feel hurt without hurting others.</li> <li>• Money Management</li> </ul>	<ul style="list-style-type: none"> <li>• Global Citizenship Identity and belonging including:</li> <li>• Similarities and differences</li> </ul>
	<b>Context</b>	<ul style="list-style-type: none"> <li>• Golden Rules re-cap over a series of sessions</li> <li>• An introduction to democracy and a chance to vote on the school council</li> <li>• Invisible and visible similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Getting on and falling out-looking at how to effectively manage disagreements and compromise</li> <li>• Medicines around the home</li> </ul>	<ul style="list-style-type: none"> <li>• Going for goals unit-how to set a target for yourself and meet it</li> <li>• To understand what a stereotype is &amp; to begin to recognise gender stereotypes in the media</li> </ul>	<ul style="list-style-type: none"> <li>• Gypsy Romany Traveller education</li> <li>• Good to be me- sessions on self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring emotions around envy and friendships</li> <li>• Feeling Good, Feeling Safe unit</li> </ul>	<ul style="list-style-type: none"> <li>• How to look after your body</li> <li>• Changes and transition to Year 2</li> </ul>





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	<b>Vocabulary</b>	Independence, cooperation, perseverance, creativity, curiosity, gentle, listen, honest, healthy, similar, different	Independence, cooperation, perseverance, creativity, curiosity, friend, listen, kind, peaceful, gentle, medicine, safe, compromise	Perseverance, distraction, target, stereotypes, gender, similarities, differences	Differences, similarities, bullying, equality, traveller, bystander	Envy, friendships, jealousy, safety, feelings, body, trust, private, permission, worries	Similarities, differences, transition, change, growth,
<b>Y2</b>	<b>Skills</b>	<ul style="list-style-type: none"> <li>Developing skills for learning and Citizenship</li> <li>Class charter</li> <li>Democracy</li> <li>School council</li> <li>Global citizenship</li> <li>Multi-cultural Britain</li> <li>Keeping safe and healthy</li> </ul>	<ul style="list-style-type: none"> <li>Getting on and falling out</li> <li>Working with others skills</li> <li>Say no to bullying (Anti bullying week)</li> <li>Keeping safe- Environmental safety &amp; Drugs Education</li> <li>Healthy Eating</li> </ul>	<ul style="list-style-type: none"> <li><b>Going for goals; Life skills</b></li> <li>Setting and achieving goals</li> <li>Internet Safety</li> <li><b>Respecting the differences between people</b></li> <li>Careers &amp; gender</li> <li>Money Management</li> </ul>	<ul style="list-style-type: none"> <li>Explore feeling good about myself</li> <li>learning ways to relax</li> <li>Disability Equality Education</li> </ul>	<ul style="list-style-type: none"> <li><b>Relationships and Protective Behaviours</b></li> <li>Love and loss</li> <li>Feeling Good</li> <li>Feeling Safe</li> </ul>	<ul style="list-style-type: none"> <li>Forming positive habits</li> <li>Changes</li> <li>Life cycles and naming body parts</li> <li><b>Transition into Y3</b></li> </ul>





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	<b>Context</b>	<ul style="list-style-type: none"> <li>Reflecting on the Golden Rules and making a class charter</li> <li>An re-cap of democracy and a chance to vote on the school council</li> <li>Looking at our community and multi-cultural Britain</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the things they are good at, and the things they find more difficult</li> <li>Listen to a partner without interrupting and remember and repeat something they have said</li> <li>Empathize</li> </ul>	<ul style="list-style-type: none"> <li>Know ways to make people feel welcome</li> <li>Can give examples of stereotyped views of girls and boys and explain why they are not true with reference to widening career aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop self-confidence by recognising physical and mental attributes</li> <li>Know some ways to calm themselves down and relax</li> <li>To recognise stereotypes around disability and think actively about inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>Show/tell you how to cross roads safely</li> <li>Recognise risks and hazards in the home.</li> <li>To understand grief and loss and coping strategies around this</li> <li>Feeling Good, Feeling Safe unit</li> </ul>	<ul style="list-style-type: none"> <li>How to care for their body proactively</li> <li>Differences in physical gender</li> <li>Names of reproductive body parts</li> <li>Transition days</li> <li>Circle time unit on Transition to KS2</li> </ul>
	<b>Vocabulary</b>	Rules, respect, positive, democracy, qualities, similarities, differences, diversity, community, family, opinion, environment.	Compliment, feelings, overwhelmed, frustration, anger, bullying, persistent, conflict, resolution, medicine, safety, harmful, road safety, crossing.	Goals, achieve, planning, growth mind-set, obstacles, barriers to learning, gender, equality, roles, respect.	Enjoyment, relaxed, feelings, differences, similarities, equality, confidence, stereotypes, inclusive.	Road safety, safety, safe, grief, loss, bereavement, coping, feelings, bodies, permission, trust, private.	Hygiene, body, care, differences, similarities, transition, trust, private, permission.

