



Chalfont St Peter Infant School Skills Progression

Subject area: PSHE and Relationships

Personal, Social, Health and Economic (PSHE) and Relationships education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential.

The PSHE and Relationships education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHE and Relationships education provision is essential to safeguarding pupils as set out in 'Keeping Children Safe in Education'.

Aims

Our aims for PSHE and Relationship education are to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Implementation of PSHE and Relationship education in Reception

PSHE is not a discrete curriculum subject within the statutory EYFS framework. However, EYFS is still a vital place to start exploring the foundations of PSHE education. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to the PSHE and Relationships education Programme of Study. Learning and development opportunities for these areas, as well as Communication and language, can be interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

The following early years goals are prerequisite skills for PSHE in KS1:

Personal, Social and Emotional Development (Making Relationships)

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.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

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.

Personal, Social and Emotional Development (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.

Physical Development (Health and Self-Care)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Understanding the World (People and Communities)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Implementation of PSHE and Relationship education in Key Stage 1

The 2020 DfE statutory PSHE Programme of Study sets out learning opportunities for key stage 1 in three core themes; Health and Wellbeing, Relationships and Living in the Wider World. These are expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness. The programme reflects the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. The programme will be taught through six thematic units in Year 1 and in Year 2, each unit consisting of six lessons. PSHE will also be taught through cross-curricular links and whole school assembly themes.

The 2020 DfE Programme of Study for PSHE Education (Key Stages 1-5):

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Chalfont St Peter's Progression of PSHE and Relationships Skills

Core Themes	Year R	Year 1	Year 2
Health & Well-Being 	ELGs: Self-regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • 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. ELGs: Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Unit 2 - It's my Body • Explain how much sleep they need. • Discuss why exercise is good for them. • Understand they can choose what happens to their bodies • List healthy snacks • Know to ask a trusted adult if uncertain about whether something is safe to eat or drink • Demonstrate hygienic ways to look after their bodies. Unit 5 – Think Positive • Identify and discuss feelings and emotions, using simple terms. • Describe things that make them feel happy and unhappy. • Understand that they have a choice about how to react to things that happen. • Talk about personal achievements and goals. • Describe difficult feelings and what might cause these feelings. • Discuss things for which they are thankful. • Focus on an activity, remaining calm and still	Unit 2 - Safety First • Identify some everyday dangers. • Understand some basic rules that help keep people safe. • Know what to do if they feel in danger. • Identify some dangers in the home. • Identify some dangers outside. • Identify which information they should never share on the Internet • Know that their private body parts are private. • Recall the number to call in an emergency. • List some people who can help them stay safe. Unit 5 – Growing Up • Talk about their own likes and dislikes. • Understand that different people like different things. • Understand that girls and boys can like different things, or the same things. • Describe how they have changed since they were a baby. • Understand that people's needs change as they grow older.

			• Talk about things they would like to do when they are older. • Discuss some changes that people might go through in life. • Talk about their family and ask others questions about their family.
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Relationships 	ELGs: Building Relationships • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs.	Unit 1 - TEAM • Talk about teams they belong to. • Follow instructions and create a tower by applying good listening. • Use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others. • Work in a group to discuss what they could do if they saw others being teased or bullied. • Work as a group to sort thoughts given into helpful and not so helpful thought categories. • Sort images of behaviours into good and not so good choices. Unit 4- Be Yourself • Identify own special traits and qualities. • Identify and name common feelings. • Select times and situations that make them feel happy. • Talk about what makes them feel unhappy or cross. • Explain how change and loss make them feel. • Understand the importance of sharing their thoughts and feelings.	Unit 1- VIPs • Explain who the special people in their lives are. • Talk about the importance of families. • Describe what makes someone a good friend. • Know how to resolve an argument in a positive way. • Know the skills involved in successful cooperation. • Identify a way to show others they care. Unit 4 – Digital Wellbeing • Identify ways we use the Internet. • talk about different activities they like to do both online and offline. • Discuss some of the risks that are present when we go online. • Explain how to get help if anything online frightens them. • Give examples of personal information and understand that we keep it private. • Talk about ways people

			communicate online and explain what to do if something they see worries them.
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- Understand that not everything we see on the Internet is true.

		Understand the importance of sharing their thoughts and feelings.	
Living in the Wider World 	ELGs: Past and Present Talk about the lives of the people around them and their roles in society;	Unit 3- Diverse Britain - Identify groups and communities that they belong to. - Explain how to be a good neighbour. - Pick out things that harm and things that help a neighbourhood. - Describe what it is like to live in Britain. - Identify similarities and differences between British people. - Talk about what makes them feel proud of being British.	Unit 3- Aiming High - Discuss their star qualities. - Identify what a positive learning attitude is. - Talk about jobs they can do when they grow up. - Discuss what skills and interests are needed for different jobs. - Talk about hopes they have for the future. - Discuss what they are looking forward to about next year.

	ELGs: People, Culture and communities • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Unit 6- Money Matters • Talk about different sources that money can come from. • Identify things they want. • Identify things they need. • Talk about ways we can keep track of what we spend. • Discuss ways they can keep money safe. • discuss some methods of payment.	Unit 6- One World • Talk about special people in their life and say why they are special. • Talk about different homes around the world and identify how they are the same as and different from their own. • Describe what their school is like. • Explain what an environment is. • Explain what natural resources are and identify how people use them. • Say what they love about the world in which they live and describe how they would feel if these things disappeared.
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Year Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit 1 - TEAM	Unit 2 – It's My Body	Unit 3 – Diverse Britain	Unit 4 – Be Yourself	Unit 5 – Think Positive	Unit 6 – Money Matters
Year 2	Unit 1 - VIPs	Unit 2 – Safety First	Unit 3 – Aiming high	Unit 4 – Digital well being	Unit 5 – Growing up	Unit 6 – One World