



PSHE: Progression from Nursery to Year 2

Development Matters 2020	Nursery (Class 1)	<u>Communication & Language</u> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. <u>PSED</u> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • 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. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. <u>Physical development</u> • Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, • e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. <u>Understanding the World</u> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations.
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		• Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Early Learning Goals	Reception (Classes 2-4)	<u>Communication & Language</u> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers; • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Express their ideas and feelings about their experiences using full sentences. <u>PSED</u> • 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; • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right and 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; • 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. <u>Understanding the World</u> • Talk about the lives of the people around them and their roles in society.
RSE & Health Education	Key Stage 1 (Classes 5-10)	Pupils should be taught: • What a relationship is, what a friendship is, what family means and who are the people who can support them; • How to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving; • The benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. • Pupils will be able to articulate how they are feeling and how they are behaving is appropriate and proportionate for the situations they experience; • About the benefits of hobbies, interests and participation in their own communities.

Area	Year Group	Content	Vocabulary
Relationships	Nursery	• I can play with one or more children • I am starting to understand how others might be feeling • I am happy in my nursery setting • I am starting conversations with adults/friends.	Love, family, friends, feelings, listening, concentrating, thinking.
	Reception	• I can play cooperatively • I can take turns with others • I can listen to my friends' ideas • I build positive relationships with adults and friends • I am sensitive to others' needs and feelings	Love, family, friends, feelings, listening, concentrating, thinking.
	Year 1	• I can talk about what makes me special • I can talk about what teams I belong to • I can explain how to be kind and why it is important • I can explain how to be a positive learner • I can identify good and not-so-good choices • I can be a good listener • I can name some of the feelings I have and describe how they feel • I can talk about the things I like that make me feel happy • I can discuss how change makes me feel • I can share what I think and feel with confidence	Golden rules, gentle, honest, property, teams, belonging, logo, kindness, gentle, helpful, special, active listening, choices, attitude, brains, positive, mind-set, negative, feelings, scared, excited, nervous, angry, astonished, embarrassed, surprised, confused, worried, happy, frustrated.
	Year 2	• I understand that we are all different and everyone likes different things • I can describe how I have changed since I was a baby • I can describe how I will change as I get older • I know things change in life and I know how it make me feel • I understand ow to respect my own and other people's bodies • I can talk about the important people in my life and explain why they are special • I can say why families are important • I know what makes someone a good friend	Mindfulness, relaxation, stereotype, unique, agree, disagree, growing, independent, responsibility, consent, special, VIPs, family, falling out, disagreement, argument, co-operate.

		• I know some strategies to help work out arguments and disagreements • I can cooperate with others to achieve a task • I know how to show people I care and why this is important.	
Health & Wellbeing/ Self-confidence & Self awareness	Nursery	• I can choose resources with help • I can be encouraged to try new things • I have a favourite activity • I can ask for help • I can talk about myself and people who are important to me	Try, choice, choose, like, dislike, help, favourite, yes, no
	Reception	• I will try new things • I can say why I like some activities more than others • I can speak to a familiar group • I will talk about my ideas • I choose my own resources when doing or making • I say when I do or do not need help.	Try, choice, like, dislike, help, favourite, yes, no, ideas, prefer
	Year 1	• I can make healthy choices about sleep and exercise • I can make healthy choices about food and drink • I know how to keep my body clean • I can choose to keep myself safe • I can think of my star qualities • I know a positive learning attitude can help me • I can talk about jobs that people can do and I know what I want to be when I grow up • I can think about changes and think how I feel about them	Star qualities, positive learner, future, goals, co-operation, conflict, exercise, healthy, germs, virus, diseases, diet, dangerous, medicines, poisonous, choices, consequences.
	Year 2	• I understand how happy thoughts can make me feel good • I can make good choices and consider the impact of my decisions • I can set simple goals and think how to achieve them • I discuss my feelings and opinions with others and cope with difficult emotions • I can say what I am thankful for and focus on what I have • I know how to stay safe at school • I know how to stay safe at home • I know how to stay safe when out and about	Positive, negative, thoughts, mindfulness, strategies, grateful, present, dangers, private, emergency, medicine, safe, help.

		• I can keep myself safe when using technology • I know my body belongs to me • I know how to keep my body safe • I know who to go to if I need help	
Living in the wider world/Managing Feelings	Nursery	• I use words such as 'happy' and 'sad' • I am starting to follow the rules • I help at tidy up time • I am starting to suggest ideas to help find solutions • I start to work as part of a group then the class	Golden Rules, gentle, honest, property, helpful, kind, happy, sad.
	Reception	• I can talk about my feelings • I understanding the consequences of some behaviour • I know that some behaviour is unacceptable • I work as part of a group or class • I understand and follow the rules • I take changes in my routine in my stride • I can adjust my behaviour to different situations	Golden Rules, gentle, honest, property, helpful, kind, happy, sad, cross, upset, worried.
	Year 1	• I can say ways that I help my school • I can think of ways that I can be a good neighbour • I can think of things that help and harm my home • I can describe what it is like to live in Britain • I can explore how people in Britain can be different and the same • I can explain the difference between things we want and things we need • I can explain how I keep belongings safe and why • I can explain where money comes from and why we need it	Community, neighbour, town, harm, country, Britain, United Kingdom, England, Scotland, Wales, Northern Ireland, proud, change.
	Year 2	• I explore family life in different countries and say how it is similar and different • I can discuss homes/home life from around the world and say how it is similar and different • I can discuss what it is like to go to school in other countries and say how it is similar and different • I can explore places where people live which is different from where I live	Environment, countries, world, similar, different, earth, planet, rights, respect, fair, positive.

		• I can think about how people use things from the earth and what problems this can cause • I can say why it is important to care for the earth and how I can help protect it • I can talk about what rights are • I can explain who helps protect our rights • I can show respect for everyone and know why this is important • I can understand why it is important to be fair • I can make a positive difference by taking part.	
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