

PSHE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

RECEPTION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Self-regulation: My Feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
EYFS FRAMEWORK Personal, Social and Emotional Development	Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. <b>ELG: Self-regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Build constructive and respectful relationships. See themselves as a valuable individual. Think about the perspectives of others.	Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenges. <b>ELG: Managing Self:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. <b>ELG: Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	<b>ELG: Self-Regulation:</b> 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. <b>ELG: Managing Self:</b> 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. <b>ELG: Building Relationships:</b> Show sensitivity to their own and to others' needs.	<b>ELG: Building Relationships:</b> Show sensitivity to their own and to others' needs. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. <b>ELG: Managing Self:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.	<b>ELG: Managing Self:</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>ELG: Self-Regulation:</b> 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.
CONTENT	In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.	In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.
SKILLS	Identifying how characters within a story may be	Learning how to talk about our families and discussing	Beginning to understand why rules are important in	Beginning to understand why rules are important in	Developing strategies to help when sharing with	Discussing ways that we can take care of ourselves.

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	feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	why we love them. Talking about people that hold a special place in my life.	school. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	school. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	others. Exploring what makes a good friend. Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique.	Exploring how exercise affects different parts of the body.
<b>KEY KNOWLEDGE</b>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• How to name some different feelings and emotions.</li> <li>• That I am a valuable individual.</li> <li>• That facial expressions can give us clues as to how a person is feeling.</li> <li>• That I can learn from my mistakes.</li> <li>• Some strategies to calm down.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• How to name and describe the different members of our families.</li> <li>• That all families are valuable and special.</li> <li>• That we all have similarities and differences and that make us special.</li> <li>• That we all have different beliefs and celebrate special times in different ways.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• To know that we have rules to keep everything fair, safe and enjoyable for everyone.</li> <li>• That all people are valuable.</li> <li>• That it is important to help, listen and support others when working as a team.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• To know that we have rules to keep everything fair, safe and enjoyable for everyone.</li> <li>• That it is important to help, listen and support others when working as a team.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• That we share toys so that everyone feels involved and no one feels left out or upset.</li> <li>• That different people like different things.</li> <li>• That all people are valuable.</li> <li>• That it is important to help, listen and support others when working as a team.</li> <li>• That it is important to tell the truth.</li> <li>• Why it is important to follow rules.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• That having a naturally colourful diet is one way to try and eat healthily.</li> <li>• That exercise means moving our body and is important.</li> <li>• That yoga can help our bodies and minds relax.</li> <li>• That some rules are in place to keep us safe.</li> <li>• How to behave safely on the pavement and when crossing roads with an adult.</li> </ul>
<b>RETRIEVAL/ PRIOR LINKS</b>						
<b>NEW VOCAB</b> (REMEMBER TO RECALL PREVIOUS VOCAB)	Feelings, emotions, happy, sad, scared, worried, excited, facial expressions, valuable, mistake, calm	Family, mother, father, mum, dad, sister, brother, grandmother, grandfather, aunt, uncle, cousin, similarities, differences, celebrations	Rules, fair, safe, team, listen, support	Honest, instructions	Festivals, beliefs, sharing, teamwork, support	Exercise, relaxation, meditation, diet

<b>YEAR 1</b>	<b>Family and relationships</b>	<b>Health and wellbeing</b>	<b>Safety and the changing body</b>	<b>Citizenship</b>	<b>Economic wellbeing</b>
<b>NC OBJECTIVES</b>	The Kapow scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)				
<b>CONTENT</b>	Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep on wellbeing, the importance of hand washing and sun protection, and identifying and dealing with allergic reactions.	Learning about how to respond to adults in different situations, distinguishing appropriate and inappropriate physical contact, understanding how to call the emergency services, understanding the difference between acceptable and unacceptable physical contact and beginning to understand safety around substances.	Learning about the importance of rules and consequences of not following them and exploring our similarities and differences.	Learning about what money is and where it comes from and about spending and saving.
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Exploring how families are different to each other.</li> <li>• Exploring how friendship problems can be overcome.</li> <li>• Exploring friendly behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to wash hands properly.</li> <li>• Learning how to deal with an allergic reaction.</li> <li>• Exploring positive sleep habits.</li> <li>• Identifying different ways to manage feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning what is and is not safe to put in or on our bodies.</li> <li>• Practising making an emergency phone call.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising why rules are necessary.</li> <li>• Exploring the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing what to do if we find money.</li> <li>• Exploring choices people make about money.</li> </ul>
<b>KEY KNOWLEDGE</b>	Children will know: <ul style="list-style-type: none"> <li>• That some information about me and my family is personal.</li> <li>• Some characteristics of a positive friendship.</li> <li>• That friendships can have problems but that these can be overcome.</li> <li>• That it is called stereotyping when people think of things as</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• That we can limit the spread of germs by having good hand hygiene.</li> <li>• The five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>• That certain foods and other things can cause allergic reactions in some people.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• That some types of physical contact are never appropriate.</li> <li>• That some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</li> <li>• That an emergency is a situation where someone is badly hurt,</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• The rules in school.</li> <li>• That people are all different.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• That coins and notes have different values.</li> <li>• Some of the ways children may receive money.</li> <li>• That it is wrong to steal money.</li> </ul>

	being 'for boys' or 'for girls'.	<ul style="list-style-type: none"> <li>• That sleep helps my body to repair itself, to grow and restores my energy.</li> <li>• That strengths are things we are good at.</li> <li>• That qualities describe what we are like.</li> <li>• The words to describe some positive and negative emotions.</li> </ul>	<p>very ill or a serious accident has happened.</p> <ul style="list-style-type: none"> <li>• That the emergency services are the police, fire service and the ambulance service.</li> </ul>		
RETRIEVAL/ PRIOR LINKS	<ul style="list-style-type: none"> <li>• How to name and describe the different members of our families.</li> <li>• That all families are valuable and special.</li> <li>• That different people like different things.</li> <li>• That all people are valuable.</li> </ul>	<ul style="list-style-type: none"> <li>• How to name some different feelings and emotions.</li> <li>• That having a naturally colourful diet is one way to try and eat healthily.</li> <li>• That exercise means moving our body and is important.</li> </ul>	<ul style="list-style-type: none"> <li>• That some rules are in place to keep us safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that we have rules to keep everything fair, safe and enjoyable for everyone.</li> <li>• That it is important to help, listen and support others when working as a team.</li> <li>• That we all have similarities and differences and that make us special.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of coins (maths)</li> </ul>
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	behaviour, care, , family, friend, friendly, problem, stereotype	allergy, germs, ill (poorly), qualities, relax	accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust	care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote	bank, bank account, building society, earn, interest, job, money, pocket money, save, spend, value

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<b>YEAR 2</b>	<b>Family and relationships</b>	<b>Health and wellbeing</b>	<b>Safety and the changing body</b>	<b>Citizenship</b>	<b>Economic wellbeing</b>
<b>NC OBJECTIVES</b>	The Kapow scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)				
<b>CONTENT</b>	Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.	Learning about strategies to manage different emotions, setting goals and developing a growth mindset, understanding what it means to have a healthy diet and understanding dental hygiene.	Learning about online safety, distinguishing secrets from surprises, naming body parts and looking at the concept of privacy.	Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Exploring how friendship problems can be overcome.</li> <li>• Exploring friendly behaviours.</li> <li>• Understanding difficulties in friendships and discussing action that can be taken.</li> <li>• Exploring the conventions of manners in different situations.</li> <li>• Exploring how loss and change can affect us.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the effect that food and drink can have on my teeth.</li> <li>• Exploring some of the benefits of a healthy balanced diet.</li> <li>• Suggesting how to improve an unbalanced meal.</li> <li>• Exploring strategies to manage different emotions.</li> <li>• Developing empathy.</li> <li>• Exploring the need for perseverance and developing a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the concept of privacy.</li> <li>• Exploring ways to stay safe online.</li> <li>• Exploring what people can do to feel better when they are ill.</li> <li>• Learning how to be safe around medicines.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining why rules are in place.</li> <li>• Learning how to discuss issues of concern to me.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying whether something is a want or need.</li> <li>• Recognising that people make choices about how to spend money.</li> </ul>
<b>KEY KNOWLEDGE</b>	Children will know: <ul style="list-style-type: none"> <li>• That families can be made up of different people.</li> <li>• That families may be different to my family.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• That food and drinks with lots of sugar are bad for my teeth.</li> <li>• The balance of foods we need to keep healthy.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• The PANTS rule.</li> <li>• That I should tell an adult if I see something which makes me uncomfortable online.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• Some of the different places where rules apply.</li> <li>• That some rules are made to be followed by</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• Some of the ways in which adults get money.</li> <li>• The difference between a 'want' and 'need'.</li> </ul>

	<ul style="list-style-type: none"> <li>Some problems which might happen in friendships.</li> <li>That some problems in friendships might be more serious and need addressing.</li> <li>What good manners are.</li> <li>Some stereotypes related to jobs.</li> <li>That there are ways we can remember people or events.</li> </ul>	<ul style="list-style-type: none"> <li>That we can feel more than one emotion at a time.</li> <li>That a growth mindset means being positive about challenges and finding ways to overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>The difference between secrets and surprises.</li> <li>That medicine can help us when we are ill.</li> <li>That we should only take medicines when a trusted adult says we can.</li> <li>The names of parts of my body including private parts.</li> </ul>	everyone and are known as 'laws'.	<ul style="list-style-type: none"> <li>Some of the features to look at when selecting a bank account.</li> </ul>
RETRIEVAL/ PRIOR LINKS	<ul style="list-style-type: none"> <li>That all families are valuable and special.</li> <li>Some characteristics of a positive friendship.</li> <li>That friendships can have problems but that these can be overcome.</li> <li>That it is called stereotyping when people think of things as being 'for boys' or 'for girls'.</li> </ul>	<ul style="list-style-type: none"> <li>That having a naturally colourful diet is one way to try and eat healthily.</li> <li>The words to describe some positive and negative emotions.</li> <li>That strengths are things we are good at.</li> </ul>	<ul style="list-style-type: none"> <li>That some types of physical contact are never appropriate.</li> <li>That some things are unsafe to put onto or into my body and to ask an adult if I am not sure</li> </ul>	<ul style="list-style-type: none"> <li>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</li> <li>The rules in school.</li> <li>That we all have similarities and differences and that make us special.</li> </ul>	<ul style="list-style-type: none"> <li>That coins and notes have different values.</li> <li>Some of the ways children may receive money.</li> <li>That it is wrong to steal money.</li> </ul>
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	manners, respect	goal, growth mindset, relaxation	medicine, penis, testicles, vulva, vagina, private parts	election, environment, identity, opinion, school council, volunteer, vote	need, priority, want