

PSHE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

Teaching and learning in PSHE will be suitably adapted to ensure that all learners, including those with SEND, can access and engage with key knowledge at their appropriate age or stage of development.

NURSERY	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME						
EYFS FRAMEWORK	<p>Development Matters Birth to 3 Years Old</p> <p>Feel strong enough to express a range of emotions.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on.</p> <p>Develop friends with other children.</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Begin to show 'effortful control'. For example,</p>	<p>Birth to 3.</p> <p>Establish their sense of self.</p> <p>Use engagement to achieve a goal e.g. gesture towards something they want.</p> <p>Find ways to manage transitions.</p> <p>Thrive as they develop self-assurance.</p> <p>Look for clues about how to respond to something interesting.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>3-4 Years Old</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Be increasingly independent as they get dressed and undressed.</p>	<p>Find solutions to conflicts and rivalries.</p> <p>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (3-4 Years)</p> <p>Develop appropriate ways of being assertive. (3-4 Years)</p> <p>Talk with others to solve conflicts. (3-4 Years)</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing. (PSED 3-4 Years)</p>	<p>Development Matters 3-4 years:</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Understand gradually how others might be feeling.</p>	<p>Show more confidence in new social situations. (3-4 Years)</p> <p>Play with one or more other children, extending and elaborating play ideas. (3-4 Years)</p> <p>Increasingly follow rules, understanding why they are important. (3-4 Years)</p> <p>Remember rules without needing an adult to remind them. (3-4 Years)</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (3-4 Years)</p> <p>Understand gradually how others might be feeling. (3-4 Years)</p>	<p>Show more confidence in new social situations. (3-4 Years)</p> <p>Play with one or more other children, extending and elaborating play ideas. (3-4 Years)</p> <p>Increasingly follow rules, understanding why they are important. (3-4 Years)</p> <p>Remember rules without needing an adult to remind them. (3-4 Years)</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (3-4 Years)</p> <p>Understand gradually how others might be feeling. (3-4 Years)</p>

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	waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Grow in independence, rejecting help ('me do it'). Sometimes this leads to feelings of frustration and tantrums.					
CONTENT						
SKILLS	- Can recognise when I feel these emotions and what has happened to make me feel it.	Explore what it means to be a farmer this time of year and harvest the vegetables that have been grown. Children explore what it means to be responsible and how they can support the community and how it makes them feel. Explore the feelings with the sounds of fireworks.	- Explore their own feelings in races and games and link to the Chinese New Year animal story. - Explore the colour and texture of materials and work as a team to complete a team project. - Explore developing ways to getting their point across and how to solve conflicts. • - Explore brushing teeth using the big teeth and toothbrush	Explore the different feelings through the characters in the stories and how to recognise that people are feeling these emotions. Explore ways in which we can calm down if we get angry like Daddy Bear in the story.	- Be able to share in their play. - Be able to solve conflicts when playing.	- Be able to share in their play. - Be able to solve conflicts when playing.
KEY KNOWLEDGE	Children will know: - Name emotions: happy, sad, angry, excited. • - Rules are important to keep everyone safe.	Children will know: - I know and can express the feelings of happy, sad, angry, worried. - I know how I am feeling and that others might not feel the same. - I can name the vegetables carrots, sweet corn, peas, cauliflower, broccoli, pumpkin. - I know that vegetables are healthy foods and good for our body. - I know the rules about fireworks and bonfire and	Children will know: - know feelings like happy, sad, angry. - know that working together to complete a big task is better than on their own. - know it is important to brush their teeth twice a day.	Children will know: - Know that people can feel happy, sad, angry or worried. - Know that others might feel something different to I am feeling and how that looks. E.g. happy – laughing and smiling. - Know that rules keep us safe. - Know that talking to strangers can be dangerous.	Children will know: - Know feelings – scared, angry, upset, • - Know that it is good to share and be aware of how others might feel if we don't share. • Strategies for calming themselves or how to ask for help if they feel unsure.	Children will know: feelings - nervous • - Know that it is good to share and be aware of how others might feel if we don't share.

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		that they are in place to keep me safe. - I know being responsible is a good choice.				
SEND sticky knowledge/All children should know	Be confident to express feelings of happiness or sadness through vocalisations, symbols or gestures.	To know the phrase “good choice” and “bad choice” Choose between two healthy snacks using an object of reference (possibly naming most common).	Recognise the emotions happy and sad using visuals/mirrors (to view their own and others’ facial expressions). To be able to wash hands with the support of adults and/or visuals	To be able to express feelings of happy and sad using an ALD. To be able to follow the school rules some of the time, may use visual prompts for support inc ALD, class timetable etc	To independently access the ‘calm area’ or use sensory toys to regulate/calm. Gain attention of adult to co-regulate using visuals, pointing, taking to an adult to the desired area or vocalising.	Take turns with a supporting adult or independently using the “MTYT” approach. Using visuals if needed.
NEW VOCAB	happy, sad, excited, angry, emotions, feelings, look after, good friends, share, take turns, rules, right, wrong, behaviour, need, want	Vegetables, harvest, farmer, job, safe, rules, bonfire night, feelings, happy, sad, excited, scared, worried, frightened, loud, bang, long, short, responsible, helper,	Feelings, emotions, happy, sad, angry, bumpy, smooth, hard, rough, road safety, oral health.	Broken, friend, stranger, stolen, scared, sad, angry, cross, calm down, deep breathing,	Feelings, emotions, scared, angry, upset, share, rules,	Feelings, emotions, change, transition, nervous, new
SEND VOCAB	Happy, sad, emotions, feelings	Vegetables, scared, worried, frightened, healthy, good, bad, fruit names	Feelings, emotions, angry, sorry, no, stop, “I don’t like that”, sink, soap, water, on/off, tap, wet, dry, wash	Line up, stop, kind hands,	Calm, quiet, fidget, sensory box	My turn, your turn, nest, wait, again/more
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE				Week by week planning in planning folder for Spring.		

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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. ELG: Self-regulation: 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. ELG: Managing Self: 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. ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	ELG: Self-Regulation: 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. ELG: 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. ELG: Building Relationships: Show sensitivity to their own and to others' needs.	ELG: Building Relationships: 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. ELG: Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.	ELG: Managing Self: 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. ELG: Self-Regulation: 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.

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<p>SKILLS</p>	<p>Identifying how characters within a story may be 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.</p>	<p>Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.</p>	<p>Beginning to understand why rules are important in school. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills. Develop 'grounding' coping strategies. Learn resilience and perseverance.</p>	<p>Learn to follow instructions and perseverance when things get tough. Show sensitivity to their own and others' feelings. To give simple instructions.</p>	<p>Developing strategies to help when sharing with 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.</p>	<p>Discussing ways that we can take care of ourselves. Exploring how exercise affects different parts of the body.</p>
<p>KEY KNOWLEDGE</p>	<p>Children will know:</p> <ul style="list-style-type: none"> How to name some different feelings and emotions. That I am a valuable individual. That facial expressions can give us clues as to how a person is feeling. That I can learn from my mistakes. Some strategies to calm down. 	<p>Children will know:</p> <ul style="list-style-type: none"> How to name and describe the different members of our families. That all families are valuable and special. That we all have similarities and differences and that make us special. That we all have different beliefs and celebrate special times in different ways. 	<p>Children will know:</p> <ul style="list-style-type: none"> To know that we have rules to keep everything fair, safe and enjoyable for everyone. That all people are valuable. That it is important to help, listen and support others when working as a team. 	<p>Children will know:</p> <ul style="list-style-type: none"> To know reasons why listening is important and how we can listen carefully. To explain reasons for rules and know what is right and wrong. To understand why it is important to tell the truth. 	<p>Children will know:</p> <ul style="list-style-type: none"> That we share toys so that everyone feels involved and no one feels left out or upset. That different people like different things. That all people are valuable. That it is important to help, listen and support others when working as a team. That it is important to tell the truth. Why it is important to follow rules. 	<p>Children will know:</p> <ul style="list-style-type: none"> That having a naturally colourful diet is one way to try and eat healthily. That exercise means moving our body and is important. That yoga can help our bodies and minds relax. That some rules are in place to keep us safe. How to behave safely on the pavement and when crossing roads with an adult.
<p>SEND Sticky Knowledge/All children should know</p>	<p>That school is a place where they feel secure.</p> <p>To develop a relationship with staff I feel safe with to go to during times when I am upset.</p>	<p>To know/name who is in my immediate family</p>	<p>To recognise basic routines using a now/next board and other visuals to support transitions times.</p> <p>To be able to follow the visuals and verbal prompts to be ready to learn. E.g. "good"</p>	<p>To recognise some routines independently.</p> <p>To begin to recognise "kind hands/feet" are good choices (with behaviour prompts).</p>	<p>Take turns with adult and another peer support at a minimum using the "MTYT" approach.</p> <p>To verbally/sign express their preferences</p>	<p>To make healthy choices at snack and be able to choose something they enjoy from a choice of three snacks.</p> <p>To participate in exercise with staff or independently.</p>

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			looking, listening, sitting and thinking”.			<p>To know where to find a calm space within our setting and have a bank of different strategies to help calm themselves.</p> <p>To know where not to climb and where is safe to climb (can be with the support of the visuals, but mostly independently).</p>
RETRIEVAL/ PRIOR LINKS						
NEW VOCAB (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, understand, truth, feelings, persist, perseverance	Festivals, beliefs, sharing, teamwork, support	Exercise, relaxation, meditation, diet, pedestrian, hazard, heart rate, breathing
SEND VOCAB	Adult, safe, upset, school	Mom, dad, sister, brother, baby	Good looking, listening, sitting and thinking, now, next, after, help	Kind hands, kind feet	My turn, your turn, next, after, again, more	Healthy, good choice, exercise, move, safe, unsafe, climb, calm
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	Teacher notes are available for all lessons at www.kapowprimary.com					

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<u>YEAR 1</u>	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
NC OBJECTIVES	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.)				
CONTENT	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.
SKILLS	<ul style="list-style-type: none"> • Exploring how families are different to each other. • Exploring how friendship problems can be overcome. • Exploring friendly behaviours. 	<ul style="list-style-type: none"> • Learning how to wash hands properly. • Learning how to deal with an allergic reaction. • Exploring positive sleep habits. • Identifying different ways to manage feelings. 	<ul style="list-style-type: none"> • Learning what is and is not safe to put in or on our bodies. • Practising making an emergency phone call. 	<ul style="list-style-type: none"> • Recognising why rules are necessary. • Exploring the differences between people. 	<ul style="list-style-type: none"> • Discussing what to do if we find money. • Exploring choices people make about money.
KEY KNOWLEDGE	Children will know: <ul style="list-style-type: none"> • That some information about me and my family is personal. • Some characteristics of a positive friendship. • That friendships can have problems but that these can be overcome. • That it is called stereotyping when 	Children will know: <ul style="list-style-type: none"> • That we can limit the spread of germs by having good hand hygiene. • The five S's for sun safety: slip, slop, slap, shade, sunglasses. • That certain foods and other things can cause 	Children will know: <ul style="list-style-type: none"> • That some types of physical contact are never appropriate. • That some things are unsafe to put onto or into my body and to ask an adult if I am not sure. • That an emergency is a situation where someone is badly hurt, 	Children will know: <ul style="list-style-type: none"> • The rules in school. • That people are all different. 	Children will know: <ul style="list-style-type: none"> • That coins and notes have different values. • Some of the ways children may receive money. • That it is wrong to steal money.

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	<p>people think of things as being 'for boys' or 'for girls'.</p>	<p>allergic reactions in some people.</p> <ul style="list-style-type: none"> • That sleep helps my body to repair itself, to grow and restores my energy. • That strengths are things we are good at. • That qualities describe what we are like. • The words to describe some positive and negative emotions. 	<p>very ill or a serious accident has happened.</p> <ul style="list-style-type: none"> • That the emergency services are the police, fire service and the ambulance service. 		
<p>SEND Sticky knowledge/ All children should know</p>	<p>Who is in their family and be able to name key figures. E.g. say mom, dad. Pictures can be used for reference.</p> <p>Access a range of toys/resources, not just gender stereotypical ones.</p> <p>To form a positive key relationship with a child.</p>	<p>Wash hands independently.</p> <p>Cover noses when sneezing and wipe nose independently/with little adult support.</p> <p>Allow adult to put sun cream on/apply suncream themselves when it is sunny outside.</p> <p>Express things "I am good at" verbally or through signing</p> <p>To use visuals for emotions if feeling unwell/ill/sick/unsure</p>	<p>To know what is safe/unsafe to put in our mouths.</p> <p>To know people can help us and name/use visuals to say who they are. Recognise police, ambulance and fire service and choose the correct picture when asked.</p>	<p>To know the school rules and be able to name one.</p> <p>Understand the concepts for ready to learn and the visuals behind them.</p> <p>To be able to categorise people into groups based on similarities and differences.</p>	<p>To know what money is.</p> <p>To know to not take other peoples belongings, but not necessarily know why.</p>

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RETRIEVAL/ PRIOR LINKS	<ul style="list-style-type: none"> How to name and describe the different members of our families. That all families are valuable and special. That different people like different things. That all people are valuable. 	<ul style="list-style-type: none"> How to name some different feelings and emotions. That having a naturally colourful diet is one way to try and eat healthily. That exercise means moving our body and is important. 	<ul style="list-style-type: none"> That some rules are in place to keep us safe. 	<ul style="list-style-type: none"> To know that we have rules to keep everything fair, safe and enjoyable for everyone. That it is important to help, listen and support others when working as a team. That we all have similarities and differences and that make us special. 	<ul style="list-style-type: none"> Knowledge of coins (maths)
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	behaviour, care, emotions, family, friend, friendly, problem, stereotype, permission	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, skill
SEND VOCAB	Aunty, uncle, grandad, grandmother, cousin, niece, nephew, friend, girl, boy	Tissue, bogies, germs, wipe, nose, bin, clean, cover, sun cream, sunny, hot, like, dislike	Safe, unsafe, mouth, food, 'chewy,' help, police, firefighter, paramedic	Same, different	Money, pay, buy
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	Teacher notes are available for all lessons at www.kapowprimary.com				

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YEAR 2	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
NC OBJECTIVES	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.)				
CONTENT	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.
SKILLS	<ul style="list-style-type: none"> • Understand ways to show respect to different families • Understand that families offer love, care and support • Understanding difficulties in friendships and discussing action that can be taken. • Exploring the conventions of manners in different situations. • Exploring how loss and change can affect us. 	<ul style="list-style-type: none"> • Exploring the effect that food and drink can have on my teeth. • Exploring some of the benefits of a healthy balanced diet. • Suggesting how to improve an unbalanced meal. • Exploring strategies to manage different emotions. • Developing empathy. • Exploring the need for perseverance and developing a growth mindset. 	<ul style="list-style-type: none"> • Discussing the concept of privacy. • Exploring ways to stay safe online. • Exploring what people can do to feel better when they are ill. • Learning how to be safe around medicines. 	<ul style="list-style-type: none"> • Explaining why rules are in place. • Identify positives and negatives about the school environment. • Learning how to discuss issues of concern to me. • Recognise the importance of looking after the school environment • Identify ways to help look after the school environment • Recognise the contribution people make to the community. 	<ul style="list-style-type: none"> • Explain adult money sources. • Identifying whether something is a want or need. • Compare and contrast wants and needs. • Identify the main features of bank account cards. • Explore personal skills and talents • Explore the reasons why people chose certain jobs • Identify some ways that can make an environment inclusive and fair. • Reflect on the importance of individuality and diversity.

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<p>KEY KNOWLEDGE</p>	<p>Children will know:</p> <ul style="list-style-type: none"> • That families can be made up of different people. • That families may be different to my family. • Some problems which might happen in friendships. • That some problems in friendships might be more serious and need addressing. • What good manners are. • Some stereotypes related to jobs. • That there are ways we can remember people or events. 	<p>Children will know:</p> <ul style="list-style-type: none"> • That food and drinks with lots of sugar are bad for my teeth. • The balance of foods we need to keep healthy. • To know that breathing techniques can be useful for relaxation. • That we can feel more than one emotion at a time. • That a growth mindset means being positive about challenges and finding ways to overcome them. 	<p>Children will know:</p> <ul style="list-style-type: none"> • The PANTS rule. • That I should tell an adult if I see something which makes me uncomfortable online. • To know the rules of crossing the road. • The difference between secrets and surprises. • That medicine can help us when we are ill. • That we should only take medicines when a trusted adult says we can. • The names of parts of my body including private parts. 	<p>Children will know:</p> <ul style="list-style-type: none"> • Some of the different places where rules apply. • That some rules are made to be followed by everyone and are known as 'laws'. • Know some of the jobs that people do to look after the environment in school and the local community. • To understand how democracy works in school through school council. • To understand that everyone has similarities and differences. 	<p>•</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Some of the ways in which adults get money. • The difference between a 'want' and 'need'. • Some of the features to look at when selecting a bank account.
<p>SEND Sticky knowledge/ All children should know</p>	<p>To sign or say please/thank you and sorry.</p> <p>To know my extended family, who they are, naming most.</p> <p>To know to be a good friend we need to show “kind hands, feet and words”, may use visuals or may without.</p> <p>To vocalise through words, visuals or actions when a friends has made me feel upset/angry etc</p>	<p>To make healthy choices with food and drink. May be able to choose/sort healthy packaging from non-healthy items when asked.</p> <p>To show resilience when unable to do something, this may be through adult interactions and lots of praise to keep going.</p> <p>To be able to co-regulate with an adult or independently, be able to breathe deeply to help regulate.</p>	<p>To know not to touch others private parts.</p> <p>To be able to express fear through vocalisation or through visuals and gain help from a trusted adult at home/school.</p> <p>To name some body parts verbally or through use of visuals</p> <p>To allow an adult to safely help me cross a road.</p> <p>To use technology with the support of an adult.</p>	<p>To know rules help keep me safe and independently follow some of them.</p> <p>To know adults have rules too called laws.</p> <p>To name some jobs of people in our school/know visuals of adults in our school</p> <p>To understand a vote is a choice.</p> <p>To know something that is the same and different about another person</p>	<p>To know what money is and what it is used for.</p> <p>To know how adults pay at shops e.g. using phone or a bank card</p> <p>To sort <u>basic</u> wants and needs.</p>

PSHE PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

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		To know the importance of good oral hygiene.		familiar to them, using visuals.	
RETRIEVAL/ PRIOR LINKS	<ul style="list-style-type: none"> That all families are valuable and special. Some characteristics of a positive friendship. That friendships can have problems but that these can be overcome. That it is called stereotyping when people think of things as being 'for boys' or 'for girls'. 	<ul style="list-style-type: none"> That having a naturally colourful diet is one way to try and eat healthily. The words to describe some positive and negative emotions. That strengths are things we are good at. 	<ul style="list-style-type: none"> That some types of physical contact are never appropriate. That some things are unsafe to put onto or into my body and to ask an adult if I am not sure 	<ul style="list-style-type: none"> To know that we have rules to keep everything fair, safe and enjoyable for everyone. The rules in school. That we all have similarities and differences and that make us special. 	<ul style="list-style-type: none"> To know that some adults earn money by having a job. To know some basic needs of survival. What a bank account is. To know what a bank account card is used for. What a skill or talent is. To know that different jobs require different skills. The concept of saving money and understanding it benefits for future goals or things they want to buy. The difference between a need and a want. Why diversity and inclusion are important in the workplace.
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	manners, respect, friendship	goal, growth mindset, relaxation, diet, exercise, healthy, physical activity, skill, strengths	medicine, pedestrians, secret, penis, testicles, vulva, vagina, private parts	election, environment, identity, opinion, school council, volunteer, vote	need, priority, want, coins, notes
SEND VOCAB	Please, thank you, sorry, nan, grandad, aunty, uncle, niece, nephew, cousin	Healthy, choice, toothbrush, brush teeth, calm, breath deeply	Scared, safe, cross road, hold hand, adult, tablet, phone,	Jobs, teacher, caretaker, lunchtime supervisor, cleaner	Money, pay, shops, buy, hungry, tired, wet, hot, cold, itchy
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE	Teacher notes are available for all lessons at www.kapowprimary.com				