



Filey C E Nursery & Infants Academy

'Inspiring Confident Learners, Reflecting Christian Values'

We endeavour to uphold Christian teaching to:

"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

PSHE Progression Document

| <u>Ongoing Core Skills</u> | | | |
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| <u>Nursery</u> <ul style="list-style-type: none"> •Recognising similarities and differences between themselves and others. •Enjoys a sense of belonging through being involved with daily tasks. • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. •Shows their confidence and self-esteem through being outgoing towards people, taking risks and | <u>Reception</u> <ul style="list-style-type: none"> •Recognise they belong in certain communities and social groups. •Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. •Has a clear idea about what they want to do in their play and how they want to go about it. •Shows confidence in choosing resources and perseverance in carrying out a chosen activity. | <u>Year 1</u> <ul style="list-style-type: none"> • Recognise their feelings. • Explain their ideas as responses to an issue. • Find a partner and sit with them and work with them. • Develop skills of speaking and listening. • Negotiate with a partner. • Recognise their likes and dislikes. • Demonstrate compassion. • Demonstrate making simple choices. | <u>Year 2</u> <ul style="list-style-type: none"> •Recognise their feelings. •Explain their ideas, and responses to an issue. •Work with others. <ul style="list-style-type: none"> •Develop active listening skills and check for clarification. • Understand verbal and non-verbal communication. • Know that it is okay to make mistakes. •Demonstrate compassion and empathy. |

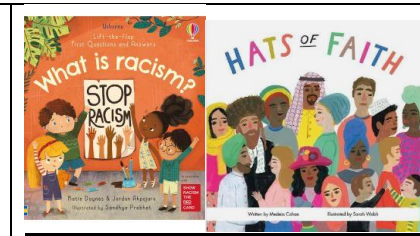
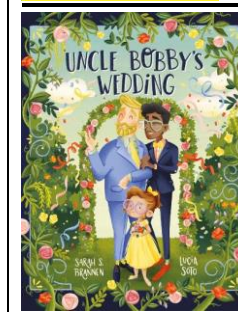
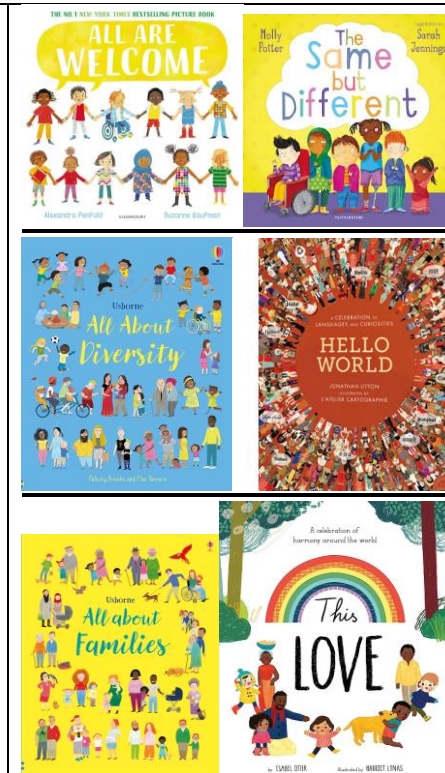
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| trying new things or new social situations and being able to express their needs and ask adults. | | <ul style="list-style-type: none"> • Understand the concept of risk. • To know who to tell. | <ul style="list-style-type: none"> • To know that saying 'No' means No. |
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| <u>Me within My World</u> Who am I and how do I fit in? Understanding my behaviour and my choices. | | | |
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| <u>Nursery</u> <ul style="list-style-type: none"> • To understand how it feels to belong and that we are similar and different. • To understand how feeling happy and sad can be expressed. • To work together and consider other people's feelings. • To use gentle hands and understand that it is good to be kind to people. • Starting to understand children's rights and this means we should all be allowed to learn and play. • To learn what being responsible means. | <u>Reception</u> <ul style="list-style-type: none"> • To understand how it feels to belong and that we are similar and different. • To start to recognise and manage my feelings. • To work with others to make school a good place to be. • To understand why it is good to be kind and use gentle hands. • Start to understand children's rights and this means we should all be allowed to learn and play. • Learning what being responsible means. | <u>Year 1</u> <ul style="list-style-type: none"> • To explain why my class is a happy place and safe place to learn. • To give examples of how I, or others make my class happy and safe. • To recognise how it feels to be proud of an achievement. • To recognise the range of feelings when I face certain consequences. • To understand my choices in following the Golden Rules and class decided rules. • To talk about how I learn best. | <u>Year 2</u> <ul style="list-style-type: none"> • To identify some of my hopes and fears for this year. • To recognise when I feel worried and know who to ask for help. • To explain why my behaviour can impact others in my class. • To compare my own and my friends' choices. • To know how to help make my class a safe and fair place. • To express why some choices are better than others. • To recognise the choices I make and understand the consequences. |
| <u>Key Vocab</u> Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns. | <u>Key Vocab</u> Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns. | <u>Key Vocab</u> Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Rewards, Proud, Consequences, Upset, Disappointed, Illustration. | <u>Key Vocab</u> Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Problem-Solving. |
| <u>Supporting Books</u> | | | |



| People in My World Respect for similarities and differences. Anti-bullying and being unique. | | | |
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| <u>Nursery</u> <u>Me:</u> •To tell you one way I am special and unique. <u>Family:</u> To talk about my family • To know that all families are different. •To know there are lots of different houses and homes. <u>Friends:</u> • To tell you how I could make new friends. To discuss some of the things I like about my friends. To know what to do if someone is mean to me. To work together and enjoy being with my friends. • To know some kind words which can encourage people. • To use my words to stand up for myself. <u>Wider World:</u> to know people who could help me. Start to think about the jobs I might like to do when I'm older. | <u>Reception</u> <u>Me:</u> •To identify something I am good at and understand everyone is good at different things. <u>Family:</u> •To tell you why I think my home is special to me. To identify some of the jobs in my family and how I feel like I belong. <u>Friends:</u> •To know that being different makes us all special. •Know we are all different but the same in some ways. •To know how to be a kind/good friend. To use kind words to encourage people. To know how to make friends to stop myself from feeling lonely. To think of ways to solve problems and to stay friends. to start to understand the impact of unkind words. | <u>Year 1</u> <u>Me and my Important People:</u> To explain why I have special relationships with certain people. To explain how these relationships help me feel safe and good about myself. To know when I need help. To know who to ask for help. To know ways to praise myself. To explain how my qualities help these relationships. to give examples of behaviours in others that I appreciate and that I do not like. <u>Friends:</u> • To discuss some ways in which I am the same as my friends. •To discuss some ways I am different from my friends. •To understand how being bullied might feel. •To know how to be kind to children who are bullied. •To understand how it feels to make a new friend. | <u>Year 2</u> <u>Me and People Around Me</u> To understand that everyone's family is different and most people value their family. To explain why some things in a relationship make me feel uncomfortable. Compare things that make me feel safe and unsafe in a relationship. • To understand some ways in which boys and girls are similar. •To understand some ways in which boys and girls are different. <u>Friends:</u> • To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. •To explain how it feels to have a friend and be a friend. •To explain why it is ok to be different from my friends. •To understand we should not judge people if they are different. |

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| | <ul style="list-style-type: none"> •I know which words to use to stand up for myself when someone says or does something unkind. <p>Wider world: to know and name some people within the community that help us.</p> <ul style="list-style-type: none"> •To understand the link between what I learn now and the job I might like to do when I'm older. | <ul style="list-style-type: none"> •To understand that differences make us all special and unique. To work effectively with a partner •To celebrate achievements with my partner. | <ul style="list-style-type: none"> •To know how to get help if I am being bullied. To demonstrate some problem solving techniques to resolve conflict. To explain how I played my part in a group and the parts other people played. •To explain how our skills complement each other. •To explain how it feels to be part of a group. •To describe a range of feelings about group work. •To know how to share success with other people. |
| <p>Key Vocab Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p> | <p>Key Vocab Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p> | <p>Key Vocab Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p> <p>Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p> | <p>Key Vocab Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique</p> <p>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p> |
| <u>Supporting Books</u> | | | |

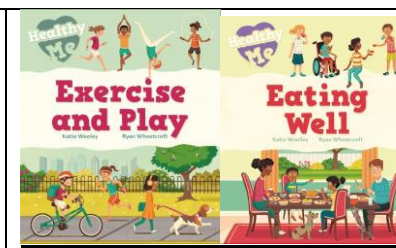
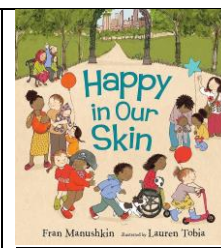
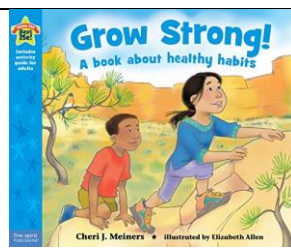


Being Healthy and Safe within my World

Being and keeping healthy and safe.

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| <p><u>Nursery</u></p> <ul style="list-style-type: none"> •To know the names for some parts of my body and am starting to understand that I need to be active to be healthy. •Tell you some of the things I need to do to be healthy. •Know what the word 'healthy' means and that some foods are healthier than others. •To know how to help myself go to sleep and that sleep is good for me. •Can wash my hands and know it is important to do this before I eat and after I go to the toilet. •I know what to do if I get lost and how to say NO to strangers. | <p><u>Reception</u></p> <ul style="list-style-type: none"> •To understand that I need to exercise to keep my body healthy. •To understand how moving and resting are good for my body. •Know which foods are healthy and not so healthy and can make healthy eating choices. •Know how to help myself go to sleep and understand why sleep is good for me. •Can wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet. •To know what a stranger is and how to stay safe if a stranger approaches me. | <p><u>Year 1</u></p> <ul style="list-style-type: none"> •To explain why I think my body is amazing. •To know I am special so I keep myself safe. •To identify ways to keep safe and healthy. •To know some ways to help myself when I feel unwell. •To recognise when I feel frightened and who to ask for help. •To give examples of when being healthy can make me feel happy. | <p><u>Year 2</u></p> <ul style="list-style-type: none"> •To explain why foods can be good for my body. •To be motivated to make healthy choices. •To sort foods into correct food groups and know which foods my body needs. •To decide what foods to eat to give my body energy. •To explain why medicines can be good for my body. •To compare less healthy and unsafe choices. •To compare my own and my friends choices. •To express how it feels to make healthy choices. |
| <p><u>Key Vocab</u> Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p> | <p><u>Key Vocab</u> Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p> | <p><u>Key Vocab</u> Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p> | <p><u>Key Vocab</u> Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p> |

Supporting Books



Growing up in My World

Coping positively with change. Me and my body as I grow.

Nursery

- To name parts of my body.
- Understand that we all start as babies and grow into children and then adults.
- Know that I grow and change.
- To talk about how I feel moving to Reception from Nursery.
- Discuss and remember some fun things about Nursery this year.

Reception

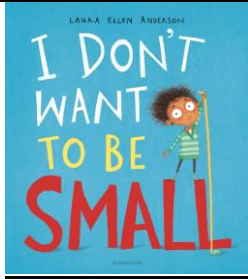
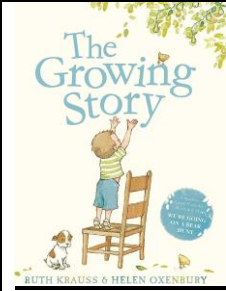
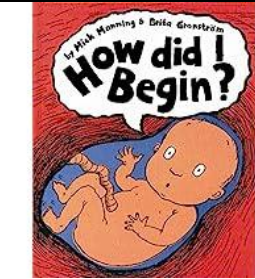
- To name parts of the body.
- To understand that we all grow from babies to adults.
- To express how I feel about moving to Year 1.
- To talk about my worries and/or the things I am looking forward to about being in Year 1.
- To share my memories of the best bits of this year in Reception.

Year 1

- To compare how I am now, to when I was a baby.
- To explain some changes that will happen to me as I get older.
- To understand that growing up is natural and that everybody grows at different rates.
- To use the correct terminology to describe penis, testicles, anus, vagina, vulva.
- To respect my body and understand which parts are private.
- To explain why some changes I experience might feel better than others.
- To know some ways to cope with changes.

Year 2

- To use the correct terminology to describe penis, testicles, anus, vagina, vulva.
 - To explain why these parts are private.
 - To explain why some types of touch feel ok, and why some don't.
 - To describe what I like about being a boy/girl and getting older.
 - To recognise that other people might feel differently to me.
- To understand and manage my feelings about moving onto Junior School and big changes in my life.

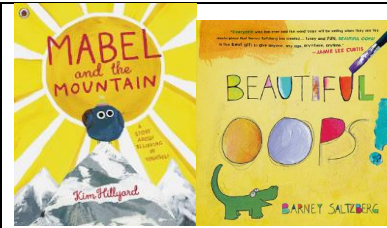
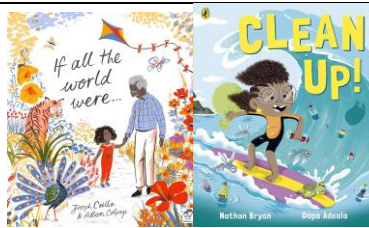
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| | | To understand and share my feelings about moving into year 2 and big changes in my life. | |
| Key Vocab Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories. | Key Vocab Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories. | Key Vocab Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping | Key Vocab Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy. |
| Supporting Books | | | |
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My Dreams and Goals

Aspirations, how to achieve goals and understanding emotions that go with this.
(covered within MyHappyMind Program and wider learning)

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| <p><u>Nursery</u></p> <ul style="list-style-type: none"> • To understand what a challenge means. • To keep trying until I can do something. • To set a goal and work towards it. • To know some kind words which can encourage people. • Start to think about the jobs I might like to do when I'm older. • To feel proud when I achieve a goal. | <p><u>Reception</u></p> <ul style="list-style-type: none"> • To understand that if I persevere I can tackle challenges. • To talk about a time I didn't give up until I achieved my goal. • To set a goal and work towards it. • To use kind words to encourage people. • To understand the link between what I learn now and the job I might like to do when I'm older. • To discuss how I feel when I achieve a goal and know what it means to feel proud. | <p><u>Year 1</u></p> <ul style="list-style-type: none"> • To explain how it feels to be successful. • To identify how I feel when I am faced with a new challenge. • To know how I feel when I see obstacles and how I feel when I overcome them. • To talk about how I learn best. • To discuss why it is important to store positive feelings. | <p><u>Year 2</u></p> <ul style="list-style-type: none"> • To explain how I played my part in a group and the parts other people played. • To explain how our skills complement each other. • To explain how it feels to be part of a group. • To describe a range of feelings about group work. • To know how to share success with other people. • To carry on trying (persevering) even when I find things difficult. |
| <p><u>Key Vocab</u> Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p> | <p><u>Key Vocab</u> Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p> | <p><u>Key Vocab</u> Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals</p> | <p><u>Key Vocab</u> Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p> |

Supporting Books



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| |  <p>The first book cover, 'My First Hero: ECO WARRIORS', features three diverse children in eco-friendly gear (a girl with a recycling symbol, a boy with a leaf, and a girl with a recycling symbol) standing in front of a green background with recycling symbols. The second book cover, 'THINK BIG!', features a large, smiling white egg character with a face, sitting on a yellow swing. The title 'THINK BIG!' is written in large, colorful letters. Below the title, it says 'BELIEVE AND YOU CAN ACHIEVE'.</p> | | |
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