



## Boyne Hill Infant and Nursery School – Knowledge & Skills Progression Overview

### Personal, Social, Health Education (PSHE) *including Relationships & Health Education*

**Purpose:** Personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Pupils will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

**Intent:** At Boyne Hill CE Infant & Nursery School, we value PSHE as a planned programme of learning opportunities and experiences that help our pupils grow and develop as individuals and as members of families and communities. We aim to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. A comprehensive PSHE programme enables pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they may encounter now and in the future. Carefully linked with our own school values, we recognise that PSHE makes a significant contribution to children’s personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon not only the school’s values but also the fundamental British values.

To ensure progression and a spiral curriculum, we use Jigsaw Primary, the mindful approach to PSHE, as our chosen teaching and learning programme. Jigsaw Primary lessons also include mindfulness, allowing pupils to advance their emotional awareness, concentration, focus and self-regulation. Our mapping documents and statutory Relationships and Health Education, show exactly how Jigsaw Primary, and therefore our school, meets the statutory Relationships and Health Education requirements.

#### Early Years Foundation Stage

Links the EYFS Framework

**Personal, Social and Emotional** - Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### 3-4 Years (FS1 Nursery) Development Matters 2021

#### PSE

- 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.
- Find solutions to conflicts and rivalries.
- Increasingly follow rules, understanding why they are important and remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Understand gradually how others might be feeling.
- 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 tooth brushing.

<p><b>4-5 Years</b> <b>(FS2 Reception)</b> Development Matters 2021</p>	<p><b>PSE</b></p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; tooth brushing; sensible amounts of ‘screen time’; having a good sleep routine; being a safe pedestrian.</p>
<p><b>Early Learning Goal (ELG)</b></p>	<p><b>PSE</b></p>	<p><b>Self-Regulation</b> -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.</p> <p><b>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. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b> -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.</p>
<p><b>Years 1 &amp; 2</b> <b>(KS1)</b> <i>Relationships and Health Education Statutory requirements</i></p>		<p><b>Families and People Who Care for Me</b> (R1) That families are important for children growing up because they can give love, security and stability. (R2) The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. (R3) That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. (R4) That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. (R5) That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The ceremony through which a couple get married may be civil or religious. (R6) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring Friendships</b> (R7) How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>

<p>(R8) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>(R9) That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</p> <p>(R10) That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>(R11) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed.</p> <p><b>Respectful Relationships</b></p> <p>(R12) The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>(R13) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>(R14) The conventions of courtesy and manners.</p> <p>(R15) The importance of self-respect and how this links to their own happiness</p> <p>(R16) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>(R17) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R18) What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>(R19) The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online Relationships</b></p> <p>(R20) That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>(R21) That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>(R22) The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><b>Being Safe</b></p> <p>(R25) What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</p> <p>(R26) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>(R27) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>(R28) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>(R29) How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>(R30) How to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>(R31) How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>(R32) Where to get advice e.g. family, school and/or other sources.</p> <p><b>Mental Wellbeing</b></p> <p>(H1) That mental wellbeing is a normal part of daily life, in the same way as physical health.</p>
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(H2) That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

(H3) How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

(H4) How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

(H5) The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

(H6) Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

(H7) Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

(H8) That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

(H9) Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

#### **Internet Safety and Harms**

(H13) How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.

(H15) That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

(H17) Where and how to report concerns and get support with issues online.

#### **Physical Health and Fitness**

(H18) The characteristics and mental and physical benefits of an active lifestyle.

(H19) The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

(H20) The risks associated with an inactive lifestyle (including obesity).

(H21) How and when to seek support including which adults to speak to in school if they are worried about their health.

#### **Healthy Eating**

(H22) What constitutes a healthy diet (including understanding calories and other nutritional content).

(H23) The principles of planning and preparing a range of healthy meals.

(H24) The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

#### **Drugs, Alcohol and Tobacco**

(H25) The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **Health and Prevention**

(H28) The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

(H29) About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

(H30) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

<b>Being Me in My World</b>			
<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Who...Me?</b> - understand how it feels to belong and that we are similar and different.	<b>Who...Me?</b> - understand how it feels to belong and that we are similar and different.	<b>Special and safe</b> - Feel special and safe in their class.	<b>Hopes and fears for the year</b> - Recognise when they feel worried and know who to ask for help.
<b>How am I feeling today?</b> - understand how feeling happy and sad can be expressed.	<b>How am I feeling today?</b> – start to recognise and manage feelings.	<b>My class</b> - Know that they belong to their class.	<b>Rights and responsibilities</b> - Recognise when they feel frightened and know who to ask for help.
<b>Being at Nursery</b> - work together and consider other people’s feelings.	<b>Being at school</b> - enjoy working with others to make school a good place to be.	<b>Rights and responsibilities</b> - Know how to make their class a safe place for everybody to learn.	<b>Rewards and consequences</b> - Help make their class a safe and fair place.
<b>Gentle hands</b> - use gentle hands and understand that it is good to be kind to people.	<b>Gentle hands</b> - understand why it is good to be kind and use gentle hands.	<b>Rewards and feeling proud</b> - Recognise how it feels to be proud of an achievement.	<b>Our Learning Charter</b> - Work cooperatively.
<b>Our Rights</b> - start to understand their rights and this means we should all be allowed to learn and play.	<b>Our Rights</b> - start to understand their rights and this means we should all be allowed to learn and play.	<b>Consequences</b> - Recognise the range of feelings when they face certain consequences.	
<b>Our responsibilities</b> - learn what being responsible means.	<b>Our responsibilities</b> - learn what being responsible means.	<b>Owning our Learning Charter</b> - Understand their choices in following the Learning Charter.	
<b>End of Key Stage 1 Expectations:</b> H2, H3, R12, R14, R15, R16, R19, R25, R32			
<b>Celebrating Difference</b>			
<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>
<b>What am I good at?</b> - know how it feels to be proud of something they are good at.	<b>What am I good at?</b> - identify something they are good at and understand everyone is good at different things.	<b>The same as</b> - Say some ways in which they are the same as their friends.	<b>Boys and girls</b> - Understand some ways in which boys and girls are similar and feel good about this. Understand some ways in which boys and girls are different and accept that this is OK.
<b>I’m special, I’m me!</b> – say one way they are special and unique.	<b>I’m special, I’m me!</b> – understand that being different makes us all special.	<b>Different from</b> - Say some ways they are different from their friends.	<b>Why does bullying happen?</b> – Say how someone who is bullied feels and be kind to children who are bullied.
<b>Families</b> – know that all families are different.	<b>Families</b> - know we are all different but the same in some ways.	<b>What is ‘bullying’?</b> - Understand how being bullied might feel.	<b>Standing up for myself and others</b> - Know when and how to stand up for themselves

			and others and know how to get help if they are being bullied.
<b>Houses and homes</b> - know there are lots of different houses and homes.	<b>Houses and homes</b> – say why they think their home is special to them.	<b>What do I do about bullying?</b> - Be kind to children who are bullied.	<b>Gender diversity</b> – Understand we shouldn't judge people if they are different and know how it feels to be a friend and have a friend.
<b>Making friends</b> – be able to make new friends.	<b>Making friends</b> – say how to be a kind friend.	<b>Making new friends</b> – Know how it feels to make a new friend.	<b>Celebrating difference and still being friends</b> – Understand these differences make us all special and unique.
<b>Standing up for yourself</b> – use their words to stand up for themselves.	<b>Standing up for yourself</b> – know which words to use to stand up for themselves when someone says or does something unkind.	<b>Celebrating difference; celebrating me</b> – Understand these differences make us all special and unique.	

**End of Key Stage 1 Expectations:** H2, H3, H4, H7, H8, H9, H13, H15, H17, R7, R8, R9, R10, R11, R12, R13, R14, R16, R17, R18, R19, R20, R25, R30, R31, R32,

## Dreams and Goals

<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Challenge</b> - understand what a challenge means.	<b>Challenge</b> - understand that if they persevere, they can tackle challenges.	<b>My treasure chest of success</b> – Something they do well.	<b>Goals to success</b> – Talk about things they have achieved and how it made them feel.
<b>Never giving up</b> – to keep trying until they can do something.	<b>Never giving up</b> – say about a time they didn't give up until they achieved their goal.	<b>Steps to goals</b> - Say how they learn best.	<b>My learning strengths</b> - Say some of their strengths as a learner.
<b>Setting a goal</b> – set a goal and work towards it.	<b>Setting a goal</b> – set a goal and work towards it.	<b>Puzzle outcome: Dream wellies</b> – Celebrate achievements with their partner.	<b>Learning with others</b> - Say how working with other people helps them learn.
<b>Obstacles and support</b> - know some kind words which can encourage people.	<b>Obstacles and support</b> – use kind words to encourage people.	<b>Stretchy Learning</b> <b>Puzzle outcome: Stretchy flowers</b> - Identify how they feel when faced with a new challenge.	<b>A Group Challenge Puzzle Outcome: Dream Birds</b> – Work with others in a group to solve problems.
<b>Flight to the future</b> - start to think about the jobs they might like to do when older.	<b>Flight to the future</b> - understand the link between what they learn now and the job they might like to do when they are older.	<b>Overcoming obstacles</b> - Know how they feel when they see obstacles and how they feel when they overcome them.	<b>Continuing our group challenge</b> - Say how they felt about working in their group.
<b>Footprint awards</b> - feel proud when achieving a goal.	<b>Footprint awards</b> - say how they feel when they achieve a goal and know what it means to feel proud.	<b>Celebrating my success</b> - Know how to store the feelings of success in their internal treasure chest.	<b>Celebrating our achievement</b> – Say how being part of a successful group feels and they can store these feelings in their internal treasure chest.

**End of Key Stage 1 Expectations:** H2, H3, H4, R12, R13, R14, R15, R16, R19, R30

Healthy Me			
FS1	FS2	Year 1	Year 2
<b>Everybody's body</b> - know the names for some parts of my body and start to understand the need to be active to be healthy.	<b>Everybody's body</b> - understand that they need to exercise to keep their body healthy.	<b>Being healthy</b> - Feel good about themselves when they make healthy choices.	<b>Being healthy</b> – Be motivated to make healthy lifestyle choices.
<b>We like to move it, move it!</b> - say some of the things needed to be done to be healthy,	<b>We like to move it, move it!</b> – understand how moving and resting is good for their body.	<b>Healthy choices</b> – Feel good about themselves when they make healthy choices.	<b>Being relaxed</b> – Say when a feeling is weak and when a feeling is strong.
<b>Food glorious food</b> - know what the word 'healthy' means and that some foods are healthier than others.	<b>Food glorious food</b> - know which foods are healthy and not so healthy and make healthy eating choices.	<b>Clean and healthy</b> - Know they are special so they keep themselves safe.	<b>Medicine safety</b> - Feel positive about caring for their body and keeping it healthy.
<b>Sweet dreams</b> - know how to help themselves go to sleep and that sleep is good for them.	<b>Sweet dreams</b> - know how to help themselves go to sleep and understand why sleep is good for them.	<b>Medicine safety</b> - Know some ways to help themselves when they feel poorly.	<b>Healthy eating</b> - Have a healthy relationship with food and know which foods they enjoy the most. Express how it feels to share healthy food with their friends.
<b>Keeping clean</b> - wash hands and know it is important to do this before eating and after going to the toilet.	<b>Keeping clean</b> - wash hands thoroughly and understand why this is important, especially before eating and after going to the toilet.	<b>Road safety</b> - Recognise when they feel frightened and know who to ask for help.	<b>Happy, healthy me</b> – Have a healthy relationship with food and know which foods are most nutritious for their body.
<b>Stranger danger</b> - know what to do if they get lost and how to say NO to strangers.	<b>Stranger danger</b> – know what a stranger is and how to stay safe if a stranger approaches them.	<b>Happy, healthy me</b> – Recognise how being healthy helps them to feel happy.	
<b>End of Key Stage 1 Expectations:</b> H1, H2, H3, H5, H6, H12, H18, H19, H20, H21, H22, H23, H24, H25, H28, H29			
Relationships			
FS1	FS2	Year 1	Year 2
<b>My family and me</b> - talk about their family.	<b>My family and me</b> - identify some of the jobs they do in their family and how they feel like they belong.	<b>Families</b> - Know how it feels to belong to a family and care about the people who are important to them.	<b>Families</b> - Accept that everyone's family is different and understand that most people value their family.
<b>Make friends, make friends</b> - understand how to make friends if they feel lonely and say some of the things they like about their friends.	<b>Make friends, make friends</b> - know how to make friends to stop themselves from feeling lonely and think of ways to solve problems and stay friends.	<b>Making friends</b> – Know how to make a new friend.	<b>Keeping Safe: exploring physical contact</b> – Know which types of physical contact they like and don't like and talk about this.
<b>Falling out and bullying</b> - know what to say and do if somebody is mean to them and use 'Calm Me' time to manage their feelings.	<b>Falling out and bullying</b> - start to understand the impact of unkind words and use 'Calm Me' time to manage their feelings.	<b>Greetings</b> - Recognise which forms of physical contact are acceptable and unacceptable to them.	<b>Friends and conflict</b> - Demonstrate how to use the positive problem-solving technique to resolve conflicts with their friends.

<b>Being the best friends we can be</b> - work together and enjoy being with friends.	<b>Being the best friends we can be</b> – know how to be a good friend.	<b>People who help us</b> – Know when they need help and know how to ask for it.	<b>Secrets</b> – Know how it feels to be asked to keep a secret they do not want to keep and know who to talk to about this.
		<b>Being my own best friend</b> – Know ways to praise themselves.	<b>Trust and appreciation</b> – Understand how it feels to trust someone.
		<b>Celebrating my special relationships</b> – Express how they feel about them.	<b>Celebrating my special relationships</b> – Be comfortable accepting appreciation from others.

**End of Key Stage 1 Expectations:** H2, H3, H15, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R12, R16, R19, R20, R22, R25, R26, R27, R28, R29, R30, R31, R32

## Changing Me

<b>FS1</b>	<b>FS2</b>	<b>Year 1</b>	<b>Year 2</b>
<b>My body</b> - name parts of the body and show respect for themselves.	<b>My body</b> - name parts of the body.	<b>Life cycles</b> - Understand that changes happen as we grow and that this is OK.	<b>Life cycles in nature</b> – Understand there are some changes that are outside their control and recognise how they feel about this.
<b>Respecting my body</b> – say some things they can do and some food they can eat to be healthy.	<b>Respecting my body</b> – saying some things they can do and foods they can eat to be healthy.	<b>Changing me</b> – Know that changes are OK and that sometimes they will happen whether they want them to or not.	<b>Growing from young to old</b> – Identify people they respect who are older than them.
<b>Growing up</b> - understand that we all start as babies and grow into children and then adults.	<b>Growing up</b> - understanding that we all grow from babies to adults.	<b>My changing body</b> – Understand that growing up is natural and that everybody grows at different rates.	<b>The changing me</b> – Feel proud about becoming more independent.
<b>Growth and change</b> - know that they grow and change.	<b>Fun and Fears</b> – express how they feel about moving to Year 1 and talk about their worries and/or the things they are looking forward to about being in Year 1.	<b>Boys’ and girls’ bodies</b> - Respect their body and understand which parts are private.	<b>Boys’ and girls’ bodies</b> - Say what they like/don’t like about being a boy/girl.
<b>Fun and fears</b> - talk about how they feel moving to School from Nursery.	<b>Celebration</b> - share memories of the best bits of this year in Reception.	<b>Learning and growing</b> - Enjoy learning new things.	<b>Assertiveness</b> - Be confident to say what they like and don’t like and ask for help.
<b>Celebration</b> - remember some fun things about Nursery this year.		<b>Coping with changes</b> - Know some ways to cope with changes.	<b>Looking ahead</b> - Start to think about changes they will make when they are in Year 3 and know how to go about this.

**End of Key Stage 1 Expectations:** H2, H3, H34, R15, R19, R25, R26, R27, R29, R30, R31, R32