

# PHSE

## Key Skills Progression Map

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	<p>In the Early Years PHSE is taught cross curricular as part of Personal, Social and Emotional Development (PSED). PSED is split into three aspects; Making Relationships, Self Confidence and Self Awareness, and also Managing Feelings and Behaviour. PSED is usually taught as teacher led circle times which are planned discussions that encourage the children to talk about their experiences, their emotions and relationships. Lots of informal discussion are shared and often arise from incidences that may have arisen during the session. The children are encouraged to support each other to resolve social issues and develop and maintain positive relationships and friendships. We also develop class rules with the children's ideas too, which can be linked to our families at home, our whole school and also our local community which are linked to how we are expected to behave in our British society linking into the British Values.</p>		
<b>Pre School</b>	<p><b>Recognise</b> Children are encourage to say hello to each other and also to the staff when they come into Pre-school. Staff support the children to make positive relationships and also to feel safe and secure during the Pre-school sessions.</p> <p><b>Reflect</b> Children are encouraged to recognise that we are all special and are part of a Pre-school family and we are here to support each other to learn and develop new skills.</p> <p><b>Respond</b> Planned circle times and also individual discussions about our families reflective of the children's questions and observation of each other. Children to acknowledge each other and staff and to communicate with them verbally and also using their name, e.g. Mrs Rodgers rather than Miss.</p> <p><b>Core Books:</b> Za Za's Baby Brother, Owl Babies. Guess How Much I Love You.</p>	<p><b>Recognise</b> Children are now familiar with the Pre-school routine and are able to follow the session routine. Encourage children to become more independent in health and self-care. Children will also be more aware of their body growing and they are able to do more physical activities more independently.</p> <p><b>Reflect</b> Children are supported to ask for help with hygiene and recognise that they need to wash their hands regularly especially when they go to the toilet and before eating snacks. Talk about our bodies and how they need to be looked after and how we need to excise regularly and eat a balanced diet.</p> <p><b>Respond</b> All adults to support and remind children about health and self-care. Talk about why we need to wash our hands and why our bodies need a balance diet. Planned activities based around food tasting and physical activities.</p> <p><b>Core books:</b> Handa's surprise. I Want The Potty. Goldilocks and The Three Bears.</p>	<p><b>Recognise</b> Adults to work with the children in preparation for transition from Pre-school to Nursery. The children will talk about things that they can now do that they didn't use to be able to do. Talk about how we need to move on so we can use resources that are more age appropriate to stimulate us and challenge our learning.</p> <p><b>Reflect</b> Adults talk to the children about their new environment in the next term and how they will have new adults working with them.</p> <p><b>Respond</b> Transition sessions for children to meet new adults and to see their new peg, toilets, snack table and environment. Children to have circle times to talk about moving on to new Nurseries, meeting and making new friends and being supported and helped by new adults. Children to access snacks independently rather than circle time snack time. Talk about sitting at the snack table, washing hands firstly, and helping themselves to snack eating an appropriate amount of snack.</p> <p><b>Core books;</b> Pete Goes To Nursery. Topsy and Tim Start Nursery. Jasper's Beanstalk.</p>
<b>Nursery</b>	<p><b>Recognise</b> The children need to be supported and encouraged to separate from their parents at the main Nursery door and to be independent in dressing themselves.</p>	<p><b>Recognise</b> Weekly PE sessions will begin. Children will be introduced to new physical skills and activities and will have to respond to new PE staff.</p>	<p><b>Recognise</b> The children will know that some of them will be going to new schools to start Reception and they will make new friends and work with new adults.</p>

	<p><b>Reflect</b> A member of staff is situated at the door to welcome the children and parents at the start of the session. Also to support the children to walk into Nursery independently once they are familiar with adults and setting. Encourage them to take off their coats and hang them up on their pegs encouraging them to put on and take off their clothes with support.</p> <p><b>Respond</b> All adults will show the children how to put on their coats putting their arms in first with the coat lying on the floor. Adults to start zips off at the bottom and to encourage the children to finish the zipping off. Talk about our five senses and our bodies.</p> <p><b>Core books:</b> Monkey Puzzle, We're Going On A Bear Hunt</p>	<p><b>Reflect</b> The children will be introduced to new physical skills which will challenge them. They will have to listen to the instructions and work in small teams/pairs whilst maintaining safety skills.</p> <p><b>Respond</b> The children will be put into small groups of mixed ability and will have a member of Nursery staff with them to support them with the new PE staff. Children will be reminded to listen carefully to the instructions so they are able to do the new PE safely without causing any injury. Children to learn about their bodies and how they use different parts of the body to help them do the different skills.</p> <p><b>Core books:</b> Giraffes Can't Dance. Funny Bones. Oliver's Vegetables.</p>	<p><b>Reflect</b> Assure the children about moving on and transition to Reception. The children will become more aware that they will be moving to a new building. Talk about the change in the day, how they will stay at school all day, have school dinners, Children to meet their new teachers and see their new classrooms within our school.</p> <p><b>Respond</b> Children to talk about moving on and sharing their views and experiences with adults supporting them to feel safe and secure still. Adults to work with new settings to ensure the children's interests, abilities are shared with the new teachers to ensure that the children will continue to be supported to be challenged and their learning continues to be embedded.</p> <p><b>Core books;</b> Topsy and Tim Start School. Would you rather? Titch</p>
<b>Reception</b>	<p><b>Recognise</b> The children recognise that in the main school their daily routine is supported by a variety of different adults with different roles; teachers, support staff, kitchen staff, dinner ladies, play-ground mentors, and office staff.</p> <p><b>Reflect</b> The children understand that our school community has lots of different roles that all support their well-being and learning. We acknowledge that everyone has a special role and that we work as a team together.</p> <p><b>Respond</b> Circle times to talk about people who help us in our school, in our local community and in the wider world. The children will be encouraged to share their experiences and talk about job roles.</p> <p><b>Core books:</b> People Who Help Us Series of books.</p>	<p><b>Recognise</b> The children are becoming more aware about our world. They are beginning to ask about different foods, animals and the seasons.</p> <p><b>Reflect</b> Adults prompt the children to talk about changes in our world, how things, animals and people grow and change and what we need to do to look after our world. Talk about feelings, helping each other and looking after things.</p> <p><b>Respond</b> Adults plan literacy and numeracy activities which encourage the children to think about our planet. Through the Living Egg Project the children will see chicks hatch and then grow over two weeks seeing the chicks being able to fly. The children need to think about how we look after plants, where food comes from and thinking about food around the world talking about different cultures, habitats and environments.</p> <p><b>Core books:</b> Rumble In The Jungle. Houses Around The World. Olivier's Fruits.</p>	<p><b>Recognise</b> The children will be encouraged to be more independent to get them ready for Year One, moving out of the Early Years.</p> <p><b>Reflect</b> The children are being more independent in their learning and are able to access resources independently to support their learning. They are increasingly becoming more confident to 'have a go' at writing, solving number problems are resolving social conflicts sometimes still needing adult support.</p> <p><b>Respond</b> Children are actively encouraged to talk openly about their feelings, concerns and share their worries with each other and as a whole class. The children will be introduced to subtle changes, carrying their lunch on a tray rather than the Reception trays, be responsible for bringing in their reading books/home learning and giving them to adults to changes...</p> <p><b>Core books:</b> Colour Monster. Sharing A Shell.</p>
<b>1</b>	<p><b>Recognise -</b> Recognise, name and manage their feelings in a positive way.</p>	<p><b>Recognise</b> Recognise how their behavior affects other people.</p>	<p><b>Recognise</b> Recognise that there are people who care for and look after them</p>

	<p>Recognise the difference between right and wrong, fair and unfair, good and bad choices</p> <p>Identify different relationships that they have and why these are important</p> <p><b>Reflect</b></p> <p>Understand the difference between impulsive and considered behaviour.</p> <p><b>Respond</b></p> <p>Develop positive relationships through work and play</p> <p><b>Core books:</b> I feel frightened, I feel angry, I feel worried, Today I'm a monster</p>	<p>Recognise why healthy eating and physical activity are beneficial</p> <p><b>Reflect</b></p> <p>Consider different types of teasing and bullying. Understand that bullying is wrong and know how to get help to deal with bullying.</p> <p><b>Respond</b></p> <p>Seek help from an appropriate adult when necessary. Manage basic personal hygiene.</p> <p><b>Core books:</b> IJustWantToDoItMyWay, Willy and Hugh,</p>	<p>Recognise the simple physical changes to their bodies experienced since birth</p> <p><b>Reflect</b></p> <p>Reflect on the similarities and differences between people</p> <p><b>Respond</b></p> <p>Make positive real-life choices</p> <p><b>Core books:</b> The huge bag of worries, Detective dog</p>
<p><b>2</b></p>	<p><b>Recognise</b></p> <p>Identify the different types of work people do and learn about different places of work.</p> <p><b>Reflect</b></p> <p>Listen to and show consideration for other people's views</p> <p><b>Respond</b></p> <p>Share opinions on things that matter to them</p> <p><b>Core books:</b> All are welcome</p>	<p><b>Recognise</b></p> <p>Recognise how their behaviour and that of others may influence people both positively and negatively. Recognise what they are good at,</p> <p><b>Reflect</b></p> <p>Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p><b>Respond</b></p> <p>Work and play independently and in groups, showing sensitivity to others.</p> <p><b>Core books:</b> Will you be my friend?, Standing on my own two feet.</p>	<p><b>Recognise</b></p> <p>Recognise that some substances can help or harm the body. Recognise where money comes from and the choices people make to spend money on things they want or need,</p> <p><b>Reflect</b></p> <p>Understand that we cannot always afford the items we want to buy</p> <p><b>Respond</b></p> <p>Make simple choices that improve their health and wellbeing e.g. healthy eating</p> <p>Contribute to enterprise activities</p> <p><b>Core books:</b> The accidental billionaire</p>
<p><b>3</b></p>	<p><b>Recognise</b></p> <p>Recognise that people can feel alone and misunderstood and learn how to give appropriate support. Recognise why people work</p> <p>Identify the range of jobs carried out by the people they know</p> <p>Recognise what influences the choices people make about how money is spent.</p> <p><b>Reflect</b></p> <p>Listen to, reflect on and show consideration and respect for other people's views and feelings</p> <p><b>Respond</b></p>	<p><b>Recognise</b></p> <p>Face new challenges positively and know when to seek help</p> <p><b>Reflect</b></p> <p>Explore the relationships and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p><b>Respond</b></p> <p>Begin to make informed lifestyle choices</p> <p>Follow school rules about health and safety and know where to get help</p> <p><b>Core books:</b> The Sugar story, My amazing body</p>	<p><b>Recognise</b></p> <p>Show awareness of changes that take place as they grow</p> <p>Recognise that there are medicines and some other substances that can be used in a safe way to improve health</p> <p>To recognise that all families look different</p> <p><b>Reflect</b></p> <p>Understand the nature and consequences of negative behaviors such as bullying, aggressiveness</p> <p><b>Respond</b></p> <p>Extend strategies to cope with risky situations</p> <p>Behave safely and responsibly in different situations</p>

	<p>Use ICT safely including keeping electronic data secure Use strategies to stay safe when using ICT and the internet Work co-operatively, showing fairness and consideration to others</p> <p><b>Core books:</b> I want to be a police officer, Chicken Clicking, Staying safe online</p>		<p><b>Core books:</b> And Tango makes three, Mommy, Mama and Me, The family book</p>
<p><b>4</b></p>	<p><b>Recognise</b> Recognise their strengths and how they can contribute to different groups</p> <p><b>Reflect</b> Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements Reflect on own mistakes and make amends</p> <p><b>Respond</b> Talk about their views on issues that affect themselves and their class Begin to make responsible choices and consider consequences</p> <p><b>Core books:</b> I don't want to be a frog, badgers parting gifts</p>	<p><b>Recognise</b> Recognise the factors influencing opinion and choice, including the media Show awareness of issues affecting communities and groups Recognise the importance of local organisations in providing for the needs of the local communities</p> <p><b>Reflect</b> Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p><b>Respond</b> Make decisions, giving consideration to the impact they may have on others</p> <p><b>Core books:</b> The accidental prime minister, The accidental president.</p>	<p><b>Recognise</b> Recognise stereotyping and discrimination Recognise peoples differences and similarities</p> <p><b>Reflect</b> Negotiate and present their own ideas Consider the impact that discrimination has on people's lives and reflect on ways that this can be stopped Value peoples differences and similarities</p> <p><b>Respond</b> Challenge stereotyping and discrimination and think about way that this can be stopped</p> <p><b>Core books:</b> Is he a girl?, Bill's new frock</p>
<p><b>5</b></p>	<p><b>Recognise</b> Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice</p> <p><b>Reflect</b> Consider the main features of a democracy</p> <p><b>Respond</b> Engage actively with democratic processes and address issues of concern to them through their actions and decision making Empathise with another viewpoint</p> <p><b>Core books:</b> Children's rights and responsibilities</p>	<p><b>Recognise</b> Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends Recognise that people can feel alone and misunderstood and learn how to give appropriate support</p> <p><b>Reflect</b> Reflect on how to deal with feelings about themselves, their family and others in a positive way</p> <p><b>Respond</b> Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p> <p><b>Core books:</b> smoking, drugs and alcohol. Some secrets should never be kept</p>	<p><b>Recognise</b> Recognise that communities and the people within them are diverse, changing and interconnected</p> <p><b>Reflect</b> Discuss how people can live and work together to benefit their communities</p> <p><b>Respond</b> Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle Work collaboratively towards common goals</p> <p><b>Core books:</b> What do you celebrate?</p>

# 6

## **Recognise**

Identify different forms of discrimination against people in societies

Recognise that peoples basic needs are the same around the world, discussing why some societies are more able to meet these than others

Recognise that communities and the people within them are diverse, changing and interconnected

## **Reflect**

Talk, write and explain their views on issues that affect the wider environment

Identify and talk about their own and others' strengths and weaknesses and how to improve

## **Respond**

Begin to set personal goals

Take action based on responsible choices

**Core books:** *Amazing Grace*

## **Recognise**

Recognise how people manage money and learn about basic financial capability.

## **Reflect**

Make connections between their learning, the world of work and their future economic wellbeing

## **Respond**

Look after their money and realize that future wants and needs may be met through saving

Show initiative and take responsibility for activities that develop enterprise capability.

**Core books:** *Money Madness,*

## **Recognise**

Recognise that when the body changes during puberty it can affect feelings and behaviour

Recognise when physical contact is acceptable and unacceptable

## **Reflect**

Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene

## **Respond**

Manage changing emotions and recognize how they can impact on relationships

**Core books:** *I said no!, Hair in funny places, What's happening to me.*