



Woolston Infant School
PSHE (incl. Relationships, Sex Education and Health Education)
Progression of Skills

Type of Skill	EYFS	Year 1	Year 2
Forming healthy and happy friendships	<ul style="list-style-type: none"> play cooperatively, taking turns with others, take account of one another's ideas about how to organise their activity 	<ul style="list-style-type: none"> understanding what being a good friend means, forming friendships and getting along, keeping friendships positive and healthy 	<ul style="list-style-type: none"> understanding what makes a happy friendship and that sometimes friendships face difficulties
	<ul style="list-style-type: none"> show sensitivity to others' needs and feelings and form positive relationships with adults and other children 	<ul style="list-style-type: none"> understanding how kind or unkind behaviours impact other people 	<ul style="list-style-type: none"> recognising personal boundaries and safe/unsafe situations
Respecting similarities and differences	<ul style="list-style-type: none"> know some of the things that makes them unique and talk about similarities and differences in relation to friends and family 	<ul style="list-style-type: none"> talk about similarities and differences between people 	<ul style="list-style-type: none"> talk about what makes us special and unique
	<ul style="list-style-type: none"> show interest in the lives of people who are familiar to them 	<ul style="list-style-type: none"> understand how to respect and celebrate similarities and differences between people 	<ul style="list-style-type: none"> explore different strengths and abilities we all have
	<ul style="list-style-type: none"> show interest in different occupations and ways of life 	<ul style="list-style-type: none"> be aware that we don't all feel the same way 	<ul style="list-style-type: none"> understand and challenge stereotypes
Caring and responsibility	<ul style="list-style-type: none"> talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable 	<ul style="list-style-type: none"> identify who our special people are how we show care for each other 	<ul style="list-style-type: none"> be aware of different communities and groups we belong to and our responsibilities within those *civic awards
	<ul style="list-style-type: none"> enjoy a responsibility of carrying out small tasks 	<ul style="list-style-type: none"> understand how special people look after us and keep us safe 	<ul style="list-style-type: none"> understand how different groups and communities support one another

Valuing families and committed relationships	<ul style="list-style-type: none"> recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> know why families are important and special 	<ul style="list-style-type: none"> know who different people in our families are and the characteristics of healthy, positive family relationships
	<ul style="list-style-type: none"> remember and talk about significant events in their own experiences 	<ul style="list-style-type: none"> understand what a family is – including difference and diversity between families 	<ul style="list-style-type: none"> explain how families may vary
Keeping healthy bodies and healthy minds	<ul style="list-style-type: none"> eat a healthy range of food, show some understanding that good practices (exercise, eating, sleeping, hygiene) can contribute to good health 	<ul style="list-style-type: none"> learn about our bodies and the amazing things they can do 	<ul style="list-style-type: none"> understand different ways to stay healthy physically and mentally
	<ul style="list-style-type: none"> describe self in positive terms and talk about abilities 	<ul style="list-style-type: none"> learn the correct names for different body parts 	<ul style="list-style-type: none"> begin to explore how to develop a healthy balance lifestyle and the consequences of habits and choices
	<ul style="list-style-type: none"> practise some appropriate safety measures without direct supervision 	<ul style="list-style-type: none"> awareness of ‘private body parts’ 	<ul style="list-style-type: none"> be aware of how household products and medicines can be safe or unsafe
Coping with change	<ul style="list-style-type: none"> be confident to try new activities and say why they like some activities more than others 	<ul style="list-style-type: none"> talk about animals and humans growing from young to old 	<ul style="list-style-type: none"> explore how our bodies need to change as we grow older
	<ul style="list-style-type: none"> adjust their behaviour to different situations, and take changes of routine in their stride 	<ul style="list-style-type: none"> explain how we changed since we were born and how we will change in the future 	<ul style="list-style-type: none"> begin to set goals and aspirations for the future and develop resilience

PSHE education is not a discrete curriculum subject within the statutory EYFS framework. However, EYFS is a great place to start exploring the foundations of PSHE education. The EYFS statutory framework areas of Personal, Social and Emotional development, Understanding the World and Physical development have close links to the PSHE education Programme of Study. Learning and development opportunities for these areas, as well as Communication and language, can be interwoven within the pupils’ experience through daily EYFS play-based activities, role-play areas, quality children’s fiction and reflective discussion to begin to build pupils’ knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

Age appropriate Sex Education - the children in Woolston Infant School learn about healthy relationships, emotions and feelings, bodies, safe vs. unsafe situations, personal boundaries, choices, private body parts etc. as a foundation for Sex Education later in life.

There are three Core Themes: **Relationships, Living in the Wider World and Health and Wellbeing.**

Development of personal attributes and themes of **personal safety, resilience, self-worth and positive mental health** apply across all areas, skills and topics and are closely linked to our school’s Golden Rules and Woolston Infant School Values (**Achievement, Cooperation, Kindness, Perseverance and Tolerance**). Teaching of PE units as well as Our Healthy High 5 team also incorporate aspects of the core themes including mental wellbeing in their activities.