

Subject: PSHE
Progression of Knowledge and Skills
 Bottesford Schools Federation- EYFS and KS1

Strand	EYFS	Year 1	Year 2
Being Me in My World - Autumn A Taught knowledge  (BV) - links to British Values	I know I have a right to learn and play, safely and happily. BV I know that some people are different from me. BV I know that hands can be used kindly and unkindly. BV I know special things about me. BV I know how happiness and sadness can be expressed. I know that being kind is good. BV	I understand my rights and responsibilities as a member of my class. BV I know my views are valued and can contribute to the Learning Charter. BV I can recognise the choices I make and understand the consequences. BV I understand my rights and responsibilities within our learning charter. BV	I can identify some of my hopes and fears for this year. I understand the rights and responsibilities for being a member of my class and the importance of making contributions. BV I can listen to other people and contribute my own ideas about rewards and consequences. BV I understand how following the Learning Charter will help me and others learn. BV I can recognise the choices I make and understand the consequences. BV
Social and Emotional skills	I can identify the feelings associated with belonging. BV I can play cooperatively with others. BV I can consider others' feelings. BV I can identify feelings of happiness and sadness. I can be responsible in the setting. BV	I feel special and safe in my class. I know that I belong to my class. BV I know how to make my class a safe place for everybody to learn. BV I recognise how it feels to be proud of an achievement. I recognise the range of feelings when I face certain consequences. BV I understand my choices in following the Learning Charter. BV	I recognise when I feel worried and know who to ask for help. I can help to make my class a safe and fair place. BV I can work cooperatively. BV I am choosing to follow the Learning Charter. BV
Vocabulary	<i>angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights, sad, share, similar, taking turns, turn taking, unique</i>	<i>achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views</i>	<i>actions, assertive, belong, belonging, boundaries, choices, consequence, consequences, controlling, contributions, fair, fears, hopes, learning charter, negative, positive, praise, problem solving, responsible, responsibilities, reward, rewards, rights, safe, worried, worries</i>

Celebrating Difference - Autumn B Taught knowledge  (BV) - links to British Values	I can identify something I am good at and understand everyone is good at different things. BV I understand that being different makes us all special. BV I know we are all different but the same in some ways. BV I can tell you why I think my home is special to me. I can tell you how to be a kind friend. BV I know which words to use to stand up for myself when someone says or does something unkind. BV	I can identify similarities between people in my class. BV I can identify differences between people in my class. BV I can tell you what bullying is. BV I know some people who I could talk to if I was feeling unhappy or being bullied. I know how to make new friends. I can tell you some ways I am different from my friends. BV	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). BV I understand that bullying is sometimes about difference. BV I can recognise what is right and wrong and know how to look after myself. BV I understand that it is OK to be different from other people and to be friends with them. BV I can tell you some ways I am different from my friends. BV
Social and Emotional Skills	I can recognise emotions when I or someone else is upset, frightened or angry. I can identify and use skills to make a friend. I can identify some ways I am different and the same as others. BV I can identify and use skills to stand up for myself. BV I can identify feelings associated with being proud. I can identify things I am good at. BV I can vocalise success for myself and others. BV I can recognise similarities and differences between their family and other families. BV	I can tell you some ways in which I am the same as my friends. BV I can tell you some ways I am different from my friends. BV I understand how being bullied might feel. I can be kind to children who are bullied. I know how it feels to make a new friend. I understand these differences make us all special and unique. BV	I understand some ways in which boys and girls are similar and feel good about this. BV I understand some ways in which boys and girls are different and accept that this is OK. BV I can tell you how someone who is bullied feels. I can be kind to children who are bullied. I know when and how to stand up for myself and others. BV I know how to get help if I am being bullied. I understand we shouldn't judge people if they are different. BV I know how it feels to be a friend and have a friend. I understand these differences make us all special and unique. BV
Vocabulary	<i>differences, different, friendship, frightened, family, friends, happy, home, kind, proud, sad, similar, similarities, special, unique, unkind</i>	<i>bully, bullied, bullying, bullying behaviour, celebration, courtesy, courage, deliberate, difference, different from, harmful, inclusive, included, lonely, manners, on purpose, safe, same as, similarity, similar, special, support, unique, unfair</i>	<i>assumptions, belong, belonging, boundary, boys, bully, bystander, culture, courtesy, difference, different, disability, fairness, family, feelings, female, friends, girls, help, identity, included, inclusive, kind, kindness, lonely, male, on purpose, purpose, respect, sad, self-respect, shield, similarities, special, stereotypes, stand up for, support, teasing, unkind, unique, value</i>

Dreams and Goals - Spring A Taught knowledge  (BV) - links to British Values	I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. BV I understand the link between what I learn now and the job I might like to do when I'm older. BV I can say how I feel when I achieve a goal and know what it means to feel proud.	I can set simple goals. I can set a goal and work out how to achieve it. I understand how to work well with a partner. BV I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	I can choose a realistic goal and think about how to achieve it. I know what I need to keep my body healthy. I can recognise who I work well with and who it is more difficult for me to work with. BV I can work well in a group to create an end-product. BV I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I know how to share success with other people.
Social and Emotional skills	I understand that challenges can be difficult. I can recognise some of the feelings linked to perseverance. I recognise how kind words can encourage people. BV I can talk about a time I kept on trying and achieved a goal. I can recognise when I feel proud of myself or others.	I can tell you about a thing I do well. I can tell you how I learn best. I can celebrate achievement with my partner. I can identify how I feel when I am faced with a new challenge. I know how I feel when I see obstacles and how I feel when I overcome them. I know how to store the feelings of success in my internal treasure chest.	I can tell you things I have achieved and say how that makes me feel. I am motivated to make healthy choices that help me to reach my goals. I can tell you how working with other people helps me learn. BV I can work with others in a group to solve problems. BV I can tell you when a feeling is weak and when a feeling is strong. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.
Vocabulary	<i>achieve, challenge, difficult, dreams, encourage, earn, frustrated, future, goal, job, keep trying, kind, persevere, proud, reward, skills</i>	<i>achieve, achievement, active, celebrate, celebration, challenge, confidence, coins, dreams, feelings, garden, goal, goals, happiness, internal, learning, obstacle, overcome, proud, process, rest, self-respect, special, stepping stones, stretchy, success, team work, treasure, treasure chest, working together,</i>	<i>achievement, calm, celebrate, challenge, community, courtesy, dream, feelings, goal, group, health, healthy choices, hobbies, interest, interests, learning together, lifestyle, manners, motivation, partner, product, proud, realistic, relax, relaxation, safety, self-care, self-esteem, stress, success, team work, tense, wellbeing</i>

Healthy Me Taught knowledge  (BV) - links to British Values	I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy, and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet. I know who my safe adults are and how to stay safe if they are not close by me.	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I understand how medicines can help me if I feel poorly and I know how to use them safely. I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	I can sort foods into the correct food groups and know which foods my body needs to keep me healthy. I can make some healthy snacks and explain why they are good for my body and give me energy. I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe. I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me. I understand how medicines work in my body and how important it is to use them safely. I can explain how to keep my body healthy and safe at home and when I'm out.
Social and Emotional Skills	I can notice how my body feels when I am active and understand that moving helps keep me well. I can recognise when my body needs movement or rest. I can talk about some ways I can look after myself and keep my body healthy. I can make simple healthy choices and notice how these help my body and feelings. BV I can use strategies that help me feel calm and ready for sleep. I can take responsibility for caring for my body by keeping myself clean and healthy. I can identify safe/trusted adults and ask for help when I feel unsafe or unsure.	I feel good about myself when I make healthy choices. BV I am special so keep myself safe. I know some ways to help myself when I feel poorly. I can recognise when I feel frightened and know who to ask for help. I can recognise how being healthy helps me to feel happy.	I have a healthy relationship with food and know which foods I enjoy the most. I can express how it feels to share healthy food with my friends. I can recognise when I feel worried or unsafe and know to tell an adult straight away. I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice. I feel positive about caring for my body and keeping it healthy. I can make good choices that help me stay healthy and safe. BV
Vocabulary	<i>asleep, challenge, clean, exercise, germs, healthy, hygiene, less healthy, movement, rest, safe, scared, sleep, stranger, stretch, teeth, unexpected, unplanned, worried</i>	<i>balanced, bacteria, body parts, choices, clean, crossing, ears, exercise, eyes, germs, healthy, hygienic, keeping clean, kerb, less healthy, listen, look, medicines, nervous, pavement, safe, scared, sleep, soap, traffic, traffic lights, trust, unhealthy, virus, wait</i>	<i>assess, balanced diet, barriers, body, choices, crossing, dangerous, energy, hazard, healthy, medicines, nutritious, portion, react, risk, risks, safe, scared, stop, drop, roll, unhealthy, unsafe, worry</i>

Relationships Taught knowledge  (BV) - links to British Values	I can identify some of the jobs I do in my family and how I feel like I belong. BV I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. BV I am starting to understand the impact of unkind words. BV I can use Calm Me time to manage my feelings. BV I know how to be a good friend. BV	I can identify the members of my family and understand that there are lots of different types of families. BV I can identify what being a good friend means to me. BV I know appropriate ways of physical contact to greet my friends and know which ways I prefer. BV I know who can help me in my school community. I can recognise my qualities as a person and a friend. BV I can tell you why I appreciate someone who is special to me.	I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate. BV I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. BV I can identify some of the things that cause conflict with my friends. BV I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. BV I recognise and appreciate people who can help me in my family, my school and my community. BV I can express my appreciation for the people in my special relationships. BV
Social and emotional skills	I can identify what jobs they do in their family and those carried out by parents/carers and siblings. BV I can suggest ways to make a friend or help someone who is lonely. BV I can use different ways to mend a friendship. BV I can recognise what being angry feels like. I can use Calm Me when angry or upset.	I know how it feels to belong to a family and care about the people who are important to me. BV I know how to make a new friend. BV I can recognise which forms of physical contact are acceptable and unacceptable to me. BV I know when I need help and know how to ask for it. I know ways to praise myself. I can express how I feel about others.	I accept that everyone's family is different and understand that most people value their family. BV I know which types of physical contact I like and don't like and can talk about this. BV I can demonstrate how to use the positive problem-solving technique to resolve conflicts. BV I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. BV I understand how it feels to trust someone. I am comfortable accepting appreciation from others.
Vocabulary	<i>angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset</i>	<i>appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch</i>	<i>acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret</i>

Changing Me Taught knowledge  (BV) - links to British Values	I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.	I am starting to understand the life cycles of animals and humans. I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and can use the correct names for these. I understand that every time I learn something new, I change a little bit. I can tell you about changes that have happened in my life.	I can recognise cycles of life in nature. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. I understand there are different types of touch and can tell you which ones I like and don't like. BV I can identify what I am looking forward to when I move to my next class.
Social and Emotional Skills	I can recognise that changing class can elicit happy and/or sad emotions. I can say how I feel about changing class/ growing up. I can identify how I have changed from a baby. I can say what might change for me when I get older. I can identify positive memories from the past year in school/home.	I understand that changes happen as we grow and that this is OK. I know that changes are OK and that sometimes they will happen whether I want them to or not. I understand that growing up is natural and that everybody grows at different rates I respect my body and understand which parts are private. I enjoy learning new things. I know some ways to cope with changes.	I understand there are some changes that are outside my control and can recognise how I feel about this. I can identify people I respect who are older than me. BV I feel proud about becoming more independent. I can describe what I enjoy about being a boy or girl whilst understanding we are all different. I am confident to say what I like and don't like and can ask for help. I can start to think about changes I will make when I am in Year 3 and know how to go about this.
Vocabulary	<i>angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset</i>	<i>adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, worried</i>	<i>adult, anus, anxious, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, young</i>

Growing up safe Additional class sessions that talk place every half-term	The 'Growing up safe' sessions for EYFS will cover the following topics: Correct scientific names for main body parts Difference between boys and girls bodies BV Body confidence and awareness of body privacy BV Respect for others and their personal space BV Awareness of inappropriate and/or unacceptable language BV Positive, respectful relationships (inclusive of same sex) BV Our bodies and consent BV Surprises, secrets and safety Socially appropriate playground behaviour BV Respectful use of the toilets BV Appropriate / inappropriate, intimate touches to self BV Appropriate / inappropriate, intimate touches to others BV Adult media content, recognising this and staying safe BV Identifying safe/trusted adults BV Seeking support from safe/trusted adults BV	The 'Growing up safe' sessions for Year 1 will cover the following topics: Correct scientific names for main body parts Difference between boys and girls bodies BV Body confidence and awareness of body privacy BV Respect for others and their personal space BV Awareness of inappropriate and/or unacceptable language BV Positive, respectful relationships (inclusive of same sex) BV Our bodies and consent BV Surprises, secrets and safety BV Socially appropriate playground behaviour BV Respectful use of the toilets BV Appropriate / inappropriate, intimate touches to self BV Appropriate / inappropriate, intimate touches to others BV Adult media content, recognising this and staying safe BV Identifying safe/trusted adults BV Seeking support from safe/trusted adults BV	The 'Growing up safe' sessions for Year 2 will cover the following topics: Correct scientific names for main body parts Difference between boys and girls bodies BV Body confidence and awareness of body privacy BV Our bodies and consent BV Respect for others and their personal space BV Awareness of inappropriate and/or unacceptable language BV Positive, respectful relationships (inclusive of same sex) BV Characteristics of a good friend BV Differences between how we look and how we feel. BV Appropriate / inappropriate, intimate touches to self BV Appropriate / inappropriate, intimate touches to others BV Online relationships, recognising danger and seeking support BV Grooming on and off-line, recognising this and seeking support BV County lines grooming and staying safe BV Adult media content, recognising this and seeking safe BV Age rated films and games. BV
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