



Onslow Infant School PSHE & RSE Curriculum Skills Progression

(core vocabulary in progression)

	EYFS	Year 1	Year 2
Families	<ul style="list-style-type: none"> Different family structures, characteristics of a healthy family life (caring relationships etc.) 	<ul style="list-style-type: none"> Similarities and differences in families, characteristics of a healthy family life (in greater detail) 	
	<i>family</i> <i>mum/mummy</i> <i>dad/daddy</i> <i>(terms relating to family members)</i> <i>love/loving</i> <i>care/caring</i> <i>same</i> <i>different</i>	<i>belonging</i> <i>community</i> <i>divorced</i> <i>married</i> <i>partner</i> <i>differences</i> <i>similarities</i>	
Caring relationships	<ul style="list-style-type: none"> Importance of friends and how to be a good friend, people who care about me, resolving conflicts with friends. 	<ul style="list-style-type: none"> Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties and that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	
	<i>friend/s</i> <i>falling out</i> <i>truth</i> <i>kind</i> <i>share</i>	<i>respect</i> <i>honest</i> <i>generous</i> <i>support</i> <i>friendships</i> <i>lonely</i> <i>positive</i>	
Respectful relationships	<ul style="list-style-type: none"> Manners, respecting others (physically and emotionally), importance of self-respect and permission seeking. 		<ul style="list-style-type: none"> 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. Practical steps they can take in a range of different contexts to improve or support respectful relationships that in school

			and in wider society they can expect to be treated with respect by others. Different types of bullying, the impact and how to get help.
	<p><i>please</i> <i>thank you</i> <i>stop it I don't like it</i> <i>no</i> <i>manners</i> <i>like</i></p>		<p><i>male</i> <i>female</i> <i>respectful</i> <i>relationships</i> <i>personality</i> <i>belief</i> <i>dislike</i> <i>support</i> <i>unique</i> <i>permission</i></p>
Mental wellbeing	<ul style="list-style-type: none"> Identifying different emotions and how to explain what they are feeling. 	<ul style="list-style-type: none"> Mental wellbeing is a normal part of daily life, in the same way as physical health. The scale of emotions that all humans feel in relation to different experiences and situations. Expanding their vocabulary around emotions. How to act appropriately. Learning what helps our mental wellbeing and where to seek help. 	
	<p><i>feel / feelings</i> <i>happy</i> <i>angry</i> <i>sad</i> <i>caring</i> <i>scared</i> <i>calm</i> <i>mixed up</i> <i>(linked to colour monsters)</i></p>	<p><i>emotion/s</i> <i>worried</i> <i>confused</i> <i>excited</i> <i>relaxed</i> <i>unhappy</i> <i>annoyed</i> <i>nervous</i> <i>mood</i></p>	
Being safe	<ul style="list-style-type: none"> Knowing that each person's body belongs to them, how to ask for help or advice from other, where to get advice, who to talk to if they are worried and how to keep themselves clean and follow hygiene routines. 		<ul style="list-style-type: none"> Knowing that each person's body belongs to them, how to ask for help or advice from other, where to get advice and who to talk to if they are worried (in greater detail than in EYFS). It is not always right to keep secrets if they relate to being safe.
	<p><i>body</i> <i>help</i> <i>secret</i> <i>rules</i> <i>danger</i> <i>safe</i></p>		<p><i>harmful</i> <i>emergency</i> <i>unsafe</i> <i>hazard</i> <i>advice</i></p>



	<i>private</i> <i>good touch</i> <i>bad touch</i> <i>clean</i>		
Basic first aid	What to do if you hurt yourself in school.		How to call 999 in an emergency. Why first aid is important and who to ask if you or someone else is injured.
	<i>hurt</i> <i>help</i> <i>safe</i>		<i>emergency</i> <i>first aid</i> <i>injured / injury</i> <i>harm</i> <i>road safety</i> <i>fire safety</i>
Healthy eating	<ul style="list-style-type: none"> Discussing healthy and unhealthy foods. Cooking and preparing healthy meals. 		<ul style="list-style-type: none"> What constitutes a healthy diet and why it is important
	<i>healthy</i> <i>unhealthy</i>		<i>diet</i> <i>sugar</i> <i>fat</i> <i>protein</i> <i>vitamins</i> <i>carbohydrates</i>
Health and prevention	<ul style="list-style-type: none"> How to keep ourselves clean, including handwashing to get rid of germs. 		<ul style="list-style-type: none"> How to keep safe in the sun. The importance of good sleep routines, dental and personal hygiene.
	<i>clean</i> <i>germs</i>		<i>risks</i> <i>hygiene</i> <i>spread</i> <i>vaccine</i> <i>immunisations</i>
Physical health and fitness	<ul style="list-style-type: none"> The benefits of exercise on our body. Daily exercise in and out of school. Mental and physical benefits of an active lifestyle. Use of Travel Tracker to encourage walking to school. 		
	<i>Travel tracker</i> <i>Exercise</i> <i>Sleep</i> <i>growing</i>	<i>Physical health</i> <i>Relax</i> <i>changing</i>	<i>Mental health</i> <i>Active lifestyle</i>
Internet safety and harms	<ul style="list-style-type: none"> How to use technology safely, including child-friendly internet search engines. The benefits of rationing screen time. 	<ul style="list-style-type: none"> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to

	<ul style="list-style-type: none"> How to keep safe online (links to computing curriculum) 		<p>online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p>
	<p><i>screen time</i> <i>internet</i> <i>online</i> <i>computer</i> <i>tablet</i> <i>technology</i></p>	<p><i>protect</i> <i>trust</i> <i>report</i> <i>online safety</i></p>	<p><i>hurtful</i> <i>trustworthy</i> <i>pretending</i></p>
<p>ELG: Self Regulation</p>	<ul style="list-style-type: none"> 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>ELG: Managing Self</p>	<ul style="list-style-type: none"> 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. 		

ELG: Building Relationships	<ul style="list-style-type: none"> ▪ 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. 		
------------------------------------	---	--	--

Continuous Provision & Enhancements
--

Small World	<ul style="list-style-type: none"> ▪ Represent an environment that they are familiar with. ▪ Reenacts their experiences through a narrative. ▪ Explains their actions in small world play. 	<ul style="list-style-type: none"> ▪ Articulates thoughts and feelings through narrative. 	<ul style="list-style-type: none"> ▪ Creates shared narratives. ▪ Able to intertwine their own experiences with the experiences of others.
Role Play	<ul style="list-style-type: none"> ▪ Explores different emotions in role play e.g. happy, excited, sad. ▪ 'Pretends' in role play. ▪ Plays in role as themselves in situations that are within their experience. ▪ Explores different cultures and traditions ▪ To work as part of a group and understand and follow the rules. ▪ To play co-operatively, taking turns with others. 	<ul style="list-style-type: none"> ▪ Expresses some emotions through role play. ▪ Shows an awareness of the feelings of other 'characters' feelings in joint role play. ▪ Describes what they are doing/feeling in their role play. ▪ Articulates thoughts and feelings through narrative. 	<ul style="list-style-type: none"> ▪ Expresses a range of emotions through role play. ▪ Responds to scenarios in role play with empathy. ▪ Uses different voices and expressions. ▪ Able to intertwine their own experiences with the experiences of others.
Calm Area	<ul style="list-style-type: none"> ▪ To identify a range of different emotions. ▪ To begin to notice when they are feeling different emotions and may need some quiet/calm time. ▪ To begin to regulate their emotions when angry/sad/excited etc. ▪ To represent how they are feeling e.g. using the Colour Monster to put a button in an emotion jar. 	<ul style="list-style-type: none"> ▪ To discuss a range of emotions. ▪ Understand that unpleasant emotions are normal e.g. anger and frustration. ▪ Learn mindfulness strategies. 	<ul style="list-style-type: none"> ▪ Take time out when their mind or body needs it. ▪ To use a safe space to process their emotions. ▪ Build emotional intelligence. ▪ Understand and discuss appropriate reactions to difficult situations and events.