



## PSHRE Reception & Key Stage 1 Progression

*Believing & Achieving Together to be the Best We Can Be*



CORE THEME PROGRESSION SKILL	CORE THEME SECTION	Rec	YEAR 1	YEAR 2
HEALTH AND WELLBEING	Healthy lifestyles (physical wellbeing)	Handwashing Summer Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>tooth brushing               <ul style="list-style-type: none"> <li>sensible amounts of 'screen time'</li> </ul> </li> <li>having a good sleep routine</li> </ul> Manage their own needs: personal hygiene Sun safety	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar (healthy foods not healthy foods) H3. ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H10. about the people who help us to stay physically healthy (link to dental care and parents keeping us physically healthy)	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar (categorising into groups e.g. carbs, proteins, fats, etc) H3. about how physical activity helps us to stay healthy H5. simple hygiene routines that can stop germs from spreading (including flu/COVID) H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online/TV H10. about the people who help us to stay physically healthy (link to meds being kept out of reach, vaccines, doctors and healthy eating)
	Mental health	We are all special (RE) Spring Managing emotions We eat elephants- Adam new boy Beth it's not fair Deepak has to read aloud Mindfulness	Taught through Mental Health and emotional well-being We Eat Elephants: Adam has a bad haircut Deepak's swimming party Beth gets lost H11. about different feelings that humans can experience (happy/sadness/cross/worried) H12. how to recognise and name different feelings (happy/sadness/cross/worried) H13. how feelings can affect people's bodies and how they behave (taught We Eat Elephants) H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings (happy/sadness/cross/worried)	Taught through Mental Health and emotional well-being We Eat Elephants: Adam needs to hurry up Beth and the school play Chloe is being bullied H11. about different feelings that humans can experience (happy/sadness/anger/excitement/frustration/disappointed) H12. how to recognise and name different feelings (happy/sadness/anger/excitement/frustration/disappointed) H13. how feelings can affect people's bodies and how they behave (taught We Eat Elephants) H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things



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			<p>H17. things that help people feel good (e.g. playing outside, doing things they enjoy.)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	<p>H16. ways of sharing feelings; a range of words to describe feelings (happy/sadness/anger/excitement/frustration/disappointed)</p> <p>H17. things that help people feel good (e.g. spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20 change and loss (including death); to identify feelings associated with this; recognise what helps people to feel better</p>
Zones of Regulation (General Wellbeing)	<p><b>Autumn: Introduce zones and basic feelings.</b></p> <p><u>Autumn 1 – Lesson 1</u></p> <ul style="list-style-type: none"> <li>• What are the zones?</li> <li>• Colours and simple feelings (happy, sad, cross, tired)</li> </ul> <p><u>Autumn 2 – Lesson 2</u></p> <ul style="list-style-type: none"> <li>• Recap - Matching feelings to zones.</li> <li>• Sorting cards, stories</li> </ul> <p><b>Spring: Recognise body signals</b></p> <p><u>Spring 1 – Lesson 3</u></p> <ul style="list-style-type: none"> <li>• Recap - What zone am I in today?</li> </ul> <p><u>Spring 2 – Lesson 4</u></p>	<p><b>Autumn: Recap – name the zones and basic feelings.</b></p> <p><u>Autumn 1 – Lesson 1</u></p> <ul style="list-style-type: none"> <li>• Recap - Name the zones and feelings</li> </ul> <p><u>Autumn 2 – Lesson 2</u></p> <ul style="list-style-type: none"> <li>• What puts me in each zone?</li> </ul> <p><b>Spring: Recognise body clues</b></p> <p><u>Spring 1 – Lesson 3</u></p> <ul style="list-style-type: none"> <li>• Recap - Zones check in</li> </ul> <p><u>Spring 2 – Lesson 4</u></p> <ul style="list-style-type: none"> <li>• Body clues (heart fast, frown etc)</li> </ul> <p><b>Summer: Choose simple strategies</b></p> <p><u>Summer 1 – Lesson 5</u></p> <ul style="list-style-type: none"> <li>• Recap - Zones and feelings</li> </ul>	<p><b>Autumn: Understand triggers</b></p> <p><u>Autumn 1 – Lesson 1</u></p> <ul style="list-style-type: none"> <li>• Zones and feelings recap</li> </ul> <p><u>Autumn 2 – Lesson 2</u></p> <ul style="list-style-type: none"> <li>• Triggers (what causes feelings)</li> </ul> <p><b>Spring: Apply simple strategies</b></p> <p><u>Spring 1 – Lesson 3</u></p> <ul style="list-style-type: none"> <li>• Recap - Body signals</li> </ul> <p><u>Spring 2 – Lesson 4</u></p> <ul style="list-style-type: none"> <li>• Early regulation strategies</li> </ul> <p><b>Summer: Recognise others' feelings</b></p> <p><u>Summer 1 – Lesson 5</u></p> <ul style="list-style-type: none"> <li>• Recap - Zones and strategies</li> </ul>	



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	<ul style="list-style-type: none"> <li>Body signals – “What does your body feel like?”</li> </ul> <p><b>Summer: Simple regulation strategies</b></p> <p><u>Summer 1 – Lesson 5</u></p> <ul style="list-style-type: none"> <li>Recap - Zones check in routine</li> </ul> <p><u>Summer 2 – Lesson 6</u></p> <ul style="list-style-type: none"> <li>Breathing, quiet space, talking</li> </ul> <p><b>End of Year Outcome: Name feelings and begin regulation with support</b></p>	<p><u>Summer 2 – Lesson 6</u></p> <ul style="list-style-type: none"> <li>Simple strategies, choose one that helps</li> </ul> <p><b>End of Year Outcome: Begin to build independence beyond EYFS</b></p>	<p><u>Summer 2 – Lesson 6</u></p> <ul style="list-style-type: none"> <li>Helping others in different zones</li> </ul> <p><b>End of Year Outcome: Shift from self only to awareness of others.</b></p>
Ourselves, growing and changing	<p>Handwashing</p> <p>Being kind/ a good friend</p> <p>Being positive about self</p> <p>Spring</p> <p>Growing, changes from baby to them</p>	<p>H21. To recognise what makes them special</p> <p>H23. To identify what they like and dislike</p> <p>H24 how to manage when finding things difficult</p> <p>H27 about preparing to move to a new class/year group.</p>	<p>H22. To recognise the ways in which we are all unique.</p> <p>H23. To identify what they are good at</p> <p>H24 how to manage when finding things difficult</p> <p>H26. about growing and changing from young to old and how people’s needs change</p> <p>H27 about preparing to move to a new class/year group.</p>
Being safe	<p>Being a safe pedestrian –school crossing patrol</p> <p>Class rules</p> <p>Firework safety – fire officer talk</p>	<p>H28. about rules that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely/crossing at level crossing</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. How to get help in an emergency (how to dial 999 and what to say)</p>	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H31. that household products (including medicines) can be harmful if not used correctly (Link to medicines)</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely/crossing at level crossing</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. How to get help in an emergency (how to dial 999 and what to say)</p>
Drugs, alcohol and tobacco			<p>H37 about things that people can put into their body or on their skin; how these can affect how people feel (link to Medicines)</p>



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<b>RELATIONSHIPS</b>	Families and People Who Care For Me	Feelings – happy/sad Spring Similarities and differences between self and others Include family, homes	R1. about the roles different people (family and relatives) play in our lives R2. to identify the people who love and care. R3. about different types of families including those that may be different to their own (genograms) R4. to identify common features of family life R5. that it is important to tell someone such as their teacher if something about their family is making them unhappy or worried	R1. about the roles different people (e.g. family, relatives, acquaintance) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own (genograms) R4. to identify common features of family life R5. that it is important to tell someone such as their teacher if something about their family is making them unhappy or worried
	Caring Friendships	Being kind/ a good friend Feelings – happy/sad/emotions	R6. how people make friends R7. how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy	R6. about how people make friends and what makes a good friendship R7. how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy
	Managing hurtful behaviour and bullying	Being kind/ a good friend Feelings – happy/sad Ongoing throughout year	R10. that bodies and feelings can be hurt by words and actions R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
	Safe relationships	<b>NSPCC</b> Being kind/ a good friend	<b>NSPCC</b> R13 To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. About knowing situations when they should ask for permission and also when their own permission should be sought	<b>NSPCC</b> R13 To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. knowing situations when they should ask for permission and also when their own permission should be sought



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			<p>R18. About the important of not keeping adults' secrets (only happy surprises that others will find out eventually)</p> <p>R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <p>R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>	<p>R18. About the important of not keeping adults' secrets (only happy surprises that others will find out eventually)</p> <p>R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <p>R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>
	Respecting self and others	Being positive about self Throughout the year – special person	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>
<b>LIVING IN THE WIDER WORLD</b>	Shared responsibilities	Tidy up time Taking care of the environment (school and wider)	<p>L1. about what rules are, why they are needed.</p> <p>L2 (Science) how people and other living things have different needs.</p> <p>L3 (AOW) about things they can do to help look after their environment</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2 (Science) how people and other living things have different needs, about the responsibilities of caring for them.</p> <p>L3 (AOW) about things they can do to help look after their environment</p>
	Communities	Cards to go with harvest gifts for elderly Xmas cards for elderly Remembrance Day Children in Need Similarities and differences between self and others Include family, homes	<p>L5 about different roles and responsibilities people have in their community</p> <p>L6 to recognise the ways they are the same as, and different to, other people. (hair colour, eye colour)</p>	<p>L4 about the different groups they belong to</p> <p>L5 about different roles and responsibilities people have in their community</p> <p>L6 to recognise the ways they are the same as, and different to, other people. (Family groups)</p>
	Media literacy & digital resilience	In computing	In computing	In computing



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<p>Economic wellbeing: How to manage money</p>	<p><b>Recognising coins</b> I know there are different coins and notes. I can describe and name different coins and notes. I am beginning to understand that coins and notes can have different values.</p>	<p><b>The value of coins and notes</b> I know the value of the coins and notes I use and can put them in the correct order of value. I can recognise and choose the correct value of coins and notes to use and calculate change. I can understand the importance of waiting for and checking change.</p>	<p><b>Keeping track of money</b> I know there are ways of keeping track of my money and what I spend e.g. keeping a spending diary. I can keep simple financial records e.g. recording the amount saved in a money box and how it has been used. I am beginning to understand I might run out of money unexpectedly if I don't keep track of it.</p>
<p>Economic wellbeing: Becoming a critical consumer</p>	<p><b>Choices about spending</b> I know that I can spend money in different places and on different things, e.g. buying toys or going on the bus, and that these may cost different amounts. I can make simple choices about how to spend my money.  I am beginning to understand that people may make different choices about how to spend money. <b>Choices about saving</b> I know I can save some of my money to use later e.g. in a money box. I can make simple choices about saving some of my money.  I am beginning to understand that people may make different choices about saving their money.</p>	<p><b>Choices about spending and saving</b> I know I have choices about saving and spending my money. I can make a simple plan for my saving and spending choices and stick to it. I am beginning to understand that people may make different choices about how to save and spend money</p>	<p><b>Needs and wants</b> I know that my own needs and wants may be different to those of other people. I can explain the difference between something that I need and something I might want. I am beginning to understand that we might not always be able to have the things we want.</p>
<p>Economic wellbeing: Managing risks and emotions associated with money</p>	<p><b>Keeping money safe</b> I know that I need to look after my money. I can choose a safe place to keep my money e.g. money box, purse. I understand that money has a value and needs to be taken care of. <b>Feelings about money</b> I know that money might make me have different feelings e.g. being happy or sad. I can describe the way money makes me feel.</p>	<p><b>Looking after my money</b> I know I can keep money in different places, and that some places are safer than others e.g. in a money box or a bank. I can choose a suitable place to keep my money safe, and explain my choice. I am beginning to understand the consequences of losing money or having it stolen, and how it might make me feel.</p>	<p><b>Saving money</b> I know I can save my money to use later instead of spending it all now. I can describe why I might want to save my money e.g. for something special or to buy a present for someone else, and where I might save it e.g. cash at home, in a savings account. I am beginning to understand why saving money can be important and how that makes me feel.</p>



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		I am beginning to understand that other people may have different feelings to my own about money		
Economic wellbeing: Understanding the important role money plays in our lives	<b>Using money</b> I am beginning to know that I will need to use money in different ways. I can name different ways money can be used e.g. saving, spending, giving. I am beginning to understand why money is used.	<b>Where my money comes from</b> I know my money comes to me in different ways e.g. earning, winning, borrowing, finding, being given. I can describe where my money comes from. I understand that money will come to me in other ways in the future e.g. being paid for working.	<b>How money developed</b> I know that money has developed in many different forms throughout history e.g. barter, coins, notes, etc. I can describe the many forms that money comes in today, and the variety of ways in which it can be used to pay for things. I understand that money will continue to develop in a variety of forms in the future.	
Economic wellbeing: Aspirations, work and career		L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things	L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	