



Burbage C of E Infant School PSHCE Progression Ladder

Statement of Intent

We aim to offer a PSHCE curriculum that supports children to be happy, healthy and safe citizens. We aim to help children to develop the skills to build positive relationships, stay safe, recognise and respect themselves and others, and make appropriate, informed life choices. The school will provide opportunities to help the children to embed our school values which will support them in developing their mental health and wellbeing. All of these skills should equip them for life as a young person in British society as they move onto the next stage of education.

Development Matters- Children in Reception (non-statutory curriculum guidance for EYFS)	Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory Guidance 2020)
<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none">• Select and use activities and resources, with help when needed.• Develop their sense of responsibility and membership of a community.• Become more outgoing with unfamiliar people, in the safe context of their setting.• Show more confidence in new social situations.• Play with one or more other children, extending and elaborating play ideas.• Find solutions to conflicts and rivalries.• Increasingly follow rules, understanding why they are important.• Remember rules without needing an adult to remind them.• Develop appropriate ways of being assertive.• Talk with others to solve conflicts.• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.• Understand gradually how others might be feeling.• Make healthy choices about food, drink, activity and toothbrushing.• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Manage their own needs.• Know and talk about the different factors that support their overall health and wellbeing.	<p>By the end of primary school pupils in Key Stage 1 will have explored learning in the following areas:</p> <ul style="list-style-type: none">• Families and people who care for me• Caring friendships• Respectful relationships• Online relationships• Being safe <p>(See guidance on Gov.UK for further details)</p>

Please note that, due to the nature of PSHCE, each year group will reflect and review prior knowledge and skills in all areas.



Beginning and Belonging		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> • Children can understand what is special about me and others in my class. • Children can understand ways of respecting the needs of others in the class. • Children can understand ways that they are similar/different to others. • Children can understand what I have learnt to do and recognise what I would like to do next by setting a goal. • Children can understand ways of welcoming new children to the class. • Children can understand how people's behaviour makes others feel. • Children can begin to understand how to play/work alongside others at school. 	<ul style="list-style-type: none"> • Children can participate in discussions about how to make the classroom a place where they can learn safely and happily. • Children can participate in activities that enable them to develop collaborative relationships within the class. • Children can recognise what it feels like to be new in school. 	(Not applicable)
Substantive Knowledge		
<ul style="list-style-type: none"> • Children know who and how to ask for help if they need it. • Children know how to show they are listening to an adult. 	<ul style="list-style-type: none"> • Children know how to make people feel welcome in the class. • Children know who and what might help them if they are in a new situation. • Children know how to identify adults who can help them if they need support. 	(Not applicable)
Vocabulary		
Belonging, similarities, differences, goals, feelings, respect, rules, right, wrong, fair, unfair, safe, happy community, resilience		-



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Myself and My Relationships (family and friends, including anti-bullying)		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> • Children can recognise people who are special to them and why they are special. • Children can understand what makes a family and to understand how people in families care for each other. • Children can understand what makes a good friend. • Children can understand ways of making new friends. 	<ul style="list-style-type: none"> • Children can begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour. • Children can begin to understand that bullying may happen when people do not respect and value similarities and differences between people. • Children can understand how it feels to be bullied. • Children can understand how it feels to see someone else being bullied. To understand how someone who bullies may feel. • Children can consider ways that the school can promote a caring ethos and encourage positive and safe relationships. 	<ul style="list-style-type: none"> • Children can manage change and develop strategies for coping. • Children can recognise similarities and differences between themselves and their peers. • Children can understand why families are special, that there are different family patterns and to be able to describe what is special about their own family. • Children can be able to recognise feelings in others and to know how these feelings might affect friendships. • Children can recognise the importance of friendship and that there are different types of friendship. • Children can understand that it is possible to make friendships stronger. • Children can understand what it feels like to be lost or to have lost something. • Children can develop the skills of collaborative problem solving and know this can contribute to a friendship.
Substantive Knowledge		
<ul style="list-style-type: none"> • Children know simple reasons why friends may fall out. • Children know how to make up with a friend. • Children know what unkind behaviour looks like. • Children know what to do when someone is unkind. 	<ul style="list-style-type: none"> • Children know what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying. • Children know to identify some people in and out of school who they could talk to if they were being bullied. • Children know some simple strategies for keeping themselves safe from bullying including knowing how to respond assertively. • Children know simple ways to help someone who is being bullied. • Children know what to do if they see bullying happening. • Children know how to identify places in school where bullying may happen. 	<ul style="list-style-type: none"> • Children know how to describe what a friend is and does. • Children know strategies for making and keeping friends. • Children know how to identify the range of people who are special to them and describe what makes them special. • Children know how to seek help and support and from whom. • <i>Children know some ways to make friendships stronger.</i> • <i>Children know what it means to be or to feel lonely.</i> • <i>Children know what to do when they are lost or have lost something.</i> • <i>Children know how it helps to be with a friend in new or risky situations.</i>
Vocabulary		
Differences, special, family, kind, unkind, bullying, safety circle, supporting, respect, similarities, cyberbullying, feelings, friendship, truthfulness, relationships, personal space, networks of support		



Myself and My Relationships (my emotions, managing change)		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> • Children can identify a range of situations which involve loss and change. • Children can recognise what causes different feelings in themselves and others. • Children can recognise how change and losing something makes them and other people feel. 	<ul style="list-style-type: none"> • Children can understand that their emotion and actions can have an effect on themselves and others. • Children can understand the difference between impulsive behaviour and that which is thought through, and what both might feel like. • Children can understand that they can do things to help us change our mood and that this may be helpful. • Children can be able to stand up for their own rights without being hurtful to others. 	<ul style="list-style-type: none"> • Children can recognise that they are growing and that their achievements, skills and responsibilities are changing. • Children can understand that there are changes they can choose for themselves and changes they cannot do anything about.
Substantive Knowledge		
<ul style="list-style-type: none"> • Children know how to identify ways of making themselves feel better. • Children know ways of helping other people feel better. 	<ul style="list-style-type: none"> • Children know the name of a basic range of feelings. • Children know what might prompt different feelings in themselves and others. • Children know how to get support when they need it. • Children know how to identify what they are good at and also what they find more difficult. • Children know what 'relaxed' means and how it feels. • Children know that it is possible to affect our behaviour by stopping and thinking about what we are doing. 	<ul style="list-style-type: none"> • Children know how to name some of the emotions that may be felt in situations involving the loss of special possessions. • Children know some strategies for coping with difficult emotions.
Vocabulary		
Emotions, feelings, behaviour, fair, unfair, loss, change, thoughts, likes/dislikes, rights, friendship, habits, achievements, skills, responsibilities, excited, frightened, happy, sad, jealous, angry, strengths, difficulties, relaxed		



Citizenship (identities and diversity, diversity and communities)		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> • Children can understand how they belong to their class and to recognise similarities and differences between themselves and others in their class. • Children can understand how they belong to their family. • Children can recognise similarities and differences between the ways families live their lives. • Children can understand that people and families have different beliefs and customs that are important and special to them. • Children can understand that it is important to respect other people's differences and the ways in which they live their lives. 	<ul style="list-style-type: none"> • Children can begin to understand that perceptions of gender may limit personal expression and choice. • Children can express their family's structure, traditions, culture and beliefs and recognise that other families are different. • Children can recognise different groups they belong to and the different backgrounds of people they know. • Children can understand how people might be affected by stereotypes. • Children can understand the benefits of belonging to community groups. • Children can begin to understand the role of the media in their local community. • Children can understand what they have learned in this unit and be able to share it. 	(Not applicable)
Substantive Knowledge		
<ul style="list-style-type: none"> • Children know some of the ways that people and families celebrate their beliefs and ways of life. 	<ul style="list-style-type: none"> • Children begin to know what makes up their identity. • Children know what 'my community' means. • Children know about people who help different groups in their community. • Children understand the needs of particular groups in their community. • Children know how to care for animals and plants in their own environment. • Children know how they can help look after the school environment. 	(Not applicable)
Vocabulary		
Similarities, differences, belonging, beliefs, customs, respect, values, routines, customs, traditions, culture, community, identity, stereotypes, media, environment		



Citizenship (Me and my world, rights, rules and responsibilities, working together))

Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> • Children can recognise and understand the purpose of different places and features in their neighbourhood. • Children can recognise and understand the jobs of different people in their neighbourhood including people who help them. • Children can understand what happens if we do not have enough money to pay for something. 	<ul style="list-style-type: none"> • Children can understand responsibilities they have to their friends, family and class. • Children can understand how rules enable them to feel safe and happy in school. • Children can understand how democratic decisions might affect them in the everyday life of their class. • Children can understand and experience the process of electing a school council representative. • Children can be able to share opinions, taking turns and valuing the views of others by listening actively. • Children can be able to contribute to paired and class discussions about a topical issue. 	<ul style="list-style-type: none"> • Children can recognise and celebrate some strengths, emotions, gifts and talents. • Children can understand and practise some skills of a good communicator, including listening skills, turn taking and explaining. • Children can recognise how their skills and strengths can be useful in a group. • Children can apply communication and group work skills in a real situation. • Children can state some things they did well in a group task and some things they would like to do better at next time.
Substantive Knowledge		
<ul style="list-style-type: none"> • Children know how to identify the people who look after them at school and know their roles. • Children know ways that they can help look after the school environment. • Children know ways that they can help look after their things and their home. • Children know how to identify ways of looking after their local outdoor area and keeping the environment special for everyone. • Children know how to identify ways of caring for plants and animals. • Children know what money is and what it is used for. • Children know how to identify ways of looking after money. 	<ul style="list-style-type: none"> • Children know the name of some people who look after them and some of their responsibilities towards them. • Children know to identify jobs and responsibilities they have at school. • Children know the school rules and explain how they affect them in school and how they have been made. 	<ul style="list-style-type: none"> • Children know how to identify a new skill to develop. • Children know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.
Vocabulary		
<p>Family, school, neighbourhood, jobs, responsibilities, caring, communicator, working together, environment, money, rules, democratic decisions, representative, group work, discussion, opinions, views, strengths, gifts, talents, parents, emotions, skills, compromise, co-operation</p>		



Economic Wellbeing (financial capability)		
Reception	Year 1	Year 2
Disciplinary Knowledge		
(Not applicable)	(Not applicable)	<ul style="list-style-type: none">• Children can begin to understand what a family might need to pay for and some ways that might be done.• Children can understand that the feelings they may have about money are varied and can change.
Substantive Knowledge		
(Not applicable)	(Not applicable)	<ul style="list-style-type: none">• Children know where money they have might come from (including regular and irregular sources) and how they might keep it safe.• Children know some ways money might be 'used' and that it is a finite resource.• Children know that there are some things they have to buy and some things they choose to buy.• Children know how to keep simple financial records.• Children know what charities are for and what some might do.
Vocabulary		
		Money, saving, spending, banks, charity, financial records



Healthy and Safer Lifestyles (my body and growing up, relationships and sex education)		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> • Children can understand and value what their bodies can do. • Children can understand how members of their family and other trusted people care for and look after them. • Children can understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. • Children can recognise how growing up makes them feel. 	<ul style="list-style-type: none"> • Children can understand that they have responsibility for their body's actions and that their body belongs to them. • Children can appreciate how amazing their body is. 	<ul style="list-style-type: none"> • Children can consider how they have changed physically since they were born. • Children can consider their responsibilities now and compare these with when they were younger.
Substantive Knowledge		
<ul style="list-style-type: none"> • Children know how to describe their own appearance and name some external body parts using agreed names for the sexual parts. • Children know similarities and differences between the bodies of girls and boys. • Children know ways in which their body has changed since they were a baby. • Children know how to name some ways of looking after their body and keeping it clean. 	<ul style="list-style-type: none"> • Children know the main external parts of the bodies of humans, including agreed names for sexual parts. • Children know to describe what their bodies can do. • Children know how to keep themselves clean. • Children know the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. 	<ul style="list-style-type: none"> • Children know that humans produce babies that grow into children and then into adults. • Children know how to describe the needs of babies and young children.
Vocabulary		
Body parts, teeth, responsibility, trusted people, growing, change, similarities and differences, germs, handwashing, clean, disease, marriage, babies, children, adults, needs, body parts, penis, vulva		



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Healthy and Safer Lifestyles (healthy lifestyles)		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> • Children can understand the importance of sleep for our bodies. • Children can name and talk about food they like and dislike. • Children can begin to understand how to make choices which promote healthy living. 	(Not applicable)	<ul style="list-style-type: none"> • Children can understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise. • Children can talk about foods they like and dislike with reasons why. • Children can make healthy eating choices.
Substantive Knowledge		
<ul style="list-style-type: none"> • Children know some of the things needed to have a healthy body. • Children know why different foods and drink are important in order for our bodies to stay healthy and well. • Children know what exercise is and why it is good for us. 	(Not applicable)	<ul style="list-style-type: none"> • Children know about the range of things that help make and keep them healthy. • Children know how to describe how healthy eating is beneficial and how it supports physical activity. • Children know how foods fit within the basic food groups in the Eatwell guide, and what constitutes a balanced meal. • Children know why we need food. • Children know that everyone should eat at least 5 portions of fruit and vegetables every day. • Children know how to prepare simple healthy foods. • Children know how to make choices which promote healthy living.
Vocabulary		
Sleep, food and drink (various), healthy living, body, exercise, rest, teeth, choices, dental health, fruit, vegetables Food groups		



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Healthy and Safer Lifestyles (keeping safe, managing safety and risk, personal safety, drug education)

Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can assess risks in the school and its grounds. Children can plan ahead to keep safer and understand and apply safety rules in different contexts, eg. sun, water, fire, railways. Children can develop a strategy to keep safer when lost. Children can use an assertive voice and body language. Children can understand basic road safety skills. Children can understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it. 	<ul style="list-style-type: none"> Children can understand the range of people in the community who help keep us safer, Children can recognise familiar situations where they can offer help. Children can talk about situations where staying safe is important. Children can develop knowledge and skills to stay safe when they are lost. Children can understand basic ways to keep safe from accidents. Children can identify different feelings and tell others how I feel. Children can name my own Early Warning Signs. Children can recognise which adults and friends I can trust. Children can recognise which school/classroom rules are about helping people to feel safe. 	<ul style="list-style-type: none"> Children can understand that all medicines are drugs, but not all drugs are medicines. Children can develop an understanding of and attitudes towards medicines, health professionals and hospitals. Children can recognise that there are ways to feel good and better without taking medicines. Children can understand that all drugs and many household substances can be harmful if they are not used properly. Children can identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't!' Children can recognise persuaders and pressure in risky situations.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know to identify trusted adults who children could talk to and ask for help. Children know how to identify safe places to play. Children know the names of parts of the body including the external sexual parts. Children know how to identify and distinguish between different touches. Children know what a secret is and when to tell a trusted adult if they are worried about a secret. Children know how to identify common harmful substances. Children know what goes on to and into a young child's body. Children know what medicines are and why some people need medicines. 	<ul style="list-style-type: none"> Children know how to identify a range of familiar situations which might entail risk and consider ways to keep themselves safe. Children know how to identify emotions associated with risky behaviour or situations. Children know basic personal information and know when they might need to give it. Children know how to ask for help in emergency. Children know how to reduce risk and keep safe in a variety of situations. Children know how to identify some dangers of road traffic and know how to stay safe as a pedestrian and a car passenger. Children know some danger from the sun and understand how to keep safe. Children know how to identify the dangers of familiar places where water is present and know how to keep safe. Children know how to identify characteristics of safe places to play. 	<ul style="list-style-type: none"> Children know basic information about what happens when substances enter the body.
Vocabulary		
Risk, safety circle, secrets, touches, real, pretend, road safety, medicines, pills, injections, safety rules, sun, water, fire, railways, lost, trusted people, feelings, early warning signs, worry, body parts, vulva, penis, harmful substances, community, risky situations, emotions, personal information, emergency, accidents, pedestrian, passenger, dangers, substances, drugs, hospitals, health professionals, advice, persuaders, pressure, recreational		



Healthy and Safer Lifestyles (digital lifestyles)		
Reception	Year 1	Year 2
Disciplinary Knowledge		
(Not applicable)	(Not applicable)	<ul style="list-style-type: none">• Children can talk about their identity both in real life and online.• Children can design their own online space.• Children can recognise when something they see or hear online makes them feel uncomfortable.
Substantive Knowledge		
(Not applicable)	(Not applicable)	<ul style="list-style-type: none">• To know what information they can use to create a safe online profile.• To know what to do when something they see or hear online makes them feel uncomfortable.
Vocabulary		
		Decisions, identity, online space, uncomfortable, responsibilities, reporting