

Progression of skills – PSHE/RHE

At Baddow Hall Infant School our vision is for every child to make the best possible progress.

Intent: Children’s health and well-being is at the core of everything we do at Baddow Hall Infant school. We aim to deliver a curriculum which allows children to become **life-long learners** so they can become healthy, independent and confident individuals.

We will support children to develop their **resilience** by developing their problem solving skills so they can suggest ways to recognise, explain and resolve a range of situations. We support children’s **creativity** in PSHE by providing them with a range of activities which allow them to explore and discuss experiences they might encounter in their own lives. Through these experiences children will also develop their **curiosity** by encouraging them to ask questions about their observations and encounters.

EYFS framework- ‘Personal, Social and Emotional Development’ (educational programme): Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

National curriculum guidance (purpose of study): Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, giving them the knowledge and capability to take care of themselves and receive support if problems arise.

Me and My Relationships		
EYFS Feelings Getting Help	Year 1 Feelings Getting Help Classroom Rules	Year 2 Feelings/self-regulation Being a good friend Bullying and Teasing Our School rules about bullying
<ul style="list-style-type: none"> Recognise and be sensitive to the differences of others. Name people who help me and describe ways to help others. Talk about feelings and what can cause them. 	<ul style="list-style-type: none"> Name different feelings and how they might make me behave. Suggest ways of dealing with 'not so good' feelings and how to help others. Recognise when I need help and who to ask. Listen to others and wait my turn to speak. 	<ul style="list-style-type: none"> Understand we have different ways to express our feelings. Express my feelings in a safe, controlled way. Tell you some ways that I can get help,

<ul style="list-style-type: none"> • Tell you which trusted adults I can ask for help. • Help a friend if they are sad or worried. 	<ul style="list-style-type: none"> • Tell you which trusted adults at home and school keep me safe. 	<p>if I am being bullied and what I can do if someone teases me.</p> <ul style="list-style-type: none"> • Tell someone how they are making me feel. • Give ideas about what makes a good friend and also tell you how they can try to be a good friend.
Valuing difference		
EYFS Recognising and respecting difference Being kind and caring	Year 1 Recognising valuing and celebrating difference Developing tolerance	Year 2 Being kind and helping others Listening skills
<ul style="list-style-type: none"> • Celebrate our differences. • Talk about my family life. • Listen and be polite to what others tell me about their lives. • Be kind, caring and helpful to others. • Show good listening 	<ul style="list-style-type: none"> • Say ways in which people are similar as well as different. • Say why things sometimes seem unfair, even if they are not to me. • Talk about what bullying is. • Say ways to show kindness towards others. 	<ul style="list-style-type: none"> • Be respectful of those who are different to me. • Describe how someone can change someone's feelings. • Tell you why it is important to show good listening to people who think differently to me. • Name and suggest strategies to someone who feels left out. • Be kind and use kind words to my friends.
Keeping Safe		
EYFS Asking for help Keeping Healthy Staying safe around medicines	Year 1 How our feelings can keep us safe Keeping healthy Medicine safety	Year 2 Safe and unsafe secrets Appropriate touch Medicine safety
<ul style="list-style-type: none"> • Tell you what my body needs to stay healthy. • Make safe decisions around medicines and things I don't know. • Name some things that can be dangerous inside and outside. • Tell you what is safe to play online and who to talk to if I feel worried. 	<ul style="list-style-type: none"> • Talk about the things my body needs to stay well (exercise, sleep, healthy foods). • Say what I can do if I have strong, but not so good feelings, to help me stay safe. • Say 'no' to unwanted touch and ask for help from a trusted adult. • Say when medicines can be helpful or might be harmful. • Tell you how to stay safe around medicine. 	<ul style="list-style-type: none"> • Keep myself safe around medicines and explain that they can be helpful or harmful, and say how they can be used safely. • Say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. • Say what I do and don't like and who to ask for help.

<ul style="list-style-type: none"> Name the adults who keep me safe and when I might need their help. 		<ul style="list-style-type: none"> Give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. Give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.
Rights and Respect		
EYFS Taking care Making choices	Year 1 Looking after things	Year 2 Co-operation and self regulation
<ul style="list-style-type: none"> Help my family. Help to clean and tidy my home and classroom. Tell you some ways to look after our world. Be kind to friends and others. Talk about looking after money. 	<ul style="list-style-type: none"> Wash my hands correctly. Name ways to look after my home and school. Look after a special person or thing. Tell you some things that money is spent on. Get help if someone has hurt themselves. 	<ul style="list-style-type: none"> Make choices that help me play and work well with others. Use some strategies when I feel upset or angry. Ask for help from a trusted adult. Name some ways I can look after my environment. Make choices with money.
Being My Best		
EYFS Making healthy choices Being persistent	Year 1 Keeping healthy Growth mindset	Year 2 Looking after my body Growth mindset
<ul style="list-style-type: none"> Keep trying if the way I choose doesn't work. Talk about the different types of feelings we have. Have a go at something new. Make my own healthy food choices. Make healthy sleep and exercise choices. 	<ul style="list-style-type: none"> Choose a healthy meal with different food groups. Be persistent when learning a new skill. Name a few different ideas of what I can do if I find something difficult. Help my friends when they fall out. Explain why praise helps me to keep trying. 	<ul style="list-style-type: none"> Explain what happens when I learn something new. Explain how setting a goal or goals will help me to achieve what I want to be able to do. Explain how hand hygiene stops virus' and germs from spreading. Give examples of what I can do and give to my body to stay healthy.

		<ul style="list-style-type: none"> Name different parts of my body that are inside me and help to turn food into energy.
Growing and Changing		
EYFS Life cycles Girls and boys	Year 1 Getting help Becoming independent Body parts	Year 2 Being supportive Dealing with loss Life cycles
<ul style="list-style-type: none"> Describe the life cycle of an animal. Describe how a baby grows to an adult and what they might need. Tell you the scientific names for my body parts. 	<ul style="list-style-type: none"> Tell you some things that babies need. Tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. Talk about how safe secrets and surprises make me feel and who to talk to if I am worried. Name scientific names for my body parts. Name the adults I can talk to at home and school if I need help. 	<ul style="list-style-type: none"> Give support to a friend. Describe feelings of loss and suggest what someone can do if a friend moves away. Describe the stages of growth I have been through and what I look forward to in my future. Talk about keeping private parts private.