allangels' primaryfederation
Clover Hill V.A. Infant & Nursery School
& St. Michael's V.A. Junior School,
Bowthorpe, Norwich

PSHE/RSHE (Life Skills) Curriculum Progression

Nursery	Reception	Year 1	Year 2
Self Regulation Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. **Managing Self**	**Self-Regulation ELG** 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. **Managing Self ELG** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	**Being me in my world** Understand their own rights and responsibilities with their classroom. Understand that their choices have consequences. Understand that their views are important. Understand that they are safe in their class. Identify helpful behaviours to make the class a safe place. Understand that they have choices. **Celebrating Difference** Know who to tell if they or someone else is feeling unhappy. Know that people are unique and that it is OK to be different. Understand how being 'teased' or 'made fun of' might feel.	**Being me in my world** Understand the rights and responsibilities of class members. Know about rewards and consequences and that these stem from choices. Know that it is important to listen to other people. Understand that their own views are valuable. Know how to make their class a safe and fair place. Show good listening skills and be able to work co-operatively. **Celebrating Difference** Know the difference between a one-off incident and 'bullying'. Know that friends can be different and still be friends.

Show more confidence in new social situations. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. **Building Relationships** Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Begin to understand how others might be feeling. Take part in other pretend play with different roles. Generally, negotiate solutions to conflicts in their play.	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. **Building Relationships ELG** 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.	Recognise ways in which they are the same as their friends and ways they are different. **Dreams and Goals** Know how to set simple goals and how to achieve a goal. Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. Know when a goal has been achieved. Recognise things that they do well. Explain how they learn best. Recognise their own feelings when faced with a challenge/obstacle. Recognise how they feel when they overcome a challenge/obstacle. **Healthy Me** Know the difference between being healthy and unhealthy. Know how to make healthy lifestyle choices. Know that all household products, including medicines, can be harmful if not used properly. Know how to keep safe when crossing the road. Keep themselves safe. Recognise how being healthy helps them to feel happy. Recognise ways to look after themselves if they feel poorly.	Explain how being bullied can make someone feel. Know how to stand up for themselves when they need to. Understand that everyone's differences make them special and unique. **Dreams and Goals** Know how to choose a realistic goal and think about how to achieve it. Know that it is important to persevere. Know how to recognise what working together well looks like. Recognise how working with others can be helpful. Be able to work effectively with a partner. Be able to choose a partner with whom they work well. Be able to work as part of a group. **Healthy Me** Know what their body needs to stay healthy. Know what relaxed means. Know why healthy snacks are good for their bodies. Know which foods given their bodies energy. Feel positive about caring for their bodies and keeping it healthy.

		Recognise when they feel frightened and know how to ask for help. **Relationships** Know that everyone's family is different. Know that families are founded on belonging, love and care. Know that physical contact can be used as a greeting. Know how to make a friend. Know who to ask for help in the school community. Can express how it feels to be part of a family and to care for family members. Can say what being a good friend means. Can identify forms of physical contact they prefer. Can say no when they receive a touch they don't like. **Changing me** Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Know who to ask for help if they are worried or frightened. Know that animals including humans have a life cycle. Know that changes happen when we grow up.	Desire to make healthy lifestyle choices. **Relationships** Know that there are lots of forms of physical contact within a family. Know how to stay stop if someone is hurting them. Know there are good secrets and worry secrets and why it is important to share worry secrets. Know what trust is. Can recognise the value that families can bring. Can recognise and talk about the types of physical contact that is acceptable or unacceptable. Can identify the negative feelings associated with keeping a worry secret. Can identify who they trust in their own relationships. **Changing me** Know some of the physical differences between male and female bodies and Know the correct names for the main private body parts. Know that private body parts are special and that no one has the right to hurt these. Know who to ask for help if they are worried or frightened.

		Know that people grow up at different rates and that is normal. Understand and accept that change is a natural part of getting older. Can suggest ways to manage change, e.g. moving to a new class. Can identify some things that have changed and some things that have stayed the same since being a baby (including the body).	Know there are different types of touch and that some are acceptable, and some are unacceptable. Know that life cycles exist in nature. Know that aging is a natural process including old age. Know how their bodies have changed from when they were a baby and that they will continue to change as they age. Can say who they would go to for help if worried or scared. Be able to confidently ask someone to stop if they are being hurt or frightened.