

Progression Document PHSE

PHSE is a subject in it's own right but at Sprowston Infants many aspects of the PHSE curriculum are taught throughout the school day. As staff we model how we expect the children to behave and how we expect them to treat others.

We nurture the children in our care and help them manage their feelings and relationships. For those children who may have difficulties in this area the PSA will support by intervention groups and family support.

The children have take a break spaces where they can go if they need some time to think or need help with managing emotions. Staff will talk to children when they have been on take a break to ensure the child has understood why they are there.

The document below has been designed to show progression and coverage of the relevant PHSE knowledge and skills across our school. The context in which these are taught is left to the discretion on teachers, where possible trying to match the content of their unit to the termly challenge/theme planning.

	Health and Wellbeing	Relationships	Living in the wider world
EYFS	<ul style="list-style-type: none"> Eats a healthy range of food stuffs and understands need for variety in food. Usually dry and clean during the day. Develop an understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Understanding of the need for safety when tackling new challenges, and considers and manages some risks. To understand of how to transport and store equipment safely. Practices some appropriate safety measures without direct support 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Be able to say when they do or don't need help 	<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Begins to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. To be able to work as part of a group or class, and understand and follow the rules. To adjust their behaviour to different situations, and take changes of routine in their stride
Year 1	<ul style="list-style-type: none"> To understand what constitutes a 	<ul style="list-style-type: none"> To know how to communicate feelings to 	<ul style="list-style-type: none"> To learn how to contribute to the life of

	<p>healthy lifestyle. To learn about good and not so good feelings.</p> <ul style="list-style-type: none"> • To learn the importance of, and how to maintain, personal hygiene. • To understand how some diseases are spread and can be controlled. • (To learn about the process from growing from old to young). • (To know the names for the main parts of the body (including external genitalia)). • To recognise and celebrate their strengths and set simple but challenging goals. • To learn about change and loss and their associated feelings. • To learn about people who look after them and who to go to if they are worried. • To learn rules for and ways of keeping physically and emotionally safe –including road safety and the difference between secrets and surprises. • To understand that household products, including medicines, can be harmful. 	<p>others and recognise how others show feelings.</p> <ul style="list-style-type: none"> • To identify special people and how they should care for one another. • To recognise what is fair and unfair, kind and unkind, right and wrong. • To learn people’s bodies and feelings can be hurt. • To learn the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises. • To listen to other people and play and work cooperatively. • To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond. • To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. • To identify and respect the differences and similarities between people. 	<p>the classroom.</p> <ul style="list-style-type: none"> • To help construct, and agree to follow, group and class rules and to understand how these rules help them. • To understand that people and other living things have needs and that they have responsibilities to meet them. • To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving. • To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices.
Year 2	<ul style="list-style-type: none"> • To understand what constitutes a healthy lifestyle (revision). • To recognise what they like and dislike and how to make real informed choices, which can have good and not so good consequences. • To learn about good and not so good feelings (revision). • To learn about change and loss and the associated feelings (revision). 	<ul style="list-style-type: none"> • To know how to communicate feelings to others and recognise how others show feelings (revision). • To recognise how their behaviour affects other people. • To learn the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises (revision). • To listen to other people and play and work cooperatively (revision). 	<ul style="list-style-type: none"> • To learn how to contribute to the life of the classroom (revision). • To help construct, and agree to follow, group and class rules and to understand how these rules help them (revision). • To learn that they belong to various groups and communities such as family and school. • To learn what improves and harms their local, natural and built environments and about some of the ways people

	<ul style="list-style-type: none"> • (To know the names for the main parts of the body (including external genitalia). • To recognise and celebrate their strengths and set simple but challenging goals (revision). • To learn rules for, and ways of keeping, physically and emotionally safe –including road safety, online safety, the differences between secrets and surprises etc. (revision). • To understand that household products, including medicines, can be harmful (revision). • To recognise that they share a responsibility for keeping themselves and others safe. 	<ul style="list-style-type: none"> • To be able to offer and receive constructive support and feedback to and from others. • To be able to judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond (revision). • To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help. • To learn to recognise what is fair/unfair, kind/unkind, right/wrong (revision). • To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class. 	<p>look after that.</p> <ul style="list-style-type: none"> • To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving (revision). • To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices (revision).
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PHSE themes/days

Term	Dates	
Autumn	Term 1	PANTS NSPCC (as a whole class) – supported 1:1 for those children with specific needs
	Term 1	Voting for class school council Yr1 and Yr 2
	5th November	Bonfire Night
	11th November	Remembrance Day
	3 rd week in November	Anti-Bullying Week (Hand of 5 – Review each term)
	November	Children in Need
	4 th week in November	Road Safety Week (YR – Green cross code/ Yr1 – Hazard perception/Yr2 –Road safety design)
	Term 2	Internet safety assembly (Link with ICT coordinator)
Spring	15th January	World Religion Day (Link with RE subject lead)
	7th February	Safer Internet Day (link with ICT coordinator)
	17th February	International Random Acts of Kindness Day (Class teachers talk to class week before and decide what they are going to do as an act of kindness)
	March	Red Nose Day

	2 nd April	Autism awareness day (SRB children lead assembly)
Summer	2 nd week in May	Walk to School Week
	5th June	World Environment Day
	2 nd week in June	Healthy Eating

