


<p>Key A = Autumn term Sp = Spring term Su = Summer term</p>	<p>PSHE Progression of skills and Knowledge</p>			
	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Wider opportunities</p>
<p>Pupil's wider safety</p>	<p><i>Classroom rules and school rules from day 1. Follow school behaviour policy. Carpet rules.</i></p> <p><i>Firework safety – November before Bonfire Night.</i></p> <p><i>Introduction of all equipment in all areas – ongoing.</i></p> <p><i>Classroom rules and school rules from day 1.</i></p> <p><i>Road safety on trips.</i></p>	<p><i>MAMR A1 L1 – Classroom/School rules, Be safe, be kind, be ready.</i></p> <p><i>MAMR A1 L2 - Playground Rules</i></p> <p><i>MAMR A1 L6 – Who can help me when I am hurt?</i></p> <p><i>VD A1 L2 – Bullying</i></p> <p><i>KS SPR 1 L2 - Who can help when I'm worried?</i></p> <p><i>KS SPR 1 – L5 - Medicine safety.</i></p>	<p><i>MAMR A1 L1 – Our ideal classroom – rules.</i></p> <p><i>KS SPR 1 – L1 - Medicine safety.</i> <i>KS SPR 1 – L2/L3 – Safe or unsafe scenarios incl road safety, strangers, electrical equipment, hazards. Who can keep us safe?</i></p>	<p>Trips and field work in the local community – reinforce rules etc.</p> <p>Visitors to school.</p> <p>New equipment introduced to children to show how to use it safely.</p> <p>Corridor monitors (from Year 2) check hallway behaviour each lunch time (proud walking).</p> <p>Picture books used to illustrate and discuss different scenarios during assemblies – was that safe? What should he/she have done?</p>
<p>Economic understanding</p>	<p><i>Recognising money (coins, notes).</i> <i>Using money in class for day-to-day activities (eg paying for food).</i></p>	<p><i>How money is obtained (earned, borrowed, won, gifts).</i> <i>Keeping money safe.</i> <i>Needs vs wants.</i> <i>Different jobs and how people are paid.</i></p>	<p><i>How money is obtained (earned, borrowed, won, gifts).</i> <i>Keeping money safe.</i> <i>Needs vs wants.</i> <i>Different jobs and how people are paid.</i></p>	<p>Aspirations Assemblies – people from different careers in the community and beyond talk about their careers:</p> <ul style="list-style-type: none"> - Why they do them; - What the love about their job; - Skills and knowledge learned at school to support their job;

		<i>RAR SPR 2 L4 – Money and budgeting. L5 – Coins and saving.</i>	<i>RAR SPR 2 – L4 – Money, saving money, priorities, needs/wants, budgeting. L5 – Camping priorities – needs/wants.</i>	- Biggest achievements. Lots of work on gender stereotypes and bias Careers Day Spring term
Technology and media	Learning to use technology in learning. Use of Purple Mash and IWB, with adult supervision.	Finding information using technology. Ensuring adult supervision. KS SPR 1 L4 Keeping safe online.	Finding information using technology. The reliability of online content. Risks of sharing text, information and images. RAR SPR 2 – L3 Online Safety (Jessie Friends videos and books).	Reinforced online safety when using equipment. .
RSE Relationships	Self regulation <ul style="list-style-type: none"> Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. “Bounces back” quicker after upsets and with more independence Sees themselves as a valuable individual keeps trying when they can’t do something first time Thinks of other ways of doing things if something hasn’t worked Follows familiar, routines instructions independently (e.g. choosing lunch or putting things away) Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. - Begin to solve small conflicts through speaking to each other 	<i>MAMR A1 L1 – Classroom/School rules, Be safe, be kind, be ready.</i> <i>MAMR A1 L2 - Playground Rules</i> <i>MAMR A1 L3/L4/L5/L6/L7 – Feelings (Colour Monster); Who can help me with uncomfortable feelings. Solving friendship problems.</i> <i>VD A2 L1 – Same, different.</i> KS SPR 1 L2 - Who can help when I’m worried? KS SPR 1 L3 Private Parts (NSPCC Pantosaurus).	<i>MAMR A1 L1 – Our ideal classroom – rules.</i> <i>MAMR A1 2 – Feelings, people may feel things differently. Reading others (and myself).</i> <i>MAMR A1 L3 – Anger – identifying, strategies to calm.</i> <i>MAMR A1 L4 – Worry – identifying, strategies to calm. Who to talk to.</i> <i>MAMR A1 L5+ - The boy, the mole, the fox and the horse. Lots of work around friendship, identifying feelings, kindness, acceptance, difference.</i> VD SPR 1 L1 - What makes me special/unique? How am I	Have you filled a bucket today? Regular reinforcement and modelling by adult through play. Shrec approach. Through stories and comparisons, carefully chosen texts e.g. Smeds and Smoos. We Thinkers 2023 SEND support in class. School toolkit – 6 characters, one for each of the following – confidence, independence, resilience, teamwork, curiosity, courage. Each with a bespoke rhyming story to illustrate what it means. Also stickers have been made to award for specific attributes with Above and Beyond Points.

	<p>and being assertive, e.g. “Stop that,</p> <ul style="list-style-type: none"> • I don’t like it” or “Can I have a turn when you are finished?” • Considers the feelings of others • Controls their impulses when waiting for their tur • Thinks about the perspectives of others • Moderate their own feelings socially and emotional • Follows two-step instructions. <ul style="list-style-type: none"> • Thinks about the perspectives of others • -Moderate their own feelings socially and emotionally • Waits with increased patience, when necessary, e.g. When waiting for a turn on the bikes • Controls their feelings when they are upset or angry <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Shown 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 serval ideas or actions <p>Managing self</p> <ul style="list-style-type: none"> • Tries new activities with peers. • Abides by most of the rules of the classroom • Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset 	<p>KS SPR 1 L4 Keeping safe online.</p> <p>KS SPR 1 L6 Losing something that we love.</p>	<p>similar or different to my friend? (Inside and outside). Being respectful to each other.</p> <p>VD SPR 1 L2 - What makes my friend special?</p> <p>VD SPR 1 L3 – All are welcome. What would we do if someone new/different started school? How would we welcome them?</p> <p>VD SPR 1 L4 – Smeds and Smoos – tolerance, divesity and inclusion. ALSO Just Ask! (A lovely book about children with different medical and physical needs).</p> <p>VD SPR L5 – My special people</p> <p>VD SPR L6 – Solving friendship/playground problems.</p> <p>RAR SPR 2 – Being respectful in school.</p> <p>RAR SPR 2 – Anger, recognise, control, strategies.</p> <p>GAC SUM 2 – L1 – Helping each other, trust.</p> <p>GAC SUM 2 – L2 – When a friend moves away.</p>	<p>Assemblies – Special library of books which cover a plethora of themes re. relationships, friendships, bullying, respect, diversity and inclusion, disability, school toolkit (not giving up).</p> <p>School rules – Be safe, be kind, be ready. Behaviour policy.</p> <p>Buddies – Year 2 children voted as school buddies to help to support children in the playground. Re launch Sept 24.</p>
--	--	---	--	---

	<ul style="list-style-type: none"> ● Understands that rules are there to keep us safe and to make things fair <p>Building relationships</p> <ul style="list-style-type: none"> ● Take turns, with adult support, e.g. when playing a board game ● Asks for help from a familiar adult - Joins in with a group of children who are playing. - Forms some closer friendships and seeks them out to initiate play ● Expresses their feelings in an appropriate way Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. - Understands that different children have different viewpoints and opinions ● Takes turns when playing a game without adult support - Wait with increased patience, when necessary, e.g. When waiting for a turn on the bikes ● Holds back & forth conversations, listening to their peers' ideas and responding appropriately ● Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face) ● Understands that we may not always like everyone, but we still need to treat them with respect ● -Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings ● Understands that we may not always like everyone, but we still need to treat them with respect <p>Building relationships</p> <ul style="list-style-type: none"> ● Beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" 			
--	--	--	--	--

	<ul style="list-style-type: none"> • Is outgoing and will help others (even if they are not close friends) who are not as confident or are in need of help • Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with other • Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs 			
<p>RSE Sex education</p>	<p>Learning about growth and life cycles – changes.</p> <p>Positive relationships via modelled play experiences.</p> <p>Exposure to a wide variety of fiction and non-fiction with different people, families etc.</p> <p>Children encouraged to follow their own interests and preferences through dressing up, role play etc.</p>	<p>(All above section relevant).</p> <p>MAMR A1 L3/L4/L5/L6/L7 – Feelings (Colour Monster); Who can help me with uncomfortable feelings. Solving friendship problems.</p> <p>KS SPR 1 L3 - Private Parts (NSPCC Pantosaurus).</p>	<p>(All above section relevant).</p> <p>KS SPR 1, L4 – How to say no (I don't like that). NSPCC. Who can I talk to if I'm worried?</p> <p>KS SPR 1, L5- My body belongs to me. Exploring boundaries of touch.</p> <p>GAC SUM 2 – L3 – How do we change as we grow?</p> <p>GAC SUM 2 – L4 – Private parts, terminology, NSPCC Pantosaurus.</p> <p>GAC SUM 2 – L5 – Privacy – private parts, private belongings, private information.</p> <p>GAC SUM 2 – L6 – Some secrets should never be kept (a story about inappropriate touching and how to get help).</p>	<p>Bude Pride endorsed library with general and more specific books where needed re. gender, identity.</p> <p>Parent Communication - Parents informed when more challenging topics are approaching – support given where needed.</p> <p>Exposure - We talk about gender identity in a very infant friendly way. We share lots of books with different family scenarios etc two mums, two dads etc and talk about all differences as something to be embraced rather than be too specific (unless needed). We ensure that all children know that they can be what they want to be and play what they want to play.</p>

RSE Physical health and well-being

As part of the Very Hungry caterpillar topic we sort healthy and less healthy food, and talk about a balanced diet.

EYFS did some cooking with the canteen staff as part of their Tiger who came to Tea party.

EYFS Network gave Big Brush training Spring 24.

Healthy snacks, milk and water at snack time.

Oral hygiene – Big Brush training as part of EYFS Network Day March 24.

Managing self -

- Puts on own shoes and fastens if Velcro
- Pulls zips up and down, but may need help to insert or separate
- Uses the toilet independently and wash their hands well, knowing why this is important.
- Discusses healthy food choices.
- Takes part in a variety of exercise
- Takes T-Shirt and jumper on/off independently but may be back to front
- Puts on socks and shoes correctly
- Fastens zip independently
- Sorts healthy foods from less nutritional food
- Knows that exercise strengthens your heart and makes you fitter

KS SPR 1 L1 - Why do we need sleep?

RAR SPR 2 L6 – Protecting wellbeing, what to do in an emergency, basic first aid with teddy.

BMB SUM L1, L2 – Healthy eating incl food groups, healthy living habits.

BMB SUM L3– Personal hygiene – Brushing teeth, washing.

BMB SUM L4– Catch it, bin it, kill it. Washing my hands.

BMB SUM L7 – Inside my body – parts of the body and their function.

GAC SUM 2 – L3 – How do we change as we grow? What helped us to grow?

First aid – Paramedic visit careers day.

Healthy lunches – Aspens – promote healthy eating in school.

Sports coaching - LJD coaching delivers an ambitious programme for EYFS/Y1/Y2 which focuses on building fundamental skills. They regularly link what they do to awareness of their bodies, why they need these skills, how to be healthy.

Playground enrichment – we have lots of sporting equipment in the playground at lunchtimes and Sports Leaders chosen from Yr 2.

Sports Leaders from Year 6 – come down to help enable and support sports activities at lunchtimes.

Sports Clubs all year - Street Dance with Kaylie from Bude Beats (Y1/Y2) all year, Clubs with LJD Coaching all year (incl athletics, multiskills, football, basketball, tennis, cricket). Golf Coaching at the Golf Club Summer Y2.

Balanceability EYFS and Bikeability Y1/Y2 – LJD Coaching delivered Spring and Summer 24. Had a massive impact on ability to ride a bike without stabilisers.

Family Support - Emma Thomas, our own Family Support Worker, supports

	<ul style="list-style-type: none"> • Understands road safety and how to be safe in the dark • Dresses and undresses independently but may still need help with small buttons and laces. • Clothing may still be put on back-to front on occasion • Talks about how to be safe around water and in the sun <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 			<p>parents with sleep, diet, hygiene and safeguarding at home – including a drop in group.</p>
<p>Citizenship</p>	<p>Right and wrong</p> <p>Special places in the community – Churches, mosques, temples.</p> <p>Special festivals in the year – Chinese New Year, Diwali, Easter.</p> <p>EYFS book vote every day.</p> <p>Assigning job roles.</p>	<p>Right and wrong</p> <p>The need for rules</p> <p>Different groups & communities</p> <p><i>MAMR A1 L1 – Classroom/School rules, Be safe, be kind, be ready.</i></p> <p><i>MAMR A1 L2 - Playground Rules</i></p> <p><i>VD A2 L1 – Same, different.</i></p>	<p>Democracy and its institutions</p> <p>Voluntary community and pressure groups</p> <p>The range of different national, regional, religious and ethnic identities in the UK.</p> <p><i>MAMR A1 L1 – Our ideal classroom – rules.</i></p> <p><i>MAMR A1 L5+ - The boy, the mole, the fox and the horse. Lots of work around friendship, identifying feelings, kindness, acceptance, difference.</i></p> <p>VD SPR 1 L1 What makes me special/unique? How am I similar or different to my friend? (Inside and outside). Being respectful to each other.</p> <p>VD SPR 1 L2 - What makes my friend special?</p>	<p>School rules – class rules, tidying up rules as above. Behaviour above and beyond, oops chart.</p> <p>RE curriculum Cornwall Agreed Syllabus VH subject lead.</p> <p>Democracy -</p> <p>School Council – Regular meetings with AG. Selling poppies, charity choices, eco etc.</p> <p>Voting for winning Rudi and Bear competition Ned design. For roles in school.</p> <p>Voting for roles in school – buddies, council, hall monitors, eco wardens etc.</p> <p>Community Volunteering</p> <p>Fundraising - Helping hands fundraiser WWF Animal Adoption per</p>

			<p>VD SPR 1 L3 – All are welcome. What would we do if someone new/different started school? How would we welcome them?</p> <p>VD SPR 1 L4 – Smeds and Smoos – tolerance, diversity and inclusion. ALSO Just Ask! (A lovely book about children with different medical and physical needs).</p> <p>VD SPR L6 – Solving friendship/playground problems.</p> <p>Teaching of Black History e.g. Rosa Parks – by practical exclusion in a bus context.</p>	<p>class, Children’s Hospice South West Dec 23.</p> <p>2 Minute Beach Clean initiative</p> <p>Diversity/ inclusion (see previous sections).</p> <p>Assemblies – Infant friendly picture books which illustrate discrimination or battling against stereotypes e.g. Amazing Grace, Smeds and Smoos.</p>
<p>Development of character</p>	<p>Managing self</p> <ul style="list-style-type: none"> • Beginning to persevere when something is challenging. • Tries in new activities independently • Understands that rules are there to keep us safe and to make things fair • Enjoys more challenging activities and set goals for themselves that stretch their abilities. • Tries different approaches when solving problems and be able to discuss what they have done 	<p>VD A2 L3 – How am I special? L4 – My special people.</p> <p>RAR SPR 2 L2 – Our school environment, how can we look after it.</p> <p>RAR SPR 2 L3 – Taking care of things (e.g. pet).</p> <p>BMB SUM L5– Learning to ride my bike – getting up if I fail.</p>		<p>School toolkit – confidence, independence, resilience, teamwork, courage, curiosity. Characters for each with stories and short poem to match. Self-discipline.</p> <p>What does each character of our toolkit look like? What does the opposite look like? Demonstrating this explicitly in lessons e.g. who showed great resilience? What did that look like? May 24.</p> <p>Stickers for Above and Beyond points linked to character trait which has been shown.</p> <p>Character Assemblies on a Monday with AG– specially selected library of</p>

				<p>books as stimuli. Including tolerance, respect and British Values.</p> <p>Self-discipline – Brain, Buddy, Boss – also the 7 steps to progression – lessons and planned, sequenced and taught in a way that recalls, scaffolds, models, promotes independence and challenge. It encourages children to use the available steps to success and strategies to support their own learning – to promote resilience and development of their own metacognition.</p> <p>Special Celebration Assemblies – Celebration of work and actions in school. Golden ticket highlighting amazing achievements linked to school toolkit. Including Beyond School Awards – kindness at home, beyond school achievements and community champion awards. Displayed in school. Parents come to these assemblies and awards promoted on Social Media.</p> <p>Roles and responsibilities - School Council Meetings, Buddies, Corridor Monitors. Looking into Eco Monitors from Sept 24 onwards.</p> <p>Careers Day – aspirational careers etc, thinking about future careers, talking to people about their jobs, trying new things.</p>
--	--	--	--	--

				<p>Expectations around school – behaviour policy, RWI expectations (123).</p> <p>Bucket fillers - Have you filled a bucket today? Using analogy from this book about Bucket Fillers and Bucket Dippers. Awards for kindness around school.</p> <p>Character Champion – AG Character Champion for the Trust (St Austell Hub).</p>
<p>Wider opportunities</p>	<p>EYFS curriculum full of opportunities for children to follow their own interests, with enhancements to provision added to support meaningful play experiences with their peers.</p> <p>Class jobs and high expectations at tidy up time of sorting their areas which are clearly labelled with shadow pictures to show where things go.</p> <p>Multiskills Clubs and Cognition opens up in Summer for EYFS children.</p>	<p><i>RAR SPR 2 L1 – What is behaviour? (Homework –do kind / helpful things at home).</i></p> <p><i>RAR SPR 2 L2 – Our school environment, how can we look after it.</i></p>		<p>Celebration Awards – Community Champion, Above and beyond at home, Beyond School Awards.</p> <p>Helping Hands – Annual fundraiser for Charity (2023.4 for Hospice and WWF). Sponsored an animal per class. Children do jobs and help at home in return for pocket money which they give for charity.</p> <p>2 Minute Beach Clean – Year 2s had a half term of eco work re. preserving the beach environment. Also done beach cleaning initiatives in the Summer.</p> <p>ECO Monitors – Sept 24 onwards.</p> <p>School Council – Woodland litter pick, helping collect money for the British Legion (selling poppies, making signs etc at the end of the day). Charity choices for fundraising.</p>

				<p>Parent Club Survey – 2023 Parents were asked to complete a survey re. children's interests in/out of school and if there were any clubs they would like to see. Art was a big gap in provision – so AH and AG have provided a FULL Art Club each week all year for Yr 1 and 2.</p> <p>Clubs – Lunch time / after school clubs: Lunch time Library Club; After School Clubs – 2 sports clubs a week, including EYFS in the Summer; Street Dance weekly, Cognition Weekly (incl EYFS in Summer). Choir was undersubscribed.</p> <p>School Visits – Beach visits, Field work – linked to topic. (Email sent to ask for EYFS May 24).</p>
<p>British values</p>	<p>Managing Self</p> <ul style="list-style-type: none"> Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence 	<p>MAMR A1 L1 – Classroom/School rules, Be safe, be kind, be ready.</p> <p>MAMR A1 L2 - Playground Rules</p> <p>VD A2 L1 – Same, different.</p>	<p>MAMR A1 L5+ - The boy, the mole, the fox and the horse. Lots of work around friendship, identifying feelings, kindness, acceptance, difference.</p> <p>VD SPR 1 L1 What makes me special/unique? How am I similar or different to my friend? (Inside and outside). Being respectful to each other.</p> <p>VD SPR 1 L2 - What makes my friend special?</p> <p>VD SPR 1 L3 – All are welcome. What would we do if someone new/different started school?</p>	<p>DEMOCRACY / RULE OF LAW –Voting (for School Councillors, Buddies, Eco Leaders). Also for book of the day in EYFS.</p> <p>Police visit – to talk about her role.</p> <p>PLAYGROUND/CLASSROOM/SCHOOL RULES – consistent across the school.</p> <p>INEQUALITY IN THE WORKPLACE - Children shown about inequality in the workplace – e.g. Fairtrade Fortnight, women's rights.</p> <p>EQUALITY – Assemblies and picture books to illustrate inequality and equality across the world.</p>

			<p>How would we welcome them?</p> <p>VD SPR 1 L4 – Smeds and Smoos – tolerance, diversity and inclusion. ALSO Just Ask! (A lovely book about children with different medical and physical needs).</p>	<p>Rosa Parks taught in History in Year 2 in a way which challenges stereotypes and children’s views in a practical way (bus task).</p> <p>Black History Week 24 – focuses on amazing characters through history, including those who have battled adversity.</p> <p>British Values – Assemblies more explicitly linked from Sept 24 (AG).</p>
<p>Inclusion and equality</p>	<p>Lots of opportunities to share books and picture texts with lots of different families and backgrounds, cultural links.</p> <p>Sharing our Learning Journeys from home.</p> <p>Voting for books, class jobs etc.</p>	<p><i>VD A2 L1 – Same, different.</i></p> <p><i>VD A2 L2 – How do I treat people that are different? L3 – How am I special? L4 – My special people.</i></p>	<p>MAMR A1 L5+ - The boy, the mole, the fox and the horse. Lots of work around friendship, identifying feelings, kindness, acceptance, difference.</p> <p>Rosa Parks etc – in history – children are shown through role play how unfair being treated differently because of how you look is.</p>	<p>All clubs are opened up to all children. Sports Clubs (aside from Street Dance) are free.</p> <p>Family Support worker might be able to provide financial support for PP children.</p> <p>Assemblies have covered the injustice of different professions and lifestyles across the world – e.g. the different experiences and opportunities of people due to race or gender for example.</p>