

PSHE at Bude Primary Academy – Infant School Progression Map - Knowledge and Skills

Intent

Our PSHE curriculum will develop the knowledge, skills and attributes needed to prepare children for their future lives in the wider world. It is key to enhancing children's growth mindset, developing and raising self-esteem, building resilience and a sense of place in the world which will allow them to grow into individuals who can be the best they can be.

At Bude Primary Academy Infants we follow the SCARF curriculum which, a full and comprehensive PSHE scheme. It is divided into 6 half termly themes which are taught throughout the school. Each unit builds on children previous experiences, the skills they developed and the knowledge they gained.: understand their own identity and their place in the world

Our Children will

- be able to express their feelings and emotions and understand those of others
- be equipped with strategies to cope with conflict and difficult life situations
- value similarities differences and understand who and what is special to them
- understand fairness and know ways to cope with unfairness
- know how to keep themselves safe including keeping physically and mentally healthy, recognise inappropriate behaviour, know key risks and things that can harm them such as smoking and alcohol and know how medicines are to be used safely
- Understand what rights and responsibilities we have as humans and how these are put into practice in school and the wider world
- understand basic economic principles such as earning, budgeting, and saving money
- want to strive to be the best version of them self
- understand how we change and grow and how this affects us physically, mentally and within our relationships with others.

PSHE every day

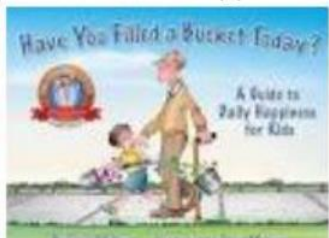
PSHE is more than just a lesson to be taught. It runs through the veins of everything we do as a school family. Our school ethos is fostered around our 3 main rules:

- **Be safe;**
- **Be ready;**
- **Be respectful.**

Through regular discussion with our classes, our expectation is that all children follow these rules to the best of their abilities. We regularly praise children who follow the rules and use them as an example to follow

We have Above and Beyond Boards within each classroom to celebrate children's successes. We also have Recognition Boards to promote behaviours for learning and we celebrate all these achievements with a song at the end of the day!




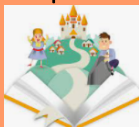


Bucket Fillers and Bucket Dippers



Each class has a copy of the book *Have You Filled a Bucket Today?* This book is a very simple way for children to understand how their behaviour and actions can make the people around them feel but also how other people can affect their own feelings. You are a bucket filler when you have done or said something that makes someone feel good. You are a bucket dipper when you have done or said something that makes someone feel bad. The whole school community uses this language to both explicitly teach children how to treat those around them and to give children the language to enable them to communicate how they are feeling and why







We are also a school who uses a TIS (Trauma Informed Schools) approach in order to provide children who have more challenging behaviours with support. Every child deserves to feel safe, loved, nurtured and secure.



PSHE - Autumn						
	EYFS (Personal Social and Emotional Development)		Year 1		Year 2	
Topic	Who am I? 	Where are we going? 	Marvellous Me 	Once upon a time 	Wild Explorers 	Fire and Plague 
Knowledge	Me and My Relationships What makes me special Special people Who can help me? My feelings Valuing Difference We are all special We are same and different Same and different families Same and different homes		Me and My Relationships -Includes feelings/emotions/conflict resolution/friendships Valuing Difference Includes British Values focus		Me and My Relationships -includes feelings/emotions/conflict resolution/friendships Valuing Difference Includes British Values focus	

	The importance of being kind and caring		
Skills	<p>Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.</p> <p>Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p>Understand that classroom rules help everyone to learn and be safe. Explain their classroom rules and be able to contribute to making these. Recognise how others might be feeling by reading body language/facial expressions. Understand and explain how our emotions can give a physical reaction in our body Identify a range of feelings. Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these Recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family. Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship. Suggest simple strategies for making up Suggest simple strategies for resolving conflict situations. Give and receive positive feedback, and experience how this makes them feel.</p> <p>Identify the differences and similarities between people. Empathise with those who are different from them. Begin to appreciate the positive aspects of these differences.</p> <p>Explain the difference between unkindness, teasing and bullying.</p>	<p>Suggest actions that will contribute positively to the life of the classroom. Make and undertake pledges based on those actions Use a range of words to describe feelings. Recognise that people have different ways of expressing their feelings. Identify helpful ways of responding to other's feelings. Define and understand the difference between bullying and teasing Know and rehearsing strategies to deal with bullying Recognise the importance of friendship and that friends care for each other.</p> <p>Recognise, name, and understand how to deal with feelings (e.g., anger, loneliness). Explain where someone could get help if they were being upset by someone else's behaviour</p> <p>Identify some of the physical and non-physical differences and similarities between people. Know and use words and phrases that show respect for other people.</p> <p>Recognise and explain how a person's behaviour can affect other people. Identify people who are special to them. Explain some of the ways those people are special to them. Explain how it feels to be part of a group. Explain how it feels to be left out from a group. Identify groups they are part of. Suggest and use strategies for helping someone who is feeling left out.</p>








		<p>Understand that bullying is usually quite rare. Identify some of the people who are special to them Recognise and explain what is fair and unfair, kind and unkind;</p>	<p>Recognise and describe acts of kindness and unkindness. Explain how these impact on other people's feelings.</p>
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Subject –PSHE – Spring						
	EYFS (Personal Social and Emotional Development)		Year 1		Year 2	
Topic	What's in the egg? 	What's growing in the garden? 	Home sweet home 	Plants 	Islands 	Changes 
Context						
Knowledge	Keeping Myself Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors		Keeping Myself Safe Includes aspects of Relationships Education Healthy me Who can help Loss		Keeping Myself Safe Includes aspects of Relationships Education Harold's picnic How safe would you feel? What should Harold say?	



	<p>Listening to my feelings (1) Keeping safe online People who help to keep me safe</p> <p>Growing and Changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p>	<p>Medicines Good or bad touches? Sharing pictures</p> <p>Growing and Changing Includes RSE-related issues What is inside our bodies Then and now Who can help? (2) Surprises and secrets Keeping privates private</p>	<p>I don't like that! Fun or not? Should I tell? Some secrets should never be kept</p> <p>Growing and Changing Includes RSE-related issues A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid</p>
Skills	<p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p> <p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>	<p>Understand that the body gets energy from food, water and air Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise emotions and physical feelings associated with feeling unsafe. Identify people who can help them when they feel unsafe . Recognise the range of feelings that are associated with loss. Understand that medicines can sometimes make people feel better when they're ill. Explain simple issues of safety and responsibility about medicines and their use. Understand and learn the PANTS rules. Name and know which parts should be private. Explain the difference between appropriate and inappropriate touch. Understand that they have the right to say "no" to unwanted touch. . Understand basic rules to keep safe online, including what is meant by personal information and what should be kept private.</p> <p>Name major internal body parts</p>	<p>Understand the place and importance of medicine and how to use medicine safely Identify situations in which they would feel safe or unsafe. Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify the types of touch they like and do not like. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable Identify safe secrets (including surprises) and unsafe secrets. Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth Understand and describe some of the things that people are capable of at these different stages.</p>

		<p>Understand and explain the simple bodily processes associated with them</p> <p>Understand how we grow and change</p> <p>Identify difference between secret and surprise</p> <p>Identify who they can talk to if asked to keep a secret they are uncomfortable with</p>	<p>Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up.</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.</p> <p>Know How to call for emergency services and how to deal with basic first aid</p>
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Subject – PSHE - Summer						
	EYFS (Personal Social and Emotional Development)		Year 1		Year 2	
Topic	What's that munching? 	What's in the sea? 	Fearsome creatures 	Coast and Capitals 	Oh I do like to be beside the seaside! 	Plants and food 
Knowledge	Being My Best Resilience Healthy eating Mental Wellbeing Importance of exercise A good night's sleep Rights and Responsibilities Looking after my special people		Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement Rights and Responsibilities Includes money/living in the wider world/environment		Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement Rights and Responsibilities Includes money/living in the wider world/environment	

	<p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money (1): recognising, spending, using</p> <p>Looking after money (2): saving</p>		
Skills	<p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school, and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>Recognise importance of fruit and vegetables in diet and that we need 5 portions a day</p> <p>Recognise food we need to eat less of</p> <p>Recognise how disease can spread and understand simple hygiene</p> <p>Understand ways to solve conflict</p> <p>Understand how our emotions can affect others</p> <p>Understand the importance of praising others</p> <p>Understand how to look after our school environment</p> <p>Demonstrate responsibility in looking after something</p> <p>Explain the importance of looking after things that belong to themselves or to others</p> <p>Explain where people get money from.</p> <p>List some of the things that money may be spent on in a family home.</p> <p>Understand the concept of 'saving money'</p>	<p>Help themselves and others develop a positive attitude that support their wellbeing.</p> <p>Explain things that they like and dislike and understand that they have choices about these things.</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Explain how germs can be spread.</p> <p>Describe simple hygiene routines such as hand washing.</p> <p>Understand that vaccinations can help to prevent certain ill Understand that the body gets energy from food, water, and oxygen.</p> <p>Recognise that exercise and sleep are important to healthiness.</p> <p>Describe how food, water and air get into the body and blood</p> <p>Describe and record strategies for getting on with others in the classroom</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p>

			<p>Identify special people in the school and community who can help to keep them safe.</p> <p>Know how to ask for help.</p> <p>Identify what they like about the school environment.</p> <p>Identify any problems with the school environment (e.g., things needing repair);</p> <p>Make suggestions for improving the school environment.</p> <p>Recognise that they all have a responsibility for helping to look after the school environment.</p> <p>Understand that people have choices about what they do with their money.</p> <p>Know that money can be saved for a use at a future time.</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Know the rules and principles for keeping safe online</p>
Impact (End point)			
Impact	<p>Children are able to play with other and take turns. Children will take on board the views of others. Children are willing to try out unfamiliar activities and 'have a go.' They are able to ask for help when they need this. 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. They work</p>	<p>Children in Year 1 will understand their emotion and how to deal with them Confidence to talk about their feelings Understand how to be healthy Know how to keep safe every day. They understand how to solve friendship problems</p>	<p>Children in Year 2 will be able to identify, recognise and express a range of feelings. They will know that feelings, thoughts, and behaviour are linked. They can recognise when I am becoming overwhelmed by my feelings, They know that it is OK to have any feeling, but not OK to behave in any way I feel lik</p>

	as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children can talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions		
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