

PSHE/**RSE** – Progression in Key Skills – CYCLE A

	Nursery		Reception		Year One		Year Two	
	Skills	Vocabulary	Skills	Vocabulary	Skills	Vocabulary	Skills	Vocabulary
<u>Relationships</u>	Start to understand how to form good relationships with their peers and familiar adults. Children learn how to play in a group with other children, initiate play and respond to what others are saying and doing. They can take turns, sometimes with support.	Family, friend, share, take turns.	To understand what is meant by family and friends. Children learn how to share, take turns and get on with others and are begin to resolve conflicts.	Family, friend, fair, unfair, right, wrong.	To understand what a relationship is, what friendship is, what family means and who the people are who can support them. Children should know how to take turns, treat each other with kindness, consideration and respect and should know about the importance of honesty and truthfulness. To know about the concept of personal privacy.	Community, confidence, pride, special.	To understand what respect is and how we can show respect to others by understanding about one's own and others boundaries in play, in negotiations about space, toys resources and so on. The importance of positive relationships in real life and online, including that sometimes people behave differently online and that the same principles apply to online relationships as to face-to face relationships, To know about the rules and principles for keeping safe online and how to report them.	Kindness, respect, honesty, truthful, equal.
<u>Being Healthy</u> What is meant by a healthy lifestyle?	Children start to develop their understanding of health and safe care by communicating to adults when they are tired, hungry, need to rest or play. They can observe the effects of activity on their body. Children understand about their own body and know how to take care of i	Tired, hungry, play, body.	Children can name some foods that are healthy. They can make decisions on what foods they like and dislike and understand that a healthy lifestyle includes physical exercise, a healthy diet and good hygiene. Children start to become aware of the differences between their own bodies and others	Fruit, vegetable, food, healthy, clean.	Children know the importance for good health and physical exercise and a healthy diet and can explain ways of keeping clean. Children understand the process of growing from young to old and can use the correct names for the main parts of the body (including external genitalia)	Unhealthy, unclean, washing, brushing, hands, teeth, body	Children understand what is meant by a 'balanced' diet. Can make simple choices about aspects of their health and well-being and knows what keeps them healthy. Children understand how you start to change as you grow and can associate emotions with these changes	Carbohydrates, protein, fats, exercise, hygiene, energy, medicine, vaccination, tablets

<u>Being a good citizen</u> What type of behaviour is unacceptable?	Children understand that some actions and words can hurt others' feelings. Can adapt their behaviour to different social situations and changes in routine.	Hurt, feelings, kind,	Understands what is meant by bullying and what behaviour is linked to this. Can make the right choice and take responsibility for their actions.	Bullying, unacceptable, hurting others, unkind hands, unkind feet, unkind words.	Recognises that bullying is wrong and can list some ways to get help in dealing with it.	Right, wrong, fair, unfair, kind, unkind, behaviour, choices, , sharing, respect.	Understands simple definitions of bullying, is able to describe why bullying is wrong and can come up with simple strategies for dealing with it including how to help others.	Cyberbullying, consequences.
<u>Being Responsible</u> How can you contribute to the life of the classroom?	Enjoy the responsibility of carrying out small tasks. Shows care and concern for living things and the environment.	Helpful, care.	Understand the rules of the classroom and can follow these.	Taking turns. smile superstar, expectations, rewards, choices,	Agree and follow rules for their classroom and understand how rules can help them. Understand what improves and what harms local, natural and built environments and contribute to looking after them.	Responsibility, rules, behaviour	Contributes more ideas for rules for their classroom, and refer to the rules in the context of their and others' behaviour. Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.	Consequences,
<u>Difference and Diversity</u> What makes somebody different?	Can talk about some of the similarities and differences in relation to friends and families.	Same, different.	To identify all the ways in which people look the same/ different.	Same, different, equal, unique.	Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another.	Pride, community, special, unique.	Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another.	Diversity, equality, similarities, inclusive, gender.
<u>Exploring Emotions</u> What emotions do we show?	Children are aware of their own feelings and begin to accept the needs of others.	Care, kind, happy, sad.	Name the key feelings we have. Know and be aware that we have feelings and what generates them in us.	happy, sad, upset, angry, embarrassed, surprised, excited, confused, tired, scared	Children can identify and name feelings Can express some of their positive qualities.	Feelings, emotions	Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (i.e. talking about fairness).	Loss, change, disheartened, positivity, support.