

PSHE/RSHE Progression Document

<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<u>Objectives –</u> Can explain how people grow from young to old	<u>Objectives –</u> Families are important for children growing up because they can give love, security and stability.	<u>Objectives –</u> PSED taught through values of the week	<u>Objectives –</u> Lucinda and Godfrey (see separate planning)	<u>Objectives –</u> PSED taught through values of the week	<u>Objectives –</u> Transition to Year 1 Setting goals What am I looking forward to? What am I nervous about?
<u>Lessons –</u> Through topic lessons (All About Me) Children will learn; How they have changed from a baby to now How humans change in their life from baby to elderly Think about abilities and skills at different ages.	<u>Lessons –</u> Continuing the topic All About Me, we will then look at who lives in our house and the value of members of our immediate and extended family. We will then look at families/traditions around the world.		<u>Lessons –</u> <i>See Lucinda and Godfrey planning document</i>		<u>Lessons –</u> What have I enjoyed about Reception? Who is my new teacher? What would I like to learn in Year One? What am I excited about? Am I nervous about anything? Transition meetings/photographs.
<i>Children will be taught the PSED objectives from development matters throughout the year through while engaging with each other in the indoor and outdoor environment, taking part in regular circle times and news sharing.</i>					
<u>Value of the week</u> Courage Friendship Listening Taking turns Trying hard Helping others	<u>Value of the week</u> Kindness Teamwork Trying again Sharing Love Patience	<u>Value of the week</u> Caring Positivity Manners Creativity Grateful Curiosity	<u>Value of the week</u> Resilience Respect Empathy Sharing Helping others	<u>Value of the week</u> Taking turns Perseverance Manners Listening Proud Friendship	<u>Value of the week</u> Curiosity Independence Creativity Teamwork Courage
<u>On track –</u> Confident to talk to other children when playing, and will communicate	<u>On track –</u> Confident to talk to other children when playing, and will communicate	<u>On track –</u> Confident to speak to others about own needs,	<u>On track –</u> Confident to speak to others about own needs,	<u>On track –</u> Children are confident to try new activities, and say why they like	<u>On track –</u> Children are confident to try new activities, and say why they like some

freely about own home and community. Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions. Aware of own feelings, and knows that some actions and words can hurt others' feelings Aware of the boundaries set, and of behavioural expectations in the setting. Listens to others one to one or in small groups, when conversation interests them.	freely about own home and community. Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions. Aware of own feelings, and knows that some actions and words can hurt others' feelings Aware of the boundaries set, and of behavioural expectations in the setting. Listens to others one to one or in small groups, when conversation interests them. Maintains attention, concentrates and sits quietly during appropriate activity.	wants, interests and opinions. Shows confidence in asking adults for help. Aware of own feelings, and knows that some actions and words can hurt others' feelings Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span	wants, interests and opinions. Shows confidence in asking adults for help. Aware of own feelings, and knows that some actions and words can hurt others' feelings Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span	some activities more than others. They are confident to speak in a familiar group. They say when they do or don't need help. 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 as part of a group or class, and understand and follow the rules. Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity.	activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 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 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. They give their attention to what others say and respond appropriately, while engaged in another activity.
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