



ASHTREE PRIMARY SCHOOL & NURSERY Progression Plan PSHE & C & RSE

| Year Group | Personal | | Health | | | Social | Relationships |
|------------|---|---|---|--|--|---|---------------|
| | Self | Others | Drugs | Sex | Healthy Living | Citizenship | |
| 1 | <p>Can share their own likes and dislikes and can set some short-term goals.</p> <p>Can usually recognise the difference between right and wrong.</p> <p>Identify and name some feelings and may need some support to express and manage these and to express some of their positive qualities.</p> | <p>Knows how behaviour affects others-what makes people happy/sad</p> <p>listening to others</p> <p>Can play and work cooperatively.</p> <p>Knows that family and friends care for each other.</p> <p>Begins to recognise different forms of teasing and bullying-all wrong.</p> | <p>Begins to recognise that medicines can be harmful and some aspects of safety.</p> | <p>Knows the names of main body parts</p> <p>growing-young to old.</p> | <p>Begins to understand personal hygiene, keeping safe, and recognizes those who help to keep us safe.</p> | <p>Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders.</p> <p>Understand with support some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.</p> <p>To explain simple ideas of different communities, such as family and school, and begin to contribute to the life of the class and school with adult direction and support.</p> <p>Explain in simple terms where money comes from and some different ways in which it can be used.</p> | |
| 2 | <p>Can share their own likes and dislikes and can set medium- and longer-term goals.</p> <p>Can recognise and be able to describe more confidently the difference between right and wrong.</p> <p>Can identify and name a wider range of feelings and can express their positive qualities.</p> | <p>Can recognise the affect their behaviour has on others and can cooperate with others and support those with difficulties.</p> <p>Listens to others, playing and working cooperatively</p> <p>differences and similarities</p> <p>Can explain a wider range of how family and friends care for each other.</p> <p>Recognises different forms of teasing and bullying and knows how to deal with them.</p> | <p>Can describe more confidently, their knowledge of some harmful household products and medicines and can explain how to keep themselves safe.</p> | <p>Can explain the basic life cycle of humans.</p> | <p>Has increased knowledge of health and well-being.</p> <p>Understands the spread and control of diseases.</p> <p>Knows how to keep safe and recognises those who help to keep us safe.</p> | <p>Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour.</p> <p>Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.</p> <p>Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p> <p>Realise and be able to describe that money comes from different sources and different uses of it.</p> | |