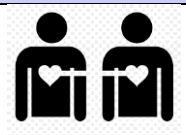
LONGMAN'S HILL CP SCHOOL CURRICULUM PROGRESSION TABLE - **PSHCE-Me and my relationships**

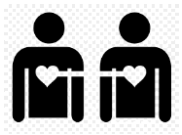
PHSCE: Me and My Relationships	EYFS : Personal, Social & Emotional development / Building Relationships & Self-Regulation & Managing Self		
EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
 Further develop the skills they need to manage the school day successfully: - lining up and queuing **[PD P45]** Build constructive and respectful relationships. **[PSED P33]** Express their feelings and consider the feelings of others. **[PSED P33]**	• Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders. • Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait. • Make sure children are encouraged to listen to each other as well as the staff. • Ensure children's play regularly involves sharing and cooperating with friends and other peers. • Congratulate children for their kindness to others and express your approval when they help, listen and support each other. • Allow children time in friendship groups as well as other groupings. • Have high expectations for children following instructions, with high levels of support when necessary. • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. • Undertake specific activities that encourage talk about feelings and their opinions • Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. [UTW p65] • Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	•Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely. • Provide activities that require give and take or sharing for things to be fair. • Use Persona Dolls to support children in considering fair ways to share and get on with each other. • Involve children in agreeing codes of behaviour and taking responsibility for implementing them. • Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others. • Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine. • Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. • Provide activities that involve turn-taking and sharing in small groups.	• Children will learn the school values of: ambition, courage, creativity and respect. • Join in with Fab Family events with the rest of school. • Provide the EY children with Y6 buddies to support them in their first year of school. • Join in with the whole school celebration assembly and receive awards for kindness and behaviour. • Involve EY in the whole school behaviour smiley system. • Provide children the opportunity to explore relationships with adults in different activities. • Provide children with the opportunity to tell us how they are feeling during self register, feeling wall, emotional afternoon register, circle times and adult check ins. • Planners are used for communication between home and school. • Adults in class use emotional labelling with correct vocabulary. • Involve children in setting classroom and working agreements. • Story talk groups-guided reading/Talk for Reading sessions. • Display a range of different families in role play corner and around the classroom to promote and reflect the wider world. • Encourage children to use mediation, time outs and sit spots to support self regulation of emotions and feelings. • All children are given a set area of the classroom to be responsible for. To

Identify and moderate their own feelings socially and emotionally. [PSED P33] Think about the perspectives of others.[PSED P34] Talk about members of their immediate family and community. [UTW P64] Name and describe people who are familiar to them. [UTW P64]	• Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. • Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others • Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. • Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it • During dedicated talk time, listen to what children say about their family. • Share information about your own family, giving children time to ask questions or make comments. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Using examples from real life and from books, show children how there are many different families. • Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. • Listen to what children say about their own experiences with people who are familiar to them.		encourage a sense of belonging and responsibility. They are encouraged to work as a team to tidy their area. • Have the opportunity to join in with 'Special Box' show and tell sessions. Children bring in a box of 'special' items that they can talk about. • Take part in whole school 'Fab Family' days to develop a sense of belonging, team work, collaboration. • Be visited by members of the local community; PSCO's, FireFighters and our local Vicar. • Visit local places of worship.. • Have visitors from other religions and cultures to talk about their lives and experiences. • Teach children about 'safe and respectful relationships' • Join in NSPCC assembly to learn about keeping themselves safe. • Encourage children to sign up to take our 'Take home toy' 'Wilfred' home with them to look after and care for. Children will learn that they will all get a turn throughout the year. • Brain buddies on the carpet- working collaboratively.

ELG: Building Relationships (PSED)
Children at the expected level of development will:
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.
ELG: Self-Regulation (PSED)
Children at the expected level of development will:
- Show 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 several ideas or actions.
ELG: Managing Self (PSED)
Children at the expected level of development will:
- Explain the reasons for rules, know right from wrong and try to behave accordingly

PHSCE Me and my Relationships	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THRESHOLD CONCEPT	← Developing Respectful, Safe and Healthy Relationships → 					
 KNOWLEDGE (Semantic)	I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences I know that family and friends should care for each other and families can give love, security and stability I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know what being a good friend means both on and offline and how they should make us feel happy and secure I know how to be nice to people both on and off line I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends	I know the characteristics of a healthy family life and the importance of caring for each other and spending time together I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them I know how to get help I can listen to others and respect their viewpoints. I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient	I know how other families are similar or different to mine (this includes same sex), I respect those differences and I know families as characterised by love and care I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent	I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people	I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent I know how to respond safely and appropriately to adults I meet (including online) whom I do not know	I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships) I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships) I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)

	I know the names for the main body parts (including external genitalia) and why it is important to keep them private I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age) I understand the importance of valuing of one's own body and recognising its uniqueness I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)	I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult I understand that it is OK to be different to others I understand about growing and changing and new opportunities and Responsibilities both on and offline that increasing independence may bring I know the importance of valuing myself I can recognise and challenge stereotypes (including supporting trans children) I know about change and loss including separation, divorce and bereavement and the associated feelings	I feel good about myself and my body and having an understanding of how the media presents 'body image' I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body I understand a range of feelings and how these make me feel both emotionally and physically	I know the ways in which children grow and develop in puberty – physically and emotionally I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way I know where individuals, families and groups can get help and support I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation I understand what boundaries are appropriate in friendships with peers and others both on and offline I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point	I understand the physical and emotional changes I will go through at puberty I know about human reproduction including conception I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities. I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult.

 SKILLS (Procedural knowledge)	I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention I can play and work cooperatively I can listen to other people and show them respect I can share appropriately I can recognise that my behaviour affects others both on and offline I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline I can recognise there are different types of teasing both on and offline	I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention with them including if I experience or witness it. I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically).	I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) I can empathise with other people and understand how people can react differently to the same situation I can listen to and show respect for the views of others both on and offline	I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people	I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this	I can look after my body and health as I go through puberty I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)

SUBJECT SPECIFIC VOCABULARY	Friend Relationship Family Touch Boy Girl Respect Difference Safe Private/Privacy Sharing Working together Secret On/Off line Teasing Change Worry Body Parts Right Wrong Acceptable Unacceptable Safety Love Security Fair Unfair Loss Worry Stable/Stability	Stereotype Gender Bullying Unique Healthy Attention Physical Cultural Male Female Value Faith Rights Good/Bad Ethnic Same & Different	Separation divorce Bereavement Empathy Contact Responsibilities Independence Consequence Violent Troubled Anxious Uneasy Positive Same-sex Maintain Trusted React/Reaction Manage Network Negative Coping Strategy Challenge	Media Legal Civil Partnership Demonstrate Emotionally Attention Commitment Freely Represent Body Image Couple Appropriate Collaborative Worth	Prevent Bacteria Virus Immunisation Puberty Menstruation Periods Forced Marriage Viewpoint Dispute Conflict Routine Reaction Compromise Dares Challenge Boundaries Confidentially Confidential	Reproduction Conception Physical Contact Freely Entered Resist Pressure Aggressive Assertive Anti-social Cyber-Bullying Homophobia Transphobia Biphobia Racism Hate Crime Discrimination Diversity Disability Sexuality