



# The Mead Infant & Nursery School – PSHE & RSE Progression Tracker

## P.S.H.E & RSE Subject Progression Tracker

	Nursery	Reception	Year 1	Year 2
Responsibilities & rights	<ul style="list-style-type: none"> <li>I know that I need to listen to different people (who are they?)</li> <li>I can sit for a short length of time</li> <li>I can work with a friend</li> <li>I know that I can get hurt</li> <li>I will develop a sense of responsibility and membership of a community.</li> <li>I know where to access resources and to put them away again afterwards.</li> <li>I can increasingly follow rules, understanding why they are important.</li> <li>I do not always need an adult to remind them of a rule.</li> </ul>	<ul style="list-style-type: none"> <li>Class rules set</li> <li>School rules</li> <li>School rewards and sanctions</li> <li>I know that I should listen</li> <li>I can use kind hands</li> <li>I will develop the skills that I need to manage the school day successfully:</li> <li>lining up and queuing without disagreements</li> <li>mealtimes.</li> <li>personal hygiene (washing hands before a meal, making sure that I have been to the toilet beforehand if I need to) etc.</li> <li>I can explain the reasons for rules (in class, in our school and at home).</li> <li>I know right from wrong and try to make good choices.</li> </ul>	<ul style="list-style-type: none"> <li>I can agree on our class rules.</li> <li>I know our school rules and can behave appropriately.</li> <li>I understand the class, and school, reward systems and sanctions</li> <li>I can name and explain the school learning behaviours.</li> <li>I can spot when I am demonstrating one of the school learning behaviours.</li> <li>I know that I need to listen to others</li> </ul> <p>I recognise that others may feel differently to me</p> <p>R2. I can recognise that their behaviour can affect other people</p> <p>R4. I can recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R6 I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7. I can offer constructive support and feedback to others</p> <p>R11. I know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12 I can recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<ul style="list-style-type: none"> <li>I am able to explain the class and school rules and explain how these will help others be safe, happy and learn.</li> <li>I can look at the variety of roles in the family and the contribution made by each member.</li> <li>I am aware of our contribution to home and school life and the responsibilities this can bring. (School council, play leaders in school, wellbeing weavers, looking after our classroom etc, older sibling to younger ones at home etc, helping with household chores).</li> <li>I know that I can help our community and planet in different ways, e.g. recycling, keeping areas safe and tidy, turning off lights etc to save electricity.</li> </ul>



# The Mead Infant & Nursery School – PSHE & RSE Progression Tracker

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health</p>	<ul style="list-style-type: none"> <li>I am starting to eat independently and learning how to use a knife and fork.</li> <li><i>Learn to use the toilet with help, and then independently.</i></li> <li>I am becoming increasingly independent as I get dressed and undressed. For example, putting coats on and doing up zips.</li> <li>I am becoming increasingly independent in meeting my own care needs,</li> <li>e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>I can make healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>I know and can talk about the different aspects that support my overall health and wellbeing:</li> <li>regular physical activity. I know and demonstrate how to be active at play.</li> <li>healthy eating. I can say which foods are healthy and which are less healthy. I know which I should limit.</li> <li>tooth brushing. I can brush my teeth with the support of an adult (this should ideally continue until a child is age 10)</li> <li>sensible amounts of 'screen time'. I know that there are limits there to help me.</li> <li>having a good sleep routine (good sleep hygiene)</li> <li>being a safe pedestrian. I can walk safely by the side of a road. I know not to step into the road unless crossing safely with an adult.</li> <li>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>		<ul style="list-style-type: none"> <li>I can name things that can keep me healthy</li> <li>I know that I need to keep my mind healthy as well as my body</li> <li>I know that my body needs rest</li> <li>I can explain a healthy hygiene routine</li> <li>I can made healthy choices – food, rest, exercise and friendship choices</li> <li>I understand how to respect my body and know that others should also.</li> <li>I know that medicines can help us when we are ill but that they are also dangerous if handled incorrectly.</li> <li>I can identify dangers around the home and the local community.</li> <li>I can explain how to mitigate risks in different places.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Safety &amp; Risks</p>	<ul style="list-style-type: none"> <li>I know how to wash my hands</li> <li>I know how to use a tissue and when to use one.</li> <li>I am good at listening to "safe" adults</li> <li>I know which the hot or cold tap is, and when to use them.</li> <li>I know about sun safety – slip, slap, slop</li> <li>I can say where I need to be careful - water safety</li> </ul>	<ul style="list-style-type: none"> <li>I know how to wash my hands thoroughly</li> <li>I know how and when to use a tissue, or my elbow</li> <li>I know who should I trust? (safe adults) – people around me – parents, teachers, police, nurses, doctors</li> <li>Medicines – I know that only trusted adults must give me medicine</li> <li>I know that some household items are not safe for children (chemicals. Appliances etc)</li> <li>I know how to keep safe when I am out and about ( holding an adults hand,</li> </ul>	<ul style="list-style-type: none"> <li>Internet safety recap – Smartie the Penguin</li> <li>I know how I can keep safe in the home with regards to medicines and household products (bleach, cleaning fluids, dishwasher tablets etc).</li> <li>I know how to keep safe in my home with regards to stairs, windows, climbing, hot water/cooking/pans/ovens etc.</li> <li>I know how to call the emergency services and what to expect when I do.</li> <li>I know how to keep safe when I am out with regards to roads.</li> </ul>	<ul style="list-style-type: none"> <li>Pedals training – I can ride a bicycle on my own without stabilisers.</li> <li>I know how to cross a road safely. I can choose an appropriate place to cross.</li> <li>I know that there are other people who work and live, in and around, our community – who can we trust?</li> <li>I know who can I ask for help?</li> <li>I know what should I do in an emergency? (recap 999 and talk about what to do in an emergency other than in the home)</li> <li>I understand that if not used properly, all products can be harmful.</li> </ul>



# The Mead Infant & Nursery School – PSHE & RSE Progression Tracker

		<p>staying with my adult, choosing safe ways to complete activities, staying away from deep water etc)</p> <ul style="list-style-type: none"> <li>• I know how to safely use an iPads/phones/apps (Smartie the penguin Year R resources)</li> <li>• I can explain how to keep safe around water (baths, ponds, swimming pools etc)</li> <li>• I know how to make healthy choices – food and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• I can cross a road safely.</li> <li>• I know who I can go to if there is a problem when I am out and about. (safer people to approach)</li> <li>• I know how to keep safe around water (swimming pools, ponds, lakes, rivers and sea).</li> </ul>	
Goals	<ul style="list-style-type: none"> <li>• I can set a simple goal (e.g. sharing the toys)</li> <li>• I can recognise when I have done well (succeeded)</li> </ul>	<ul style="list-style-type: none"> <li>• Being an owl – what have I done well?</li> <li>• What could be even better next time? What shall I challenge myself to learn next?</li> <li>• I can set myself challenges and work towards simple goals, I am beginning to be able to wait for what I want and control my immediate impulses when appropriate.</li> <li>• I am increasingly confident to try new activities and show independence,</li> <li>• I am developing my resilience and perseverance in the face of challenge.</li> <li>• I recognise that not everything is easy and may take time to develop.</li> </ul>		
Relationships Education	<ul style="list-style-type: none"> <li>• <i>Develop friendships with other children.</i></li> <li>• I can investigate which things can grow (and which they can't e.g. pebbles, seeds, toys etc).</li> <li>• I can see how things change as they grow – plants,</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and use the external names of my body parts suitable for EYFS, including external genitalia. (Parents may write a written request for withdrawal from this lesson)</li> <li>• Pets – how do they change as they grow? (I can name a variety of animals and their young)</li> </ul>	<ul style="list-style-type: none"> <li>• I can name the parts of my body</li> <li>• I can name and use the external names of my body parts, including external genitalia. (Parents may write a written request for withdrawal from this lesson)</li> <li>• I can explain what my body parts help me do I know that my body is my own</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and use the external names of my body parts, including external genitalia. (Parents may write a written request for withdrawal from this lesson)</li> <li>• R1 – I can communicate my feelings to others and recognise how others show feelings and how to respond</li> <li>• R3 – I am aware of the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them uncomfortable, anxious or afraid.</li> </ul>

# The Mead Infant & Nursery School – PSHE & RSE Progression Tracker

	<p>animals, themselves (investigating pictures etc)</p> <ul style="list-style-type: none"> <li>I can match a baby animal to an adult animal</li> <li>I know the names of babies and their adults</li> <li>I can name and use the external names of my body parts suitable for EYFS, including external genitalia. (Parents may write a written request for withdrawal from this lesson)</li> </ul>	<ul style="list-style-type: none"> <li>I understand and recognise how I have changed so far?</li> <li>I know what I can do now, that I couldn't do when I was younger?</li> <li>I can say ways in which I am different to my friend.</li> <li>I can find ways in which I am similar to my friend.</li> </ul>	<p>and that some parts are private. Link to toilet cubicles etc.</p> <ul style="list-style-type: none"> <li>I can explain the different ways that animals change as they grow – life cycle of human (baby, toddler, child, teenager, adult, elderly), frog – frogspawn, tadpole, froglet, frog (several sessions) (see Medway planning lesson 2 )</li> </ul>	<ul style="list-style-type: none"> <li>R10 – I am able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them (using mood boards and worry eaters is useful)</li> <li>R13 – to recognise different types of teasing or bullying, to understand that these are wrong and harmful.</li> <li>R14 – I know strategies to resist teasing or bullying, if I experience it or witness it, and know whom to go to and how to get help.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Money</p>			<ul style="list-style-type: none"> <li>I know where money comes from</li> <li>I know that when we buy things, we spend money</li> <li>I can recognise that it's good to save money</li> <li>I know how to keep my money safe (piggy banks, banks, day to day)</li> <li>I can explain that money can buy goods and services and is earned through work.</li> <li>I know that there are many different jobs and that I can work towards them through hard work</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Identity</p>	<ul style="list-style-type: none"> <li><i>I can notice and ask questions about differences between</i></li> <li>I can continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>I know that I am unique</li> <li>I can say what I like about myself</li> <li>I can explain how I am like others</li> <li>I can explain how I am the same as others</li> <li>I can explain how I am different to others.</li> <li>I recognise that I am a valuable individual and have rights and responsibilities of my own.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you a number of special things about myself.</li> <li>I can identify and respect the differences and similarities between people.</li> <li>I am able to say what makes me feel good about myself.</li> <li>I can tell you the things I enjoy doing and the things I don't enjoy doing.</li> <li>I can ask different types of questions to find out about myself and my friends.</li> <li>I can tell you how I know I am special.</li> <li>I can accept praise.</li> <li>I enjoy trying out new things.</li> <li>I am beginning to learn from setbacks.</li> <li>I am comfortable talking in a class/group situation.</li> </ul>	<ul style="list-style-type: none"> <li>I am becoming aware of my own strengths, abilities, qualities, achievements, personal preferences and goals.</li> <li>I can recognise how responsibilities and relationships change as people grow and develop.</li> <li>I can identify the people, jobs and workplaces in the community.</li> <li>I can appreciate ways in which we are similar and different, e.g. age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.</li> <li>R8 – I can identify and respect the differences and similarities between people.</li> </ul>



# The Mead Infant & Nursery School – PSHE & RSE Progression Tracker

			<ul style="list-style-type: none"> <li>• I feel secure asking questions in a class/group situation.</li> <li>• I can say what I need.</li> <li>• I feel accepted in my class.</li> <li>• R8 – to identify and respect the differences and similarities between people</li> <li>• R9 – to identify their special people (family, friends, carers) what makes them special and how special people should care for one another.</li> </ul>	
<b>Feelings &amp; friendship</b>	<ul style="list-style-type: none"> <li>• <i>I can find ways to calm self, through being calmed and comforted by key person, zones of regulation tool box or any other individual method.</i></li> <li>• I can show how I am feeling (identifying on visuals)</li> <li>• I can name a feeling – happy, sad, angry</li> <li>• I can start to talk about and manage my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• I can use kind hands</li> <li>• I am becoming more outgoing with unfamiliar people, in the safe context of our nursery and at home.</li> <li>• I can demonstrate more confidence in new social situations. (e.g. nursery, when a visitor comes to school etc.)</li> <li>• I can play with one or more other children, extending and elaborating my play ideas.</li> <li>• I can help to find solutions to</li> </ul>	<ul style="list-style-type: none"> <li>• I can express my feelings and consider the feelings of others.</li> <li>• I show resilience and perseverance in the face of challenge.</li> <li>• I am forming my own identify and I can moderate my own feelings socially and emotionally.</li> <li>• I can think about the perspectives of others.</li> <li>• I can express my ideas and feelings about my experiences using full sentences.</li> <li>• I can identify and moderate feelings socially and emotionally</li> <li>• I can show an understanding of my own feelings and those of others, and regulate my behaviour accordingly.</li> <li>• I know who looks after me.</li> <li>• I know how to look after my friends (gentle hands, sharing/caring, kind words, helping them to learn)</li> <li>• I know simple ways in which to look after myself (washing my hands, putting toys away, getting dressed, brushing my teeth etc)</li> <li>• I can use talk to help work out problems and organise thinking and activities, explain how things work and why</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify a range of feelings – happiness, sadness, jealousy, anger, excitement, shock, loneliness, boredom.</li> <li>• How can I manage my feelings? (What would Roo do?) What are the big problems? What are the small problems?</li> <li>• I can explain how I feel when I succeed in a challenge.</li> <li>• I can use a variety of techniques to deal with anger, including my yoga techniques when I am angry or frustrated.</li> <li>• I can think of ways to make others feel good about themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to keep myself safe online</li> <li>• I know the difference between a big problem and a small problem that I could solve using "What would Roo do?"</li> <li>• I can explain what bullying is and also what it is NOT.</li> <li>• I am aware of different forms of bullying and can develop personal strategies to resist unwanted behaviour.</li> <li>• I know what to do if I feel like I am being bullied.</li> <li>• I understand that I can take on some responsibility in our family and friendship groups.</li> <li>• I know how to be a good friend.</li> <li>• I understand that it is ok to say no and I can practise saying it in a range of situations.</li> <li>• I am aware of a range of different feelings that I may have.</li> <li>• I am able to identify my feeling.</li> <li>• I know that we can show affection to people in different ways e.g. smiling, hugging, giving compliments, kissing, being helpful etc.</li> <li>• I know that how I show affection is different with different groups of people (e.g. parents, family, teachers, child friends, and adult friends, others we may meet.)</li> <li>• I know that there are boundaries which others should not cross. (e.g. physical space, privacy when going to the toilet etc.)</li> <li>• I know when to say no and who I should tell if I am worried about a situation.</li> <li>• I am aware of who, and what, influences my own views, feelings and behaviour at home and school.</li> <li>• R1- I can communicate my feelings to others and recognise how others show feelings and how to respond.</li> <li>• R3 – I am aware of the difference between secrets and nice surprises (that everyone will find out about eventually) and</li> </ul>



# The Mead Infant & Nursery School – PSHE & RSE Progression Tracker

	<p>conflicts and rivalries. (What would Rood do?) For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <ul style="list-style-type: none"> <li>I can talk with others to solve conflicts. (What would Rood do? Also being an Eeyore)</li> <li>I am beginning to understand how others might be feeling.</li> <li>I can express a point of view, and I can debate when I disagree with an adult or friend, using words as well as actions. (safe choices)</li> </ul>	<p>they might happen.</p> <ul style="list-style-type: none"> <li>I am developing social phrases. (What would Rood do?)</li> <li>I can build constructive and respectful relationships.</li> <li>I work and play cooperatively and take turns with others.</li> <li>I can form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> </ul>		<p>the importance of not keeping any secret that makes them uncomfortable, anxious or afraid.</p> <ul style="list-style-type: none"> <li>R10 – I am able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them (using mood boards and worry eaters is useful)</li> <li>R13 – to recognise different types of teasing or bullying, if they experience or witness it, whom to go to and how to tell them</li> <li>R14 – I am learning strategies to resist teasing or bullying, if I experience it or witness it, I know whom to go to and how to get help them.</li> </ul>
--	---	---	--	--

ONGOING	<ul style="list-style-type: none"> <li><i>Grow in independence</i> through self-care, dressing and undressing, decision making about play, accessing resources, tidying up after using resources, using my special book, lunch times, etc</li> <li>I can select and use activities and resources, with help when needed. (This helps them to achieve a goal they have chosen or one which is suggested</li> </ul>	<ul style="list-style-type: none"> <li>I can manage my own needs. e.g. (getting a jumper or cardigan if I am cold, going to the toilet when I need to, washing my hands without reminder, getting a drink when I am thirsty, finding someone to help me when I need support etc.)</li> <li>I can think about the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>R5 – I can share my opinion on things that matter to me and explain my views through discussions with one other person and the whole class.</li> <li>I can set goals that are relevant to the transition period that I am approaching at the end of infant school.</li> <li>I am learning to be more independent as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>R5 – I can share my opinion on things that matter to me and explain my views through discussions with one other person and the whole class.</li> <li>I can set goals that are relevant to the transition period that I am approaching at the end of infant school.</li> <li>I am learning to be more independent as the year progresses.</li> </ul>
---------	---	---	--	--



# The Mead Infant & Nursery School – PSHE & RSE Progression Tracker

	<p>to them.)</p> <ul style="list-style-type: none"><li>• <i>Begin to show 'effortful control', waiting my turn and sharing.</i></li><li>• I am developing appropriate ways of being assertive.</li><li>• I can find ways to calm myself, through being calmed and comforted by their key person.</li><li>•</li></ul>			
--	--	--	--	--