



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

PSHE Progression Tracker					
		Nursery	Reception	Year 1	Year 2
<b>Me &amp; My Relationships</b>	<b>Objectives</b>	<ul style="list-style-type: none"> <li>Recognise that we are unique.</li> <li>Understand that every family is different and love and care for one another. Describe different feelings and use this to manage relationships</li> <li>Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>Shows increasing consideration of other people's needs</li> <li>Gradually show more impulse control.</li> <li>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> <li>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> <li>Is becoming more able to separate from their close carers and explore new situations with support and</li> </ul>	<ul style="list-style-type: none"> <li>Talk about similarities and differences about themselves and others.</li> <li>Name special people in their lives</li> <li>Describe different feelings</li> <li>Identify what to do if they are sad, worried, scared or angry.</li> <li>Think about the feeling and perspectives of others.</li> <li>Identify ways to help others or themselves if they are sad or worried.               <ul style="list-style-type: none"> <li>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> </ul> </li> <li>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</li> <li>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>Is proactive in seeking adult support and able to articulate their wants and needs</li> </ul>	<ul style="list-style-type: none"> <li>Describe different feelings and how they can make our bodies feel.</li> <li>To know some strategies of dealing with 'not so good' feelings.</li> <li>To understand how our actions can hurt the feelings of others.</li> <li>To recognise the special qualities in family and friends.</li> <li>To know which special people keep us safe and how.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different ways of expressing their feelings</li> <li>To identify different ways to respond to the feelings of others.</li> <li>To recognise the differences between bullying, unkind behaviour or teasing.</li> <li>To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. To recognise a healthy friendship and its qualities.</li> </ul>

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

		<p>encouragement from another familiar adult</p> <ul style="list-style-type: none"> <li>• Finds individual tools to regulate when needed.</li> <li>• Expresses and starts to name or label a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>• Talks about how others might be feeling and responds according to their his understanding of the other person’s needs and wants</li> </ul>			
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Recognise that we are unique.</b></li> <li>• <b>Describe different feelings and use this to manage relationships.</b></li> <li>• <b>Understand that every family is different and love and care for one another.</b></li> <li>• Plays alongside or with familiar adults or peers.</li> <li>• Start to understand their friends wants and needs, e.g.they want to play with their toy.</li> <li>• Stands up for themselves and negotiates with the support of an adult</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can recognise and be sensitive to the differences of others.</b></li> <li>• <b>I can name people who help me and describe ways to help others.</b></li> <li>• <b>I can talk about feelings and what can cause them.</b></li> <li>• <b>I can tell you which trusted adults I can ask for help</b></li> <li>• <b>I can help a friend if they are sad or worried.</b></li> <li>• I am aware of the feelings of others</li> <li>• I can help my friends if they are sad or worried.</li> <li>• I enjoy being friends with other children and understand if they have different ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can name different feelings and how they might make me behave.</b></li> <li>• <b>I can suggest ways of dealing with 'not so good' feelings and how to help others.</b></li> <li>• <b>I can recognise when I need help and who to ask.</b></li> <li>• <b>I can listen to others and wait my turn to speak.</b></li> <li>• <b>I can tell you which trusted adults at home and school keep me safe.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I understand we have different ways to express our feelings.</b></li> <li>• <b>I can express my feelings in a safe, controlled way.</b></li> <li>• <b>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</b></li> <li>• <b>I can tell someone how they are making me feel.</b></li> <li>• <b>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</b></li> </ul>

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

		<ul style="list-style-type: none"> <li>Plays on own, alongside others or with friends, inviting themselves into other's play situations.</li> <li>Says goodbye at the Nursery door with encouragement from a key worker.</li> <li>I notice when when a friend is unhappy.</li> <li>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.</li> <li>Shows a range of feelings through interactions</li> <li>Uses play, art, role play, stories and music to express feelings</li> <li>Says when they are happy, sad, tired, hungry, excited and angry</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I have started understanding others wants and needs and show this in my play and interactions.</li> <li>I can resolve conflicts sometimes on my own and sometimes with support</li> <li>I can find a way (find an adult or a tool) to regulate my emotions and explain my wants and needs.</li> </ul>		
Valuing Differences	Objectives	<ul style="list-style-type: none"> <li><b>Recognise that there are differences and similarities between themselves and others</b></li> <li><b>Celebrate their friends and include them</b></li> <li><b>Understand people have different cultures and religions</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Be sensitive towards others and celebrate what makes each person unique.</b></li> <li><b>Recognise that we can have things in common with others.</b></li> <li><b>Use speaking and listening skills to learn about the lives of their peers.</b></li> <li><b>Know the importance of showing care and kindness towards others.</b></li> <li><b>Demonstrate skills in building friendships and cooperation.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>To know the key differences between teasing, being unkind and bullying.</b></li> <li><b>To recognise that everyone is different and will have different thoughts and ideas.</b></li> <li><b>To celebrate and begin to show empathy for those who are different.</b></li> <li><b>To identify those who are special to them (and their special qualities).</b></li> <li><b>To identify ways in which we can show kindness towards others and how that makes them feel.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>To identify differences and similarities between others.</b></li> <li><b>Recognise and explain how a person's behaviour can affect other people.</b></li> <li><b>To learn and use different ways to show good listening.</b></li> <li><b>Explain how it feels to be part of a group and left out of a group.</b></li> <li><b>To recognise and talk about acts of kindness and how they can impact others.</b></li> </ul>



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

	<b>Skills</b>	<ul style="list-style-type: none"> <li>I can tell you how I am the same or different to my friend.</li> <li>I can tell you something good about being different.</li> <li>I can be kind and help my friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can celebrate our differences.</li> <li>I can talk about my family life.</li> <li>I can listen and be polite to what others tell me about their lives.</li> <li>I can be kind, caring and helpful to others.</li> <li>I can show good listening.</li> </ul>	<ul style="list-style-type: none"> <li>I can say ways in which people are similar as well as different.</li> <li>I can say why things sometimes seem unfair, even if they are not to me.</li> <li>I can talk about what bullying is.</li> <li>I can say ways to show kindness towards others.</li> </ul>	<ul style="list-style-type: none"> <li>I can be respectful of those who are different to me.</li> <li>I can describe how someone can change someone's feelings.</li> <li>I can tell you why it is important to show good listening to people who think differently to me.</li> <li>I can name and suggest strategies to someone who feels left out.</li> <li>I can be kind and use kind words to my friends.</li> </ul>
<b>Keeping Myself Safe</b>	<b>Objectives</b>	<ul style="list-style-type: none"> <li>Explain what they should do if they feel unsafe</li> <li>Recognise potential dangers and how to stay safe, inside and outside exploring;               <ul style="list-style-type: none"> <li>Online safety</li> <li>Stranger danger</li> <li>Road safety</li> <li>Water safety</li> </ul> </li> <li>Learn the importance of keeping safe around medicines and unknown products</li> <li>Are able to stop and listen when asked.</li> <li>Are able to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how to keep their bodies healthy and safe.</li> <li>Name ways to stay safe around medicines.</li> <li>Know how to stay safe in their home, classroom and outside;               <ul style="list-style-type: none"> <li>Online safety</li> <li>Stranger danger</li> <li>Road safety</li> <li>Water safety</li> </ul> </li> <li>How to find help when at home and out</li> <li>Fire safety</li> <li>Name adults in their lives and those in their community who keep them safe.</li> <li>Know it is important to stop and listen</li> <li>Know to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</li> <li>To recognise emotions and physical feelings associated with feeling unsafe.</li> <li>To learn the PANTS rule and which parts of my body are private.</li> <li>To understand that medicines can sometimes make people feel better when they're ill.</li> <li>To talk about safety and responsibility around medicines.</li> </ul>	<ul style="list-style-type: none"> <li>To explain simple issues of safety and responsibility about medicines and their use.</li> <li>To identify situations in which they would feel safe or unsafe</li> <li>To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</li> <li>To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.</li> <li>To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>I can tell you who I can ask for help.</li> <li>I can tell you some dangers and how I keep myself safe from them;               <ul style="list-style-type: none"> <li>Online</li> <li>Stranger danger</li> <li>Road safety</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can tell you what my body needs to stay healthy.</li> <li>I can make safe decisions around medicines and things I don't know.</li> <li>I can name some things that can be dangerous inside and outside</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</li> <li>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</li> <li>I can say 'no' to unwanted touch and ask for help from a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</li> <li>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</li> </ul>



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

		<ul style="list-style-type: none"> <li>- <b>Water safety</b></li> <li>• I can tell you what is safe and unsafe for me to touch and use.</li> <li>• I can stop and show my teacher five when asked.</li> <li>• I can ask for help</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Online</b> - I can tell you what is safe to play online and who to talk to if I feel worried.</li> <li>• <b>Stranger danger</b> I can tell you how to keep safe when out and about.</li> <li>• <b>Road safety-</b> I can tell you how to keep safe when out and about.</li> <li>• <b>Water safety-</b> I can tell you how to keep safe near water</li> <li>• I know what an emergency is and how to call 999 if I need to.</li> <li>• I know that I need to listen to an adult to keep safe.</li> <li>• I can name the adults who keep me safe and when I might need their help.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say when medicines can be helpful or might be harmful.</li> <li>• I can tell you how to stay safe around medicine.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say what I do and don't like and who to ask for help.</li> <li>• I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> <li>• I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</li> </ul>
<b>Rights and Responsibilities</b>	<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Learn about taking some responsibility for their own health (healthy eating, activity and oral health)</li> <li>• Describe ways in which they can help others and why they would do so.</li> <li>• Take care of their home, their learning environment and the natural environment</li> <li>• I know how to access resources and to put them away again afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that they can make a difference.</li> <li>• Identify how they can care for their home, school and special people.</li> <li>• Talk about how they can make an impact on the natural world.</li> <li>• Talk about similarities and differences between themselves.</li> <li>• Demonstrate building relationships with friends.</li> <li>• I understand why and how it is important to look after the resources at school.</li> <li>• I understand the school rules and know why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify ways of taking care of their health.</li> <li>• To identify how others take care of their environment.</li> <li>• To take care of something or someone else.</li> <li>• To talk about the importance of looking after money.</li> <li>• To learn what to do when someone is injured.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify strategies in cooperation.</li> <li>• To identify strategies in self-regulation.</li> <li>• To name ways to stay safe when using the internet.</li> <li>• To recognise that they have a responsibility to help care for their immediate and broader environment.</li> <li>• To learn about saving and spending money.</li> </ul>



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

		<ul style="list-style-type: none"> <li>I can increasingly follow rules, understanding why they are important.</li> <li></li> </ul>			
	<b>Skills</b>	<ul style="list-style-type: none"> <li>I can make some healthy choices.</li> <li>I can make caring choices for my world.</li> <li>I can access resources and to put them away again afterwards.</li> <li>I know the Mead school rules of safe, respect and ready.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can help my family.</li> <li>I can help to clean and tidy my home and classroom.</li> <li>I can tell you some ways to look after our world.</li> <li>I can be kind to friends and others.</li> <li>I can talk about looking after money.</li> <li>I can explain how to look after the resurces and why it is important.</li> <li>I know the school rules and can tell you why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>I can wash my hands correctly.</li> <li>I can name ways to look after my home and school.</li> <li>I can look after a special person or thing.</li> <li>I can tell you some things that money is spent on.</li> <li>I can get help if someone has hurt themselves.</li> </ul>	<ul style="list-style-type: none"> <li>I can make choices that help me play and work well with others.</li> <li>I can use some strategies when I feel upset or angry.</li> <li>I can ask for help from a trusted adult.</li> <li>I can name some ways I can look after my environment.</li> <li>I can make choices with money.</li> </ul>
<b>Being My Best</b>	<b>Objectives</b>	<ul style="list-style-type: none"> <li>Talk about healthy choices - food, and drink</li> <li>-Activity</li> <li>-Tooth brushing.</li> <li>Develop resilience and persistence in their learning</li> <li>Work cooperatively with others when faced with a challenge</li> <li>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul>	<ul style="list-style-type: none"> <li>Feel resilient and confident in their learning.</li> <li>Name and discuss different types of feelings and emotions.</li> <li>Learn and use strategies or skills in approaching challenges.</li> <li>Understand that they can make healthy choices.</li> <li>Name and recognise how healthy choices can keep us well.</li> <li>Know and talk about the different factors that support their overall health and wellbeing:             <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> </ul> </li> <li>-being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>To recognise how a healthy variety of food can make us feel great.</li> <li>Recognise that learning a new skill requires practice and the opportunity to fail, safely</li> <li>To identify strategies to resolve conflict.</li> <li>To give and receive praise</li> </ul>	<ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process</li> <li>To understand the importance of good hand and dental hygiene.</li> <li>To recognise what the body needs to have energy and stay well.</li> <li>To identify parts of the body that process food and create energy.</li> </ul>



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

<b>Skills</b>		<ul style="list-style-type: none"> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Develop independence in own care needs- toileting, washing and drying hands, dressing and undressing and oral hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Manage own needs independently, eg toileting, washing and drying hands, dressing and undressing and oral hygiene.</li> </ul>		
		<ul style="list-style-type: none"> <li>• <b>I can make healthy choices about food, drink, activity and tooth brushing.</b></li> <li>• <b>I can keep trying.</b></li> <li>• <b>I can listen to my friends and take turns with support.</b></li> <li>• Takes part in everyday tasks such as tidy up time, snack time and routine 'jobs'.</li> <li>• Have a go at taking risks and new situations</li> <li>• I am increasingly independent in toileting, washing and drying hands, dressing and dressing and oral hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can keep trying if the way I choose doesn't work.</b></li> <li>• <b>I can talk about the different types of feelings we have.</b></li> <li>• <b>I can have a go at something new.</b></li> <li>• <b>I can make my own healthy food choices.</b></li> <li>• <b>I can make healthy sleep and exercise choices.</b></li> <li>• I know and talk about being healthy through:               <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> </li> <li>• I can look after my own self care, eg. toileting, washing and drying hands, dressing and undressing and oral hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can choose a healthy meal with different food groups.</b></li> <li>• <b>I can be persistent when learning a new skill.</b></li> <li>• <b>I can name a few different ideas of what I can do if I find something difficult.</b></li> <li>• <b>I can help my friends when they fall out.</b></li> <li>• <b>I can explain why praise helps me to keep trying.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can explain what happens when I learn something new.</b></li> <li>• <b>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</b></li> <li>• <b>I can explain how hand hygiene stops virus' and germs from spreading.</b></li> <li>• <b>I can give examples of what I can do and give to my body to stay healthy.</b></li> <li>• <b>I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.</b></li> </ul>



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

<b>Growing &amp; Changing</b>	<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Talk about change in the environment</li> <li>• Describe the changes in babies, young animals and plants as they grow</li> <li>• Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans.</li> <li>• Name the different stages in childhood and growing up.</li> <li>• Understand that babies are made by a man and a woman.</li> <li>• Use the correct vocabulary when naming the different parts of the body.</li> <li>• Know how to keep themselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To think of what babies need to stay happy and healthy.</li> <li>• To identify the changes they have made since they were a baby.</li> <li>• To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</li> <li>• To identify some internal organs and systems and those body parts which are private.</li> <li>• To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</li> </ul>	<ul style="list-style-type: none"> <li>• To give positive feedback to someone.</li> <li>• To recognise the range of feelings associated with loss and to discuss things people can do to feel better.</li> <li>• To identify the different stages of growth and what people are able to do at these different stages.</li> <li>• To identify the human private parts/genitalia and explain that they are used to make a baby.</li> <li>• To explain who can see someone's private part, what consent means and how to protect privacy.</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• I can describe the different seasons.</li> <li>• I can talk about how babies and animals grow.</li> <li>• I can tell you how boys and girls can be different or the same.</li> <li>• I can tell you the scientific names for my body parts.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the life cycle of an animal.</li> <li>• I can describe how a baby grows to an adult and what they might need.</li> <li>• I can tell you some things about how babies are made.</li> <li>• I can tell you the scientific names for my body parts.</li> <li>• I can tell you the PANTS rule.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you some things that babies need.</li> <li>• I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</li> <li>• I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</li> <li>• I can name the body parts girls and boys have that are the same and which body parts are different.</li> <li>• I can name the adults I can talk to at home and school if I need help.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give support to a friend.</li> <li>• I can describe feelings of loss and suggest what someone can do if a friend moves away.</li> <li>• I can describe the stages of growth I have been through and what I look forward to in my future.</li> <li>• I can name the human private parts that are used to make a baby.</li> <li>• I can talk about keeping private parts private.</li> </ul>