



PSHE Progression Netherton Infant & Nursery School

| Self Confidence – Autumn Term 1 | | | | | | |
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| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| EYFS | Recognising what confidence looks like – facial expressions | Understanding how we can become more confident -through trying Assessment: | Knowing what we can do when we want to give up – keep going | Knowing what we can do when we find things tricky – ask others, use technology, look around the room | Recognising confidence in others – facial expressions, body language | Explaining how personal confidence has grown at home and school |
| Year 1 | Identifying activities in which we have low, medium or high levels of confidence | Identifying who can support us to have a 'can-do' attitude | Understanding why it's important to become more independent | Understanding the role we can play in completing a team challenge | Completing tasks without the help of a grown-up – | Assessment: Identifying how we have become more independent |
| Year 2 | Understanding how others see us | Understanding how we can help others to become more confident and happier | Identifying a previous problem and how it could have been solved | Understanding the benefits of working in a team/ on our own when faced with a challenge | Setting personal targets to complete a challenge | Assessment: Assessing personal progress on a learning journey – including levels of confidence and independence |
| Achievement and Success – Autumn Term 2 | | | | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| EYFS | Reflecting on previous achievements and things that we can't do yet | Understanding that some goals can be achieved quickly/ when we are young and others take longer | Working as a team to achieve a class goal | Working as a group to achieve a goal – turn taking, helping each other | Talking through personal goals with older mentors/ acting on advice | Assessment: Reflecting on whether or not we have achieved our home goal |
| Year 1 | Creating a timeline to show achievements in our lives so far | Thinking about ambitions for the future and how these might be achieved | Understanding the importance of speaking positively about challenges | Understanding why we shouldn't always settle for our first attempt | Working as a team to set and achieve a class goal | Assessment: Identifying the thoughts and words that we use when we are working |



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| Year 2 | identifying our latest achievement and how we ensured that we were successful | Identifying step-by-step actions to achieve a personal goal | Thinking about famous failures and the potential consequences of giving up | Identifying the mutual benefits of helping others to succeed/ seeking the support of others to help us | Comparing the success rates of one person individually, and a team, doing the same task | Assessment: Explaining to other people how to be successful |
| Support – Spring Term 1 | | | | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| EYFS | Thinking about the help and support we need and why we need it | Practising listening and being heard | Understanding why it is important to listen carefully to others and the things that might distract us | Thinking about people who support us at home and in the community | Understanding that we all matter and make a difference | Assessment: Explaining what we have done to improve our listening at home |
| Year 1 | Understanding the different types of support and why these are important | Understanding what makes a good discussion, in which everyone is able to speak and be heard | Identifying people who support us and how they do this | Understanding different emotions in others and ways in which we can give appropriate support, through our reactions | Practising asking for help/support and being supportive | Assessment: Identifying ways in which we can listen with our whole body |
| Year 2 | Understanding different types of support and the difference between getting support and not, when you need it | Using the TALK model to identify whether or not we need help, and applying it to get support from an appropriate person | Practising listening to other people's opinions, giving our own thoughts and managing disagreements | Identifying the different types of support that we get and give | Understanding that it can be difficult to ask for help and what we can do to support people who find this trick | Assessment: Reflecting on how we have used the TALK model to gain support recently |



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| Positive relationships Lessons 1-6 – Spring Term 2 | | | | | | |
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| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| EYFS | Understanding how we belong to the school family | Knowing ways in which we can understand how others are feeling and why this is important | Knowing why it is important to have fun and laugh together | Understanding why it can be good to play with people that we don't usually play with | Understanding how others feel when we say thank you, give them a present. Also, how we feel when we do that | Assessment: Explaining what we have done at home to have even better relationships with our family |
| Year 1 | Reflecting on how others see us and the reasons why we think this | Thinking of ways in which we would help someone who was upset | Thinking about our roles in relationships and how we can resolve conflict | Identifying conflict in a story and the thoughts and feelings that this brings about | Understanding why it is important to recognise what others do for us | Assessment: Identifying ways in which a friend adds to the positive relationships within the class |
| Year 2 | Thinking about others' feelings and thoughts when they are left out and what we can do to help | Devising a plan to welcome a new person to the class and make them feel comfortable | Thinking about our own and others' strengths and why these are important to help the whole class have a sense of belonging | Identifying potential reasons for conflict and ways in which these could be resolved | Identifying our most positive relationships and what makes these so | Assessment: Identifying ways in which a classmate adds to the positive relationships with |
| Positive relationships Lessons 7-12 – Summer Term 1 | | | | | | |
| | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 |
| EYFS | Understanding what is and isn't friendly behaviour | Thinking about how well we know different people and how we might react if we don't know people that well | Thinking about when we win and lose games –in the playground and online | Understanding what to do if we see something that doesn't look right on our electronic device | Understanding that all families are similar in some ways and different in others | Thinking about how we choose our friends and how we grow our friendship circle |
| Year 1 | Understanding ways in which we can ask for help and then act on the advice that we're given | Understanding what secrets are and when it is okay to keep a secret | Thinking about who can help us, if we see something on our electronic device that doesn't look right | Understanding which information we should and shouldn't share online and how to spot a stranger | Considering what is special about each of our families | Understanding that people might make mistakes about us, if they don't know us |



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| Year 2 | Knowing which parts of our bodies are private – the underwear rule | Understanding what secrets are and when it's not okay to keep them | Understanding that not everything on the internet is true and some of the ways that we can tell | Understanding how easy it is to spread fake news | Researching what families around the world look like | Understanding that we might make mistakes about other people, if we don't know them or ask questions |
| Coping – Summer Term 2 | | | | | | |
| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| EYFS | Identifying great and not-so-great feelings and who we would go to for help with our feelings | Understanding that, by doing something different with our bodies, we can improve how we feel | Understanding that, by changing what we say and how we say it, we can cope better when we can't do something | Reflecting on places that make us worry and what we can do to cope the next time that we're there, e.g. when crossing the road | Making a collage of happy things and practising visualising this if we don't feel calm or relaxed | Assessment: Thinking of the coping skills we have used to move nearer to achieving a personal goal |
| Year 1 | Identifying different feelings, whether they are big or little and whether or not we might need help with them | Understanding how we can identify our own feelings and that, even pretending to be in a positive mood, can help us to feel better | Identifying parts of the school day when we don't feel as positive, and what we can do to feel better | Identifying things that make us laugh or smile and practising recalling these to help us cope in tricky situations | Understanding that we all worry, but that there are lots of solutions to different worries | Assessment: Identifying the different tricky situations that we might be in and the best people to help |
| Year 2 | Understanding what makes some situations trickier than others | Listing a range of coping techniques that we can use, and understanding why, in certain situations, some are better than others | Understanding why it is important to have good coping skills and what a Superhero would say to help them cope | Understanding the attributes of someone who copes well and helps others to cope | Practising coping strategies when someone is giving you constructive criticism/ feedback – understanding that this should be viewed as helpful | Assessment: Identifying the coping strategies that we can use and what we would look like, be saying |