



The Mead Infant & Nursery School – PE Subject Progression Tracker

PSHE Progression Tracker					
		Nursery	Reception	Year 1	Year 2
Me & My Relationships	Objectives	<ul style="list-style-type: none"> Recognise that we are unique. Describe different feelings and use this to manage relationships. Understand that every family is different and love and care for one another. 	<ul style="list-style-type: none"> Talk about similarities and differences. Name special people in their lives. Describe different feelings Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. 	<ul style="list-style-type: none"> Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how. 	<ul style="list-style-type: none"> Recognise that people have different ways of expressing their feelings To identify different ways to respond to the feelings of others. To recognise the differences between bullying, unkind behaviour or teasing. 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.
	Skills	<ul style="list-style-type: none"> Recognise that we are unique. Describe different feelings and use this to manage relationships. Understand that every family is different and love and care for one another. 	<ul style="list-style-type: none"> I can recognise and be sensitive to the differences of others. I can name people who help me and describe ways to help others. I can talk about feelings and what can cause them. I can tell you which trusted adults I can ask for help. I can help a friend if they are sad or worried. 	<ul style="list-style-type: none"> I can name different feelings and how they might make me behave. I can suggest ways of dealing with 'not so good' feelings and how to help others. I can recognise when I need help and who to ask. I can listen to others and wait my turn to speak. I can tell you which trusted adults at home and school keep me safe. 	<ul style="list-style-type: none"> I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way. 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. I can tell someone how they are making me feel. 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.
Valuing Differences	Objectives	<ul style="list-style-type: none"> Recognise that there are differences and similarities between themselves Celebrate their friends and include them Understand people have different cultures and religions 	<ul style="list-style-type: none"> Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. 	<ul style="list-style-type: none"> To know the key differences between teasing, being unkind and bullying. To recognise that everyone is different and will have different thoughts and ideas. To celebrate and begin to show empathy for those who are different. To identify those who are special to them (and their special qualities). 	<ul style="list-style-type: none"> To identify differences and similarities between others. Recognise and explain how a person's behaviour can affect other people. To learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group.



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	Skills		<ul style="list-style-type: none"> Demonstrate skills in building friendships and cooperation. 	<ul style="list-style-type: none"> To identify ways in which we can show kindness towards others and how that makes them feel. 	<ul style="list-style-type: none"> To recognise and talk about acts of kindness and how they can impact others.
		<ul style="list-style-type: none"> I can tell you how I am the same or different to my friend. I can tell you something good about being different. I can be kind and help my friends. 	<ul style="list-style-type: none"> I can celebrate our differences. I can talk about my family life. I can listen and be polite to what others tell me about their lives. I can be kind, caring and helpful to others. I can show good listening 	<ul style="list-style-type: none"> I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others. 	<ul style="list-style-type: none"> I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends.
Keeping Myself Safe	Objectives	<ul style="list-style-type: none"> Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside- focus water safety, stranger danger and road safety Learn the importance of keeping safe around medicines and unknown products 	<ul style="list-style-type: none"> Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. To recognise emotions and physical feelings associated with feeling unsafe. To learn the PANTS rule and which parts of my body are private. To understand that medicines can sometimes make people feel better when they're ill. To talk about safety and responsibility around medicines. 	<ul style="list-style-type: none"> To explain simple issues of safety and responsibility about medicines and their use. To identify situations in which they would feel safe or unsafe To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.



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	Skills	<ul style="list-style-type: none"> I can tell you who I can ask for help. I can tell you some dangers and how I keep myself safe from them. I can tell you what is safe and unsafe for me to touch and use. 	<ul style="list-style-type: none"> I can tell you what my body needs to stay healthy. I can make safe decisions around medicines and things I don't know. I can name some things that can be dangerous inside and outside. I can tell you what is safe to play online and who to talk to if I feel worried. I can name the adults who keep me safe and when I might need their help. 	<ul style="list-style-type: none"> I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) I can say what I can do if I have strong, but not so good feelings, to help me stay safe I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful. I can tell you how to stay safe around medicine. 	<ul style="list-style-type: none"> 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. I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can say what I do and don't like and who to ask for help. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. 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.
Rights and Responsibilities	Objectives	<ul style="list-style-type: none"> Learn about taking some responsibility for their own health Describe ways in which they can help others and why they would do so Take care of their home, their learning environment and the natural environment 	<ul style="list-style-type: none"> Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> To identify ways of taking care of their health. To identify how others take care of their environment. To take care of something or someone else. To talk about the importance of looking after money. To learn what to do when someone is injured. 	<ul style="list-style-type: none"> To identify strategies in cooperation. To identify strategies in self-regulation. To name ways to stay safe when using the internet. To recognise that they have a responsibility to help care for their immediate and broader environment. To learn about saving and spending money.
	Skills	<ul style="list-style-type: none"> I can make some healthy choices. I can help my family and friends. I can make caring choices for my world. 	<ul style="list-style-type: none"> I can help my family. I can help to clean and tidy my home and classroom. I can tell you some ways to look after our world. I can be kind to friends and others. I can talk about looking after money. 	<ul style="list-style-type: none"> I can wash my hands correctly. I can name ways to look after my home and school. I can look after a special person or thing. I can tell you some things that money is spent on. I can get help if someone has hurt themselves. 	<ul style="list-style-type: none"> I can make choices that help me play and work well with others. I can use some strategies when I feel upset or angry. I can ask for help from a trusted adult. I can name some ways I can look after my environment. I can make choices with money.

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Being My Best	Objectives	<ul style="list-style-type: none"> Talk about healthy choices and activities Develop resilience and persistence in their learning Working cooperatively with others when faced with a challenge 	<ul style="list-style-type: none"> Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well. 	<ul style="list-style-type: none"> To recognise how a healthy variety of food can make us feel great. Recognise that learning a new skill requires practice and the opportunity to fail, safely To identify strategies to resolve conflict. To give and receive praise 	<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process To understand the importance of good hand and dental hygiene. To recognise what the body needs to have energy and stay well. To identify parts of the body that process food and create energy.
	Skills	<ul style="list-style-type: none"> I can choose a healthy snack and activity. I can keep trying. I can listen to my friends and take turns. 	<ul style="list-style-type: none"> I can keep trying if the way I choose doesn't work. I can talk about the different types of feelings we have. I can have a go at something new. I can make my own healthy food choices. I can make healthy sleep and exercise choices. 	<ul style="list-style-type: none"> I can choose a healthy meal with different food groups. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I find something difficult. I can help my friends when they fall out. I can explain why praise helps me to keep trying. 	<ul style="list-style-type: none"> I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. I can explain how hand hygiene stops virus' and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.
Growing & Changing	Objectives	<ul style="list-style-type: none"> Talk about change in the environment Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like 	<ul style="list-style-type: none"> Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe. 	<ul style="list-style-type: none"> To think of what babies need to stay happy and healthy. To identify the changes they have made since they were a baby. To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. To identify some internal organs and systems and those body parts which are private. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts. 	<ul style="list-style-type: none"> To give positive feedback to someone. To recognise the range of feelings associated with loss and to discuss things people can do to feel better. To identify the different stages of growth and what people are able to do at these different stages. To identify the human private parts/genitalia and explain that they are used to make a baby. To explain who can see someone's private part, what consent means and how to protect privacy.



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	Skills	<ul style="list-style-type: none">• I can describe the different seasons.• I can talk about how babies and animals grow.• I can tell you how boys and girls can be different or the same.	<ul style="list-style-type: none">• I can describe the life cycle of an animal.• I can describe how a baby grows to an adult and what they might need.• I can tell you some things about how babies are made.• I can tell you the scientific names for my body parts.• I can tell you the PANTS rule.	<ul style="list-style-type: none">• I can tell you some things that babies need.• 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.• I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.• I can name the body parts girls and boys have that are the same and which body parts are different.• I can name the adults I can talk to at home and school if I need help.	<ul style="list-style-type: none">• I can give support to a friend.• I can describe feelings of loss and suggest what someone can do if a friend moves away.• I can describe the stages of growth I have been through and what I look forward to in my future.• I can name the human private parts that are used to make a baby.• I can talk about keeping private parts private.
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