


<p><b>ELG &amp; National Curriculum Subject Content</b></p> 	<p><b>EYFS: Early Learning Goal: Personal, Social and Emotional Development:</b></p> <p><b>Self-Regulation ELG</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and</li> <li>• begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they</li> <li>• want and control their immediate impulses when appropriate.</li> </ul> <p><b>Managing Self ELG</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave</li> <li>• accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships ELG</b></p>	<p><b>Pupils should be taught these topics in an age-appropriate way by the end of KS1:</b></p> <ul style="list-style-type: none"> <li>· Families and people who care for us</li> <li>· Caring Friendships</li> <li>· Online Friendships</li> <li>· Respectful Relationships</li> <li>· Mental Wellbeing</li> <li>· Physical Health and Fitness</li> <li>· Being Safe</li> <li>· Health Eating</li> <li>· Internet Safety and Harms</li> <li>· Health and Prevention</li> <li>· Basic First Aid</li> <li>· Drugs, Alcohol and Tobacco</li> <li>· Changings Adolescent Body</li> </ul> <p><b>Taken from the Relationships Education, Relationships and Sex Education and Health Education guidance. By the end of primary school:</b></p> <p><b>Families and people who care for me</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, <b>including in times of difficulty</b>, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>
---	---	---

	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</b></li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring Relationships</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><b>Respectful Relationships</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>
--	---	---

		<ul style="list-style-type: none"><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ul> <p><b>Online Relationships</b> Pupils should know</p> <ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>• how information and data is shared and used online.</li></ul> <p><b>Being safe</b> Pupils should know</p> <ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
--	--	---

		<i>The statements in red are not explicitly taught within our PSHE curriculum. The statements are expected to be taught by the end of primary school.</i>		
 <b>PSHE Skills and Knowledge Progression</b>		EYFS	Year 1	Year 2
<b>Autumn 1</b> Carrington’s Community of Kindness	Know special things about themselves and others	Know the rights and responsibilities of a member of Carrington Infant School	Recap and discuss the importance of school rules	
	Know how happiness and sadness can be expressed	Know that feelings and emotions are important and should be discussed	Understand that choices have rewards and consequences	
	Know that we use the Zones of Regulation in school to express how we are feeling	Know and recap the Zones of Regulation	To know how to make a responsible choice	
	Know a range of strategies to make us feel calm	Know and identify ways to be kind to ourselves and others	Know and recap the Zones of Regulation	
	Know that hands can be used kindly and unkindly	Know and recap the school rules	Know the qualities that make a person a good friend	
	Know how to take turns	Know how to cross the road safely Know about people that keep them safe	Know what qualities you possess that make you a good friend	
	Know that being kind to ourselves and others is the right choice	Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Know what self-worth means	
	Know that they have a right to learn and play happily	<i>Show skills associated with maintaining friendships</i>	Know how to have a positive online relationship with a peer	
	Know how to be a kind friend to myself and others Know what behave sensibly means in school	<i>Understand that they are special</i>	<i>To be able to see situations from another person’s perspective</i>	
	Know different ways of making friends	<i>Be responsible in school</i>	<i>To set a personal goal</i>	

	<p>Know how to cross the road safely</p> <p>Know how to be safe around our own and other peoples' pets</p> <p>Know about people that keep them safe</p> <p>Identify feelings associated with each of the Zones of Regulation</p> <p>Develop skills to play cooperatively with others</p> <p>Be able to consider others feelings</p> <p>Be responsible in school</p> <p>Identify and use skills to make friends</p> <p>Identify acts of kindness in our school community (Boxes of Kindness)</p>	<p>Identify acts of kindness in our school community (Boxes of Kindness)</p>	<p>To consider the steps needed to achieve the goal</p> <p>Identifying helpful behaviours to make the community a safe place</p> <p>Recognise feelings associated with positive and negative consequences</p>
 <p><b>PSHE Skills and Knowledge Progression</b></p>	<p><b>EYFS</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>
<p><b>Autumn 2</b></p> <p>Carrington Cares</p>	<p>Know what the word unique means</p> <p>Know that families can be different</p> <p>Know that families have different celebrations and traditions</p> <p>To name people in my family</p>	<p>Know the word tradition and what it means</p> <p>To know how people in my family help me</p> <p>Know that there are different families that have different traditions in our community</p>	<p>Know and appreciate the different families and their traditions in our community</p> <p>To recognise and celebrate different families in the community</p> <p>To know what a family tree is</p>

CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT–CARRINGTON BEAR’S CURRICULUM 2024-2025  
TOGETHER WE SPARKLE & SHINE

	<p>To know the roles that members of my family have</p> <p>Know that acts of kindness make people feel special (posting kindness postcards around the village)</p> <p>Know how to cross the road safely</p> <p>Know the trusted adults that keep them safe</p> <p>Say ways that they are similar and different to others</p> <p>Recognise similarities and differences between their families and others Identify different traditions associated with Christmas</p>	<p>To know and share a family tradition of their own</p> <p>To know that people around the world speak different languages</p> <p>Know that acts of kindness make people feel special (posting kindness postcards around the village)</p> <p>Know how to cross the road safely</p> <p>Know the trusted adults that keep them safe</p> <p>Identify a range of ways that they are similar and different to others</p> <p>Recognise and explain similarities and differences between their families and others</p> <p>To express what I like to do with my family</p>	<p>Know that families are founded on belonging, love and care</p> <p>Know how to cross the road safely</p> <p>Know the trusted adults that keep them safe</p> <p>To take part in a debate – Do you wish it could be Christmas everyday?</p> <p>Can express how it feels to belong to a family</p> <p>Identify different family traditions</p> <p>To respect the families in our community</p> <p>To create my own family tree</p> <p>To begin to develop the debating skill of raising a point with an example</p>
 <p><b>PSHE Skills and Knowledge Progression</b></p>	<p><b>EYFS</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>
<p><b>Spring 1</b></p> <p>Carrington Respects</p>	<p>Know what a challenge is</p> <p>Know what a goal is</p> <p>Know how it feels when a goal is achieved</p>	<p>Know how to set a simple goal</p> <p>Know that tackling a challenge can help their learning</p> <p>Know the importance of self-respect</p>	<p>Know how to set steps to achieve a simple goal</p> <p>Identify the steps needed to achieve a goal</p>

	<p>Know that it is important to keep trying</p> <p>Know how to cross the road safely</p> <p>Know about people that keep them safe</p> <p><b>Neurodiversity Celebration Week</b></p> <p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings associated with perseverance</p> <p>Be ambitious</p> <p>Be resilient</p> <p>Feel proud</p>	<p>Know how to cross the road safely</p> <p>Know about people that keep them safe</p> <p>Know about Chinese New Year</p> <p><b>Neurodiversity Celebration Week</b></p> <p>Working well and celebrating an achievement with a partner</p> <p>To recognise the feeling of success</p> <p>Recognise things that they do well</p>	<p>Know how to identify obstacles that can make achieving their goal difficult</p> <p>Know the importance of self-respect and how this links to their own happiness</p> <p>Take part in traditions for Chinese New Year</p> <p><b>Neurodiversity Celebration Week</b></p> <p>To continue to develop the debating skill of raising a point with an example</p> <p>Should everybody volunteer for 15 minutes a week in school</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge</p> <p>Can store feelings of success so that they can be used in the future</p>
 <p><b>PSHE Knowledge and Skills Progression</b></p>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<p><b>Spring 2</b></p> <p>Carrington Appreciates</p>	<p>Know some jobs that they might like to do when they are older</p> <p>Know that there are lots of members of our community that help us</p> <p>Know what to do if they got lost</p>	<p>Know about the important roles members of our community have</p> <p>Discuss what role they would like to have when they are older and explain why</p>	<p>Know about physical contact boundaries and the importance of permission seeking and giving in relationships with friends, peers and adults</p>

CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT–CARRINGTON BEAR’S CURRICULUM 2024-2025  
TOGETHER WE SPARKLE & SHINE

	<p>Know to say no to strangers</p> <p>Know how to cross the road safely</p> <p>Know and celebrate that are school community is made up of people who learn in different ways</p> <p>Know the people that keep them safe <b>Recognise the roles of people in our family and community</b></p> <p><b>Understand the importance of permission seeking</b></p>	<p>Know about physical contact boundaries and the importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Know and celebrate that are school community is made up of people who learn in different ways</p> <p>Know and understand the term neurodiversity</p> <p>Know how to cross the road safely</p> <p>Know about people that keep them safe</p> <p><b>Explain the roles of people in our family and community</b></p> <p><b>Understand and explain the importance of permission seeking</b></p>	<p>Know and celebrate that are school community is made up of people who learn in different ways</p> <p>Know and understand the term neurodiversity</p> <p>To know that people learn in different ways</p> <p>To value and appreciate that everybody learns in different ways</p> <p>Know how to cross the road safely</p> <p>Know about people that keep them safe</p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><b>Explain the roles of people in our family and community</b></p> <p><b>Understand and explain the importance of permission seeking</b></p>
 <p><b>PSHE Skills and Knowledge Progression</b></p>	<p><b>EYFS</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>
<p><b>Summer 1</b></p> <p>Carrington is Healthy</p>	<p>Children now the word ‘exercise’ and can give examples of ways that they exercise</p>	<p>Children know that it is important to exercise</p>	<p>Children know the mental and physical benefits of an active lifestyle.</p>

	<p>Children can list healthy foods that they like to eat</p> <p>Children can explain why sleep is important and think of ways that help them get to sleep</p> <p>Children know the steps of how to clean their hands</p> <p>Children know what a dentist is and knows how the dentist helps them</p> <p><b>First Aid</b> How to make a clear and efficient call to emergency services if necessary.</p> <p>Age-appropriate concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p style="text-align: center;"><b>Road Safety</b></p> <p><b>Linking with Earth Day</b> – litter picking in the playground and lane</p> <p>Children know how to exercise</p> <p>Children can wash their hands</p> <p>Children can call an adult for help when somebody is hurt</p>	<p>Children can say their favourite way to exercise</p> <p>Children know why it is important to clean their hands before eating</p> <p>Children can explain what medicine is and what they are used for and more importantly, what NOT to do.</p> <p>Children know the importance of brushing their teeth</p> <p><b>First Aid</b> How to make a clear and efficient call to emergency services if necessary.</p> <p>Age-appropriate concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p><b>Children talk about how they feel after exercise</b></p> <p>Children can explain why they think their body is amazing</p> <p>Children can identify a range of ways to keep it safe and healthy</p> <p>Pupils can give examples of when being healthy can help them to feel happy.</p>	<p>Children understand the need for relaxation and the benefits it has on our bodies</p> <p>Children recognise the need to eat healthily, and the risks associated with an inactive lifestyle (including obesity).</p> <p>Children can explain the need for good dental hygiene</p> <p>Children know the importance of safety with household items such as cleaning products</p> <p><b>First Aid</b> How to make a clear and efficient call to emergency services if necessary.</p> <p>Age-appropriate concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p><b>Children can make a healthy snack</b></p> <p>Children can explain why foods and medicines can be good for their body and can compare with less healthy choices.</p> <p>Children can compare their choices with their friends' choices and can express how it feels to make healthy and safe choices.</p>
--	--	---	---

CARRINGTON INFANT SCHOOL – PROGRESSION DOCUMENT–CARRINGTON BEAR'S CURRICULUM 2024-2025  
TOGETHER WE SPARKLE & SHINE

 <b>PSHE Skills and Knowledge Progression</b>	EYFS	Year 1	Year 2
<p><b>Summer 2</b></p> <p>Carrington is Proud</p>	<p>I can label parts of my body</p> <p>Recapping PANTS rule</p> <p>I love my body</p> <p>Diversity Week – Dress to Express</p> <p>I am Celebrating my achievements this year</p> <p>I know how to keep myself safe in the sun</p> <p>I can talk about ways to keep safe near the water</p> <p>To talk positively about myself including my physical attributes and my academic successes</p>	<p>I talk confidently about what I love about my body</p> <p>I notice changes about myself since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Diversity Week – Dress to Express</p> <p>I know how to keep myself safe in the sun</p> <p>I know the SAFE code and how that helps me to be safe around open waters</p> <p>I can be safe in the sun</p> <p>I can be safe around water</p>	<p>I can explain what I love about my body and why</p> <p>I recognise and can spot differences associated with growing from young to old</p> <p>I know that I will be transitioning from the infant school to the junior school and what to expect in my new school</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Diversity Week – Dress to Express</p> <p>Recapping the PANTS rule</p> <p>I can explain ways to keep myself safe in the sun</p> <p>I know the SAFE code and can link this to given scenarios around open waters</p> <p>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>

			<p>I can talk positively about my body</p> <p>I know why we must be safe in the sun</p> <p>I know why we must be safe in and around open waters</p>
--	--	--	---