PSHE Pre-Prep Progression Map

<table>
<tr><th colspan="6">AUTUMN ONE</th></tr>
<tr><th>NURSERY</th><th>RECEPTION</th><th>YEAR 1</th><th>YEAR 2</th></tr>
<tr><th>KEY QUESTIONS/UNIT FOCUS</th><th>KEY QUESTIONS/UNIT FOCUS</th><th>UNIT FOCUS</th><th>KEY QUESTIONS/UNIT FOCUS</th></tr>
<tr><td>Understanding Family and Kindness</td><td>Understanding kindness and feelings</td><td>Making friends: playing and learning together</td><td>Foundations of Wellbeing</td></tr>
<tr><th>SKILLS AND KNOWLEDGE</th><th>SKILLS AND KNOWLEDGE</th><th>SKILLS AND KNOWLEDGE</th><th>SKILLS AND KNOWLEDGE</th></tr>
<tr>
<td>- I feel safe and happy
- I know that hands can be used kindly and unkindly
- I know special things about myself and my family
- I understand how happiness and sadness can be expressed
- I know that being kind is good
- I understand the NSPCC Talk PANTS rules Talk PANTS: Activities plan for ages 3-4</td>
<td>- I can start to recognise and manage my feelings
- I can work with others to make school a good place to be
- I understand why it is good to be kind and use gentle hands.
- I understand what choices are and how to make good choices
- I can make agreements according to our Class Charter
- I understand the NSPCC Talk PANTS rules Talk PANTS: Activities plan for ages 4-5</td>
<td>This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.

L1- Ground rules, rule!
https://pshe-association.org.uk/lesson-plans/ground-rules

L2- Learning and playing together
Learning and playing together

L3- Let’s be friends
Friendship and bullying (L1)

L4- Let’s make up
Friendship and bullying (L2)

L5- Let’s be kind
Friendship and bullying (L3)

L7- Asking for Permission
Consent lesson pack (L1)</td>
<td>This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).

L1- Noticing and naming feelings (adapt to use of zones of regulation)
Foundations for Wellbeing
L2- Different Distractions
Foundations for Wellbeing
L3- Changing thoughts and feelings
Foundations for Wellbeing
L4- Managing unhelpful thoughts
Foundations for Wellbeing
L5: Reactions and responses
Foundations for Wellbeing
L6- Change, loss and grief- What happens when things change?
Change, loss and grief (L1)</td>
</tr>
<tr><th>KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS</th><th>KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS</th><th>KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS</th><th>KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS</th></tr>
<tr>
<td>All Are Welcome- Alexandra Penfold
The Squirrels who Squabble-Rachel Bright

Zones of Regulation
Class Charter</td>
<td>Mine- Rachel Bright
Rhinos Don’t Cry- Mark Grist

Zones of regulation
Class Charter</td>
<td>The Perfect Fit- Sadie Kincaid
Meesha Makes Friends- Tom Percival
Bea’s Bad Day- Tom Percival
Can I play?- Nicola Kinnear

Zones of regulation
Class Charter</td>
<td>My Brain is a home pack- Orlanda Bettison
The Koala who Could - Jim Field
Zones of regulation
Class Charter</td>
</tr>
<tr><th colspan="2">VOCABULARY</th><th colspan="2">VOCABULARY</th><th colspan="2">VOCABULARY</th><th colspan="2">VOCABULARY</th></tr>
<tr>
<td>Kind
Gentle
Friend
Feelings
Angry
Happy
Excited
Nervous
Worried</td>
<td>Sharing
Taking turns</td>
<td>Kind
Gentle
Friends
Similar
Difference
Unique
Feelings
Angry
Happy</td>
<td>Excited
Nervous
Sharing
Taking turns</td>
<td>Rules
Respect
Boundaries
Confidentiality
Permission
Healthy relationships</td>
<td>Friendship
Falling out
Bullying
Kindness
Permission
Conflict resolution
Compromise
Stop, opt, go</td>
<td>Triggers
Sparks
Stop, opt, go
Self-regulation
Strategies
Regulation tools
Noticing
emotions</td>
<td>Habits
Amygdala
Prefrontal Cortex
Ventricular system
Hippocampus
Wellbeing
Reaction
Change
loss</td>
</tr>
</table>

PSHE Pre-Prep Progression Map

<table>
<tr><th colspan="5">AUTUMN TWO</th></tr>
<tr><th>NURSERY</th><th>RECEPTION</th><th>YEAR 1</th><th>YEAR 2</th></tr>
<tr><th>KEY QUESTIONS/UNIT FOCUS</th><th>KEY QUESTIONS/UNIT FOCUS</th><th>KEY QUESTIONS/UNIT FOCUS</th><th>KEY QUESTIONS/UNIT FOCUS</th></tr>
<tr><td>Everyone is Unique</td><td>Foundations of Wellbeing</td><td>Foundations of Wellbeing</td><td>Keepings Safe Online</td></tr>
<tr><th>SKILLS AND KNOWLEDGE</th><th>SKILLS AND KNOWLEDGE</th><th>SKILLS AND KNOWLEDGE</th><th>SKILLS AND KNOWLEDGE</th></tr>
<tr><td>- I can tell you one way I am special and unique
- I know that all families are different
- I know there are lots of different homes
- I can tell you how I could include others
- I can use my words to seek help from an adult</td><td>This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.

L1: To learn about feelings.
L2: To learn about distractions.
L3: To learn about distractions
L4: To learn about ways to feel better when feeling worried.
L5: To learn about feeling calm and feeling tense.

Foundations for Wellbeing curriculum</td><td>This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.
L1: Noticing feelings
Foundations for Wellbeing
L2: Distraction
Foundations for Wellbeing
L3: Paying attention to pleasant feelings
Foundations for Wellbeing
L4: Helpful and unhelpful thoughts
Foundations for Wellbeing
L5: Reacting
Foundations for Wellbeing</td><td>This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).
You will need to register a week in advance of teaching these materials.
L1: Watching videos
NCA-CEOP Education: Jessie & Friends
L2: Sharing pictures
NCA-CEOP Education: Jessie & Friends
L3: Playing games
NCA-CEOP Education: Jessie & Friends
L4: Helping to make good viewing choices
BBFC: Watch out! Helping to make good viewing choices (L1)
L5: Keeping viewing choices safe
BBFC: Watch out! Helping to make good viewing choices (L2)</td></tr>
<tr><th>KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS</th><th>KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS</th><th>KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS</th><th>KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS</th></tr>
<tr><td>The Smeds and the Smoos- Julia Donaldson
Mixed- Arree Chung</td><td>Owl Babies- Martin Waddell
Rosie’s Walk- Pat Hutchins
The Worrysaurus- Rachel Bright
Red Red Red - Polly Dunbar (available online)</td><td>Ish – Peter H Reynolds (resilience)
Me and My Fear- Francesca Sanna (fear)
When sadness comes to call- Eva Eland (sadness)
Ravi’s roar- Tom Percival (anger)
My Brain is a home pack- Orlanda Bettison</td><td>Troll Stinks- Jeanne Willis & Tony Ross (trolling)
Old Macdonald Had a Phone (mobile phone)
Ant Clancy- Game Detective (gaming)
Chicken clicking- Jeanne Willis & Tony Ross (online)</td></tr>
<tr><th colspan="2">VOCABULARY</th><th colspan="2">VOCABULARY</th><th colspan="2">VOCABULARY</th><th colspan="2">VOCABULARY</th></tr>
<tr><td>Different
Special
Friends
Kind
Same
Happy
Sad
Frightened</td><td>Angry
Family
Unique</td><td>Scared
Worried
Excited
Happy
Distraction
Unpleasant
Pleasant
worry</td><td>Amygdala
Prefrontal Cortex
Ventricular system
Hippocampus
Expected/ unexpected behaviour
Calm
Tense</td><td>Triggers
Sparks
Stop, opt, go
Self-regulation
Strategies
Regulation tools
Noticing
emotions
Resilience</td><td>Habits
Amygdala
Prefrontal Cortex
Ventricular system
Hippocampus
Wellbeing
Reaction
Change
loss</td><td>Online content
Appropriate
Manipulate
Pressure
Healthy
Unhealthy
Good choices
Safe</td><td>Sharing
Personal information</td></tr>
</table>

<table>
<tr><th colspan="4">SPRING ONE</th></tr>
<tr><th>NURSERY</th><th>RECEPTION</th><th>YEAR 1</th><th>YEAR 2</th></tr>
</table>

PSHE Pre-Prep Progression Map

KEY QUESTIONS/UNIT FOCUS	KEY QUESTIONS/UNIT FOCUS	KEY QUESTIONS/UNIT FOCUS	KEY QUESTIONS/UNIT FOCUS
Relationships	Keeping my body healthy	Safety at home	Money and work
SKILLS AND KNOWLEDGE	**SKILLS AND KNOWLEDGE**	**SKILLS AND KNOWLEDGE**	**SKILLS AND KNOWLEDGE**
- I can tell you about my family - I understand how to make friends - I can tell you some of the things I like about my friends - I know what to say and do if somebody is unkind to me - I can use strategies to help me manage my feelings - I can work with others and take turns	- I understand that I need to exercise and rest to keep my body healthy - I know which foods are healthy and not so healthy and can make healthy eating choices - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet - I know who my safe adults are and how to stay safe if they are not close by me.	This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines. L1: Keeping safe at home Keeping safe at home lesson pack L2: Drug Education: Keeping safe Drug education (L1) L3: Drug Education: Keeping healthy Drug education (L2) L4: Drug Education: Medicines and household products Drug education (L3)	This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money and how to distinguish between needs and wants. L1: Strengths and interests The Careers and Enterprise Company: Career Explorers (L1) L2: Different Jobs The Careers and Enterprise Company: Career Explorers (L2) L3: Money and Wellbeing: What is money? Money and wellbeing (L1) L4: Money and Wellbeing: Money choices Money and wellbeing (L2)
KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS	**KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS**	**KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS**	**KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS**
The Boy Who Loved Everyone- Jane Porter Elephants Learn to Share- Sue Graves	I can eat a rainbow- Olena Rose Amazing- Steve Anthony	Dangerous- Tim Warnes My First Heroes- Medicine The Couch Potato- Jury John and Pete Oswald	When I see Red- Britta Teckentrup (anger) Questions and answers about money- Lara Byran Who Do You Want to Be When You Grow Up- Paula Faris
VOCABULARY	**VOCABULARY**	**VOCABULARY**	**VOCABULARY**
Family Friends Lonely Group Respect Share Calm Kind hands Kind feet Kind words	Healthy Unhealthy Balanced diet Exercise Movement Rest clean Safe Calm	Safe Medicines Tablets Unhealthy Healthy Hazard harm Stop, opt, go Risk Accidents Household products Inhalers, eye drops, insulin pens, face creams, eye drops	Strengths Interests wages Jobs Career Influences stereotypes Credit card Debit card Voucher Contactless Cash Bank account Savings spend

SPRING TWO			
NURSERY	RECEPTION	YEAR 1	YEAR 2
KEY QUESTIONS/UNIT FOCUS	**KEY QUESTIONS/UNIT FOCUS**	**KEY QUESTIONS/UNIT FOCUS**	**KEY QUESTIONS/UNIT FOCUS**
Keeping my body healthy	Relationships	Being healthy	Keeping safe outside the home
SKILLS AND KNOWLEDGE	**SKILLS AND KNOWLEDGE**	**SKILLS AND KNOWLEDGE**	**SKILLS AND KNOWLEDGE**
- I know the names for some parts of my body and their functions and am starting to understand that I need to be active to be healthy. - I can tell you some of the things I need to do to be healthy.	- I know how to make friends - I can think of ways to solve problems and stay friends - I am starting to understand the impact of unkind words - I know what strategies to use to manage my feelings	This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety. L1: Keeping safe in the sun Keeping safe: sun safety (L1) L2: Ready for sleep	This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an emergency is and how to get help from an adult in an emergency, or call 999 themselves if they need to. L1: Crossing the road Road and rail safety (L1)

PSHE Pre-Prep Progression Map

- I understand what the word 'healthy' means and that some foods are healthier than others - I can wash my hands and I know it is important to do this before I eat and after I go to the toilet	- I understand how to be a good friend	The sleep factor (L1) L3: Keeping healthy with food and drink Food for thought (L1) L4: Looking after our teeth Dental health (L1) L5: The importance of Handwashing The importance of handwashing (L1) L6: Physical Activity Lesson *Physical activity*	L2: Keeping safe around railways Road and rail safety (L2) L3: Emergencies Lesson Coming soon L4: Caring for the environment Caring for the environment (L1)
KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS	KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS	KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS	KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS
Hand washing workshop- Nurse Alan's big scary teeth- Jarvis	All About Families- Felicity Brooks And Tango Makes Three- Justin Richardson Meesha Makes Friends- Oliver Jeffers	School Nurse (book in advance), member of PE Team (book in advance) The Tooth Book- Bacera family Good night to your fantastic elastic brain-JoAnn Deak Carlie tries new foods- Katrina Liu	Book a firefighter visit: Primary school visits | London Fire Brigade Life Savers- Eryl Nash Road safety superstars- K Sabone What a waste- Jess French
VOCABULARY	VOCABULARY	VOCABULARY	VOCABULARY
Body Food Clean Healthy Unhealthy Body parts	Family Friends Belong Lonely Problem solves Falling out Kind/ unkind Quiet time Calm Feelings Good friend Kind hands	Sun safety Suncream UV protection SPF Healthy/ unhealthy Rest Tooth decay Oral hygiene Plaque Enamel Hygiene Germs Balanced diet Healthy choices	Zebra crossing Traffic lights Pedestrian crossing Stop sign Awareness Safety Level crossing Barriers Platform (edge) 999 Safe/ unsafe Childline Danger emergency

SUMMER ONE			
NURSERY	RECEPTION	YEAR 1	YEAR 2
KEY QUESTIONS/UNIT FOCUS	KEY QUESTIONS/UNIT FOCUS	KEY QUESTIONS/UNIT FOCUS	KEY QUESTIONS/UNIT FOCUS
Foundations of Wellbeing	Everyone is unique	Celebrating me, you and our families	Me, My Body and Staying Safe
SKILLS AND KNOWLEDGE	SKILLS AND KNOWLEDGE	SKILLS AND KNOWLEDGE	SKILLS AND KNOWLEDGE
- I can verbalise how I am feeling. - I can begin to understand which zone I am in. - I can begin to recognise body signals. - I understand how to seek help. - I can name my trusted adults. - I can work with an adult to find a safe place and strategies to help me feel calm. - I can name parts of my brain.	- I can identify something I am good at and understand everyone is good at different things - I understand that being different makes us all special - I know we are all different but the same in some ways - I can tell you why I think my family is special to me - I understand how to be a kind friend and that, even though we may be different, it's still important to treat each other with kindness. - I know where to seek help	This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other. L1: Personal Identity- All different, all special Personal identity lesson pack (L1) L2: Belonging and community- Sameness and difference Belonging and community: addressing discrimination and extremism (L1) L3: What makes a family? Families (L1) L4: Different families	This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk Pants rule can help keep children safe. L1: Changing and Growing: My Special People Relationships & Sex Education lesson packs (L1) L2: Growing up: the human life cycle Relationships & Sex Education lesson packs (L2) L3: Everybody's body Relationships & Sex Education lesson packs (L3) L4: NSPCC Talk Pants: Pants Power NSPCC: Talk PANTS

PSHE Pre-Prep Progression Map

		Families (L2)	L5: NSPCC Talk Pants: More Pants Power NSPCC: Talk PANTS
KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS	KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS	KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS	KEY TEXTS, PEOPLE, PLACES, EVENTS, IDEAS
• Dinosaurs *Dinosaur's Sleepover by Pamela Duncan Edwards* A gentle story that explores worry and anxiety around new or unknown situations. This linked really well with the Teach Rex workshop, especially as the workshop leader described Rex as feeling anxious. (Possibly one for our Well-being topic?) • *Grumpy Frog by Ed Vere* A great text for helping children understand tolerance, managing frustration, and recognising how to overcome feelings of anger. • *Penguin by Polly Dunbar* A fun story that encourages children to use their words and express their emotions. It ties in well with supporting big feelings and Zones of Regulation.	My Skin, Your Skin- Laura Henry- Allain Red Rockets and Rainbow Jelly- Nick Sharratt and Sue Heap	The Pirate Mums- Jodie Lancet- Grant Uncle Bobby's Wedding- Sarah Brannen Two places to call home- Phil Earle Two people can- Blessing Musariri All about families- Felicity Brooks	NSPCC Talk PANTS Resources Leo an the Octopus- Isabelle Marinov (neurodiversity) What happened to you?- James Catchpole (visible disability) My body has a bubble- Nell Harris (boundaries)
VOCABULARY	VOCABULARY	VOCABULARY	VOCABULARY
zones calm happy sad angry scared excited trusted adults safe place	Amygdala Hippocampus Pre frontal cortex Regulation station	Different Special Proud Friends Kind same	Similar Happy Sad Frightened Angry Family Unique	Similarities Differences Equality Diversity Kindness Acceptance	Discrimination Belonging Individuality Community Love and care safety	Human life cycle Sex Changing Growing male/female Private body parts PANTS Physical boundaries Safety	Genitals Penis Testicles Vulva Vagina Nipples Naval Urethra Older person, toddler, teenager, child, adult

SUMMER TWO			
NURSERY	RECEPTION	YEAR 1	YEAR 2
KEY QUESTIONS/UNIT FOCUS	KEY QUESTIONS/UNIT FOCUS	KEY QUESTIONS/UNIT FOCUS	KEY QUESTIONS/UNIT FOCUS
Growing and Changing	Growing and Changing	Showing kindness to ourselves and others	Looking back and moving on
SKILLS AND KNOWLEDGE	SKILLS AND KNOWLEDGE	SKILLS AND KNOWLEDGE	SKILLS AND KNOWLEDGE
- I can name parts of my body and recognise that they grow - I can tell you some things I can do and some food I can eat to be healthy - I understand that we all start as babies and grow into children and then adults	- I can name parts of my body and their function - I understand that we all grow from babies to adults - I can express how I feel about moving to Year 1	This unit revisits learning about feelings and explores the importance of kindness. L1: Every mind matters- emotions Every Mind Matters (L1) L2: EMM- Kindness	Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.

PSHE Pre-Prep Progression Map

<table>
<tr>
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- I know that I grow and change
- I can talk about how I feel moving to Reception from Nursery
- I can remember some fun things about Nursery this year

</td>
<td colspan="2">

- I can talk about my worries and/ or things I am looking forward to about being in Year 1
- I can share my memories of the best bits of this year in Reception

</td>
<td colspan="2">

Every Mind Matters (L2)
L3: EMM- Self-care
Every Mind Matters (L3)

L4: **NSPCC Talk PANTS**
PANTS resources for schools and teachers | NSPCC Learning | NSPCC Learning (age 5-7

</td>
<td colspan="2">

L1: Managing Friendships
(revisit and consolidate)

L2: Let's learn to play!
(model play outdoors)

L3: Let's learn to play!
(model play outdoors)

L4: Moving to a new class and Prep!
Embracing change and new challenges (L1)

</td>
</tr>
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<tr>
<td colspan="2">The Nose, Toes and Tummy book- Sally Nichols

Measuring Me- Nicola Kent</td>
<td colspan="2">The Growing Story-Ruth Krauss

Big- Vashti Harrison</td>
<td colspan="2">Tilda Tries Again- Tom Percival (resilience)
Finn's little fibs- Tom Percival (honesty)
All About Friends- Felicity Brooks
Can I play?- Nicola Kinnear</td>
<td colspan="2">The Boy at the Back of the Class- Onjali Q Rauf
The Heart and the Bottle- Oliver Jeffers
Collaboration Station- Shannon Olsen
Welcome to our playground- Moira Butterfield</td>
</tr>
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<td colspan="2">VOCABULARY</td>
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<tr>
<td>Body parts
Unique
Special
Eating
Food
Healthy Decisions
Grow/ growing</td>
<td>Babies/ Children/ Adults
Change
Fun
Fears
Worry
Celebration</td>
<td>Body parts
Body
Food
Healthy eating
Decisions
Babies/ adults/ children
Fun
Fears</td>
<td>Worry
Celebration</td>
<td>Kindness
Emotions
Self-care
Triggers
Sparks
Stop, opt, go</td>
<td>Self-regulation
Strategies
Regulation tools
Noticing
emotions
empathy</td>
<td>Conflict resolution
Friendship
Kindness
Argument
Disagreement
Compromise
reaction</td>
<td>Stop Opt Go
Similarities
Differences
Regulation Tools
Breathing Technique
Space
Triggers
Sparks</td>
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