

PSHE: Knowledge and Skills Progression Map

Early Y	/ears
By the end of EYFS, children will:	EYFS Vocabulary:
What constitutes a healthy diet	
Other children might want to play the same game or use the same resources. It is important to	Family, friend, special, parent, bother, sister, grandma, granny, grandpa, grandad, auntie,
be friendly and share with others.	uncle, cousin, friend, kind, helpful, listen, share, rules, instructions, choice, doctor, nurse,
All families are different and special.	police, fire service, emergency, community, paramedic, ambulance, living room, clock, leaky
There are lots of special people in their lives, including family and friends.	refrigerator, notice, uncomfortable, alarm clock, brave, suppose, wish, soft, silent, Senses,
Brushing teeth twice a day helps keep them clean and healthy.	smell, emotions, anger, happiness, sadness, fear, grandparent, grandma, grandad, granny,
It is important to wash your hands throughout the day, including before eating and after going	grandpa, nana, family, sister, brother, aunt, uncle, cousin, history, healthy, unhealthy, diet,
to the toilet. Teeth brushing twice daily is important to keep teeth clean and healthy.	vitamin, vegetable, fruit, hydrate, sugar, fat, exercise, heart.
Sadness, anger and happiness are feelings. People can show their feelings by the way they look	
and act.	
People can show their emotions by the way that they look and act. People's faces can show how	
they are feeling, such as smiling when happy and crying when sad.	
Everyone is different and special. There are things we can do well and things we need to get	
better at.	
Everybody is an individual and has things that they can do well and things that they need to get	
better at.	
Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.	
Our words and actions can affect others.	
Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if	
they do, they need to find a way to make things better.	

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Exploring Autumn	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Development Matters links:	 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. 	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important Play with one or more other children, extending and elaborating play ideas. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of community.	Make healthy choices about food, drink, activity and toothbrushing. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Become more outgoing with unfamiliar people, in the safe context of their setting. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
Substantive Knowledge:	 -Other children might want to play the same game or use the same resources. It is important to be friendly and share with others. -All families are different and special. -There are lots of special people in their lives, 	-Share the story The Three Little Pigs -Create houses for 'the pigs' using a range of resources provided	-Brushing teeth twice a day helps keep them clean and healthy. -It is important to wash your hands throughout the day, including before eating and after going to the toilet.	-Other children might want to play the same game or use the same resources. -It is important to be friendly and share with others. -Sadness, anger and happiness are feelings	 It is important to wear sun cream and sun hats when it is warm and sunny. Wearing sunscreen, a hat and sunglasses can the skin and eyes from sun damage. 	 It is important to try new activities and ask for help when needed. Asking for help when needed supports them to achieve a goal that they have chosen, or one which is suggested to them.

	including family and		-Teeth brushing twice	People can show their		
	friends.		daily is important to keep	feelings by the way they		
			teeth clean and healthy.	look and act.		
				-People can show their		
				emotions by the way that		
				they look and act		
				People's faces can show		
				how they are feeling,		
				such as smiling when		
				happy and crying when		
				sad.		
Skill:	-Demonstrate friendly	-Share their creations	-Be increasingly	-Demonstrate friendly	-Begin to talk about why	-Shows confidence in a
	behaviour towards others	with others and respond	independent in meeting	behaviour towards	it is important to wear a	variety of situations and
	and play with one or more	to questions and	their own care needs,	others and play with one	hat and sunscreen on	is able to select and use
	other children, extending	suggestions about how it	including dressing	or more other children,	sunny days	activities and resources,
	and elaborating	was made.	themselves, brushing	extending and		with help when needed.
	-Make comments about		teeth, using the toilet,	elaborating play ideas		
	people who are special to		washing and drying their	-Be aware of their		
	them.		hands and using a knife	feelings and be able to		
			and fork.	indicate how they are		
				feeling using some words		
				and pictures.		
		Children work together	Links to Smile4Life,		Packing for holidays in	
Experience:		to build a house or den	resources to practice		different climates.	
		that is safe from the wolf	brushing teeth linked		Transition in the second se	
		and talk about their	with stories.			
		ideas.				

ACADENY

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Me and My Community	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash!
	Select and use activities	Find solutions to conflicts	Make healthy choices	Develop appropriate	Increasingly follow rules,	Become more outgoing
Development	and resources, with help	and rivalries. For	about food, drink,	ways of being assertive.	understanding why they	with unfamiliar people, ir
Matters links:	when needed. This helps	example, accepting that	activity and		are important.	the safe context of their
	them to achieve a goal	not everyone can be	toothbrushing.	Talk with others to solve		setting.
	they have chosen, or one	Spider-Man in the game,		conflicts.	Remember rules without	
	which is suggested to	and suggesting other	Be increasingly		needing an adult to	Select and use activities
	them.	ideas.	independent in meeting	Talk about their feelings	remind them.	and resources, with help
			their own care needs,	using words like 'happy',		when needed. This helps
	Develop their sense of	Increasingly follow rules,	e.g. brushing teeth, using	'sad', 'angry' or		them to achieve a goal
	responsibility and	understanding why they	the toilet, washing and	'worried'.		they have chosen, or one
	membership of a	are important	drying their hands			which is suggested to
	community.			Understand gradually		them.
		Play with one or more		how others might be		
	Show more confidence in	other children, extending		feeling		
	new social situations.	and elaborating play				
		ideas.				
	Play with one or more				Commence of Commence	
	other children, extending	Select and use activities				
	and elaborating play ideas.	and resources, with help				
		when needed. This helps				
		them to achieve a goal				
		they have chosen, or one				
		which is suggested to		N 10 10		
		them.				
		Develop their sense of				
		responsibility and				
		membership of a				
		community.	_			
	-Other children might want	-Other children might	-Brushing teeth twice a	-Other children might	-lt is important to wear	-lt is important to try ne
Substantive	to play the same game or	want to play the same	day helps keep them	want to play the same	sun cream and sun hats	activities and ask for hel
Knowledge:	use the same resources. It	game or use the same	clean and healthy.			when needed.

	is important to be friendly and share with others. -All families are different and special. -There are lots of special people in their lives, including family and friends.	resources. It is important to be friendly and share with others. -It is important to be friendly and share with others.	-It is important to wash your hands throughout the day, including before eating and after going to the toilet. -Teeth brushing twice daily is important to keep teeth clean and healthy.	game or use the same resources. -It is important to be friendly and share with others. -Sadness, anger and happiness are feelings People can show their feelings by the way they look and act. -People can show their emotions by the way that they look and act People's faces can show how they are feeling, such as smiling when happy and crying when sad.	when it is warm and sunny. -Wearing sunscreen, a hat and sunglasses can the skin and eyes from sun damage.	-Asking for help when needed supports them to achieve a goal that they have chosen, or one which is suggested to them.
Skill:	-Demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating -Make comments about people who are special to them.	-Share their creations with others and respond to questions and suggestions about how it was made.	-Be increasingly independent in meeting their own care needs, including dressing themselves, brushing teeth, using the toilet, washing and drying their hands and using a knife and fork.	-Demonstrate friendly behaviour towards others and play with one or more other children, extending and elaborating play ideas -Be aware of their feelings and be able to indicate how they are feeling using some words and pictures.	-Begin to talk about why it is important to wear a hat and sunscreen on sunny days	-Shows confidence in a variety of situations and is able to select and use activities and resources, with help when needed.
Experience:			Links to Smile4Life, resources to practice brushing teeth linked with stories.			



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's Explore	Marvelous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On the Beach
Development Matters links:	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Show resilience and perseverance in the face of challenge. Build constructive and respectful relationships.	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Manage their own needs. - Personal hygiene	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Show resilience and perseverance in the face of challenge. Build constructive and respectful relationships.
Substantive Knowledge: 'I know'	 -It is important to share resources in order to get on with others. -Everyone is different and special. -There are things we can do well and things we need to get better at. -Everybody is an individual and has things that they can do well and things that they can do well and things that they need to get better at. -Emotions including sadness, happiness and anger are feelings. -Some feelings make them feel good and some not so good. -It is important to be able to indicate feelings. 	-It is important to share resources and take turns in order to get on with others. -Some everyday items can cause harm if not used properly. -It is important to listen to adults and follow rules to keep them safe. -It is important to tell a trusted adult if they are hurt or feel sad, scared or worried.	-All families are special and different. -Special people include anyone important in a person's life. It could be parents, grandparents, brothers, grandparents, brothers, sisters, friends or teachers. -It is important to share resources and take turns in order to get on with others.	-Sugar can cause tooth decay. -It is important to brush your teeth twice a day. -Fruit and vegetables are healthy foods. We need to eat at least five portions of fruit and vegetables a day. -Heating food can change its appearance, taste, texture and colour.	-Someone who is brave shows no fear of dangerous or difficult things. -Everybody is an individual and has things that they can do well and things that they need to get better at.	-To stay safe in the sun wear sun cream and a sun hat, find shady place to play and keep hydrated. -Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage. -Our words and actions can affect others. -Things that they do or say can upset and hurt others. -It is unacceptable to hur someone and, if they do, they need to find a way to make things better. -Play cooperatively with others and take turns.

	-Play cooperatively with	-Play cooperatively with	-Build constructive and	-Look after basic hygiene	-Talk about what they	-Talk about why it is
Disciplinary	others and take turns.	others and take turns.	respectful relationships	and personal needs and	are good at and what	important to stay safe in
Knowledge:	-Talk about what they are	-Consider and manage	and talk about the	talks about the	they want to get better	the sun.
	good at and what they	some risks without direct	special people in their	importance of good oral	at and show resilience	-Think about the
	want to get better at and	adult supervision and is	lives and why they are	health.	and perseverance in the	perspectives of others
	show resilience and	able to follow routines	important.	-Suggest healthy	face of challenge.	and understand that their
	perseverance in the face of	and structure with	-Play cooperatively with	ingredients that can be		own actions can affect
	challenge.	increasing	others and take turns.	used to make simple		other people and begin
	-Select vocabulary and	independence.		snacks.		to act to make amends.
	pictures to express their			-Wash and dry hands		-It is important to share
	feelings and consider the			regularly and say why		resources and take turns
	feelings of others			this is important.		in order to get on with
	,					others.
				Smile 4 Life		
Experiences:						



Key Stage 1

By the end of KS1, children will:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Understand some important processes and changes in the natural world around them.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Understand and what I need to keep safe

Be able to recognise what may put me or others at risk

Understand why it is important to stay safe when crossing the road and identify safe places to cross the road

Understand the differences between safe and risky choices

School Council and Green Team elections

Be able to recognise and name emotions and their physical effects and know the difference between pleasant and unpleasant emotions.

Learn a range of skills for coping with unpleasant/uncomfortable emotions and understand that feelings can be communicated with and without words

Children have the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable.

Understand computers, the internet, and rules to keep safe

Understand how your online activity can affect others

Be able to identify the positives and negatives of using technology

How their online activity can affect others, and how to identify other positive and negative aspects of using technology.

The children have explored responsibilities and how those change as we grow. They have discussed how to keep safe by avoiding accidents. The children have also explored a range of different emotions and how they make us feel physically and mentally, looked at recognising those emotions, at pleasant and unpleasant emotions, and how to communicate those emotions.

Understand the dangers linked with Fire.

Know how to call for help.

Prior learning links:

Explored the natural world around them, making observations and drawing pictures of animals and plants.

Understand what we can do to keep healthy

Understand why we need to wash our hands and know how germs are spread and how they can affect our health

Be able to practice washing your hands

The children have explored responsibilities and how those change as we grow. They have discussed how to keep safe by avoiding accidents. The children have also explored a range of different emotions and how they make us feel physically and mentally, looked at recognising those emotions, at pleasant and unpleasant emotions, and how to communicate those emotions. The children have explored and aimed to identify potential dangers in different environments.

The children will be able to follow fire safety rules and practice simple ways of staying safe and finding help.

KS1 Vocabulary:

Avoid, Situation, Discuss, Dangerous, Appliances, Community, Safe, Choice, PSCE, Trust, Chemicals, Choice, Identify, Risk, Relationship, Love, Security, Stability, Disagree, Responsibility, Responsible, Accident, Honestly, Dishonest, Recognising, Loneliness, Frustration, Experience, Jealousy, Online, positive, negative, permission, opinion, rules, declaration, report, respond, reply, ChildLine

Reuse, wildlife, community, planet, reduce, recycle, Environment, Burgled, Collapsed, Flammable, Distraction, Emergency, Hoax, Declaration



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Keeping/Staying Safe	Relationships	Being Responsible	Computer Safety	Our World	Fire Safety (Special)
	Keeping/Staying Healthy		Feelings and Emotions			RHE
National	H8. how to keep safe in	H15. to recognise that not	H17. about things that help	H9. about different ways	H26. about growing and	H15. to recognise
Curriculum links:	the sun and protect skin	everyone feels the same	people feel good (e.g. playing	to learn and play;	changing from young to	that not everyone
(PSHE	from sun damage	at the same time, or feels	outside, doing things they	recognising the	old and how people's	feels the same at the
Associations		the same about the same	enjoy, spending time with	importance of knowing	needs change	same time, or feels
PSHE links)	H29. to recognise risk in	things	family, getting enough sleep)	when to take a break from		the same about the
	simple everyday			time online or TV	L4. about the different	same things
	situations and what	H16. about ways of	H22. to recognise the ways in		groups they belong to	
	action to take to	sharing feelings; a range	which we are all unique	H34. basic rules to keep		H16. about ways of
	minimise harm	of words to describe		safe online, including what		sharing feelings; a
		feelings	H26. about growing and	is meant by personal		range of words to
	H30. about how to keep		changing from young to old	information and what		describe feelings
	safe at home (including	H17. about things that	and how people's needs	should be kept private; the		
	around electrical	help people feel good	change H27. about preparing	importance of telling a		H28. about rules and
	appliances) and fire	(e.g. playing outside,	to move to a new class/year	trusted adult if they come		age restrictions that
	safety (e.g. not playing	doing things they enjoy,	group	across something that		keep us safe
	with matches and	spending time with		scares them		
	lighters)	family, getting enough	R1. about the roles different			H29. to recognise risk
	H32. ways to keep safe in	sleep)	people (e.g. acquaintances,	R10. that bodies and		in simple everyday
	familiar and unfamiliar		friends and relatives) play in	feelings can be hurt by		situations and what
	environments (e.g.	H21. to recognise what	our lives	words and actions; that		action to take to
	beach, shopping centre,	makes them special		people can say hurtful	in the second se	minimise harm
	park, swimming pool, on	H22. to recognise the	H28. about rules and age	things online		
	the street) and how to	ways in which we are all	restrictions that keep us safe			H30. about how to
	cross the road safely	unique		R12. that hurtful behaviour		keep safe at home
			H29. to recognise risk in simple	(offline and online)		(including around
	H33. about the people	R1. about the roles	everyday situations and what	including teasing, name-		electrical appliances)
	whose job it is to help	different people (e.g.	action to take to minimise	calling, bullying and		and fire safety (e.g.
	keep us safe	acquaintances, friends	harm	deliberately excluding		not playing with
		and relatives) play in our		others is not acceptable;		matches and lighters)
	R1. about the roles	lives	H30. about how to keep safe at	how to report bullying; the		
	different people (e.g.		home (including around	importance of telling a		
	acquaintances, friends	R2. to identify the people	electrical appliances) and fire	trusted adult		
	and relatives) play in our	who love and care for	safety (e.g. not playing with		17	
	lives	them and what they do to	matches and lighters)	R19. basic techniques for		
		help them feel cared for		resisting pressure to do		
	R2. to identify the people		H35. about what to do if there	something they don't want	1	
	who love and care for	R3. about different types	is an accident and someone is	to do and which may make		
	them and what they do	of families including those	hurt	them unsafe		

to help them feel cared	that may be different to				
for	their own	H36. how to get help in an	L7. about how the internet		
		emergency (how to dial 999	and digital devices can be		
R15. how to respond	R4. to identify common	and what to say	used safely to find things		
safely to adults they	features of family life		out and to communicate		
don't know		R21. about what is kind and	with others		
	R5. that it is important to	unkind behaviour, and how this			
R19. basic techniques for	tell someone (such as	can affect others	L8. about the role of the		
resisting pressure to do	their teacher) if		internet in everyday life		
something they don't	something about their	L1. about what rules are, why			
want to do and which	family makes them	they are needed, and why			
may make them unsafe	unhappy or worried	different rules are needed for			
		different situations			
R20. what to do if they	L4. about the different	R10. that bodies and feelings			
feel unsafe or worried for	groups they belong to	can be hurt by words and			
themselves or others;	L6. to recognise the ways	actions; that people can say			
who to ask for help and	they are the same as, and	hurtful things online			
vocabulary to use when	different to, other people				
asking for help;		R11. about how people may			
importance of keeping		feel if they experience hurtful			
trying until they are		behaviour or bullying			
heard.					
		R12. that hurtful behaviour			
H1. about what keeping		(offline and online) including			
healthy means; different		teasing, name-calling, bullying			
ways to keep healthy		and deliberately excluding		the second se	
	1	others is not acceptable; how			
H3. about how physical		to report bullying; the			
activity helps us to stay		importance of telling a trusted			
healthy; and ways to be		adult			
physically active					
everyday					
114 about where is					
H4. about why sleep is important and different					
ways to rest and relax					
H5. simple hygiene					
routines that can stop				10	
germs from					
60000					
H7. about dental care					
and visiting the dentist;					
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	how to brush teeth correctly; food and drink that support dental health H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)					
Substantive Knowledge: 'I know'	 -I know how to keep safe in the sun. -I know who to ask for help. -I know how to stay healthy and what foods help me stay healthy. -I can make good choices. 	-I can understand different types of relationships -I know how to be a good friend -I know kind and thoughtful behaviours. -I know the importance of caring about other people's feelings -I can see a situation from another person's point of view	-I know my responsibilities will change as we grow -I understand a range of emotions and how they make us feel physically and mentally -I Know the difference between pleasant and unpleasant emotions -I can Be able to recognise the differences between being responsible and being irresponsible	 -I can use a computer, the internet, and understand rules to keep safe -I know that online activity can affect others -I can identify the positives and negatives of using technology -I know who and how to ask for help -I am able to recognise kind and unkind comments 	-I know how we care for others -I understand the needs of a baby -I know what I can do for myself now I am older -I can describe the common features of family life -I can recognise the ways in which your family is special and unique	-I know what a 'hoax call' is and why it can be risky -I know why our emergency services are an important part of our community -I know that the importance of being responsible and how our actions/choice can affect others
Disciplinary Knowledge:	-Understand what I need to keep safe -Be able to recognise what may put me or others at risk	-Understand how to be a good friend -Be able to recognise kind and thoughtful behaviours	-Know how you can help people around you -Understand the types of things you are responsible for	-Understand how your online actions can affect others -Be able to identify the positives and negatives of using technology	-Understand the needs of a baby -Be able to recognise what you can do for yourself now you are older	-Understand the importance of being responsible and how our actions/ choices can affect others

	-Understand why it is important to stay safe when crossing the road and identify safe places to cross the road -Understand the differences between safe and risky choices -School Council and Green Team elections -Understand what we can do to keep healthy -Understand why we need to wash our hands and know how germs are	-Understand the importance of caring about other people's feelings -Be able to see a situation from another person's point of view	 -Know how and understand the importance of preventing accidents -Be able to recognise the differences between being responsible and being irresponsible -Be able to recognise and name emotions and their physical effects -Know the difference between pleasant and unpleasant emotions -Learn a range of skills for coping with 	-Know who and how to ask for help -Be able to recognise kind and unkind comments	-Be able to describe the common features of family life be able to recognise the ways in which your family is special and unique	-Know what a 'hoax call' is and why it can be risky -Understand why our emergency services are an important part of our community -Be able to show my knowledge of fire safety to others
	spread and how they can affect our health -Be able to practise washing your hands -Know the differences between healthy and unhealthy choices		unpleasant/uncomfortable emotions understand that feelings can be communicated with and without words			
Experiences:	PCSO Visit				Links to Computing curriculum.	Fire Brigade Visit
Key Vocabulary:	Avoid, Situation, Discuss, Dangerous, Appliances, Community, Safe, Choice, PSCE, Trust, Chemicals, Choice, Identify, Risk	Relationship, Love, Security, Stability, Disagree	Responsibility, Responsible, Accident, Honestly, Dishonest, Recognising, Loneliness, Frustration, Experience, Jealousy	Online, positive, negative, permission, opinion, rules, declaration, report, respond, reply, ChildLine	Reuse, wildlife, community, planet, reduce, recycle, Environment	Burgled, Collapsed, Flammable, Distraction, Emergency, Hoax, Declaration



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Keeping/Staying Safe	Relationships	Being Responsible	Computer Safety	Our World	Fire Safety (Special)
	Keeping/Staying		Feelings and Emotions			RHE
	Healthy					
	H29. to recognise risk	H11. about different	H3. about how physical activity	H11. about different	H29. To recognise risk in	H15. to recognise that
National	in simple everyday	feelings that humans can	helps us to stay healthy; and ways	feelings that humans can	simple everyday	not everyone feels the
Curriculum	situations and what	experience	to be physically active everyday	experience	situations and what	same at the same time,
links:	action to take to				action to take to	or feels the same abour
	minimise harm	H12. how to recognise	H18. different things they can do	H13. how feelings can	minimise harm	the same things
		and name different	to manage big feelings, to help	affect people's bodies and		
	H32. ways to keep safe	feelings	calm themselves down and/or	how they behave	R1. about the roles	H16. about ways of
	in familiar and		change their mood when they	H14. how to recognise	different people (e.g.	sharing feelings; a rang
enviro	unfamiliar	H14. how to recognise	don't feel good	what others might be	acquaintances, friends	of words to describe
	environments (e.g.	what others might be		feeling	and relatives) play in our	feelings
	beach, shopping	feeling	H22. to recognise the ways in		lives	
	centre, park,		which we are all unique	H28. about rules and age	A	H28. about rules and
	swimming pool, on the	H16. about ways of		restrictions that keep us	R2. to identify the	age restrictions that
	street) and how to	sharing feelings; a range	H23. to identify what they are	safe	people who love and	keep us safe
	cross the road safely	of words to describe	good at, what they like and dislike		care for them and what	
		feelings		H29. to recognise risk in	they do to help them	H29. to recognise risk i
v	H33. about the people		H24. how to manage when finding	simple everyday situations	feel cared for	simple everyday
	whose job it is to help	H24. how to manage	things difficult	and what action to take to		situations and what
	keep us safe	when finding things		minimise harm	R4. to identify common	action to take to
		difficult	R23. to recognise the ways in		features of family life	minimise harm
	R2. to identify the		which they are the same and	H34. basic rules to keep		
	people who love and	R6. about how people	different to others	safe online, including what	R21. about what is kind	H30. about how to keep
	care for them and	make friends and what		is meant by personal	and unkind behaviour,	safe at home (including
	what they do to help	makes a good friendship	R24. how to listen to other people	information and what	and how this can affect	around electrical
	them feel cared for		and play and work cooperatively	should be kept private;	others	appliances) and fire
		R7. about how to		the importance of telling a		safety (e.g. not playing
	R17. about knowing	recognise when they or	R25. how to talk about and share	trusted adult if they come	L2. how people and	with matches and
	there are situations	someone else feels	their opinions on things that	across something that	other living things have	lighters)
	when they should ask	lonely and what to do	matter to them	scares them	different needs; about	
	for permission and	R9. how to ask for help if			the responsibilities of	
	also when their	a friendship is making	L14. that everyone has different	R6. about how people	caring for them	
	permission should be	them feel unhappy	strengths	make friends and what		
	sought			makes a good friendship	L3. about things they can	
		R11. about how people	L17. about some of the strengths		do to help look after	
	R20. what to do if they	may feel if they	and interests someone might need	R10. that bodies and	their environment	
	feel unsafe or worried	experience hurtful	to do diff <mark>e</mark> rent jobs	feelings can be hurt by		
	for themselves or	behaviour or bullying	H11. about different feelings that	words and actions; that	L5. about the different	
	others; who to ask for		humans can experience	people can say hurtful	roles and responsibilities	
	help and vocabulary to			things online		

	use when asking for	R12. that hurtful	H12. how to recognise and name	R11. about how people	people have in their
	help; importance of	behaviour (offline and	different feelings	may feel if they	community
	keeping trying until	online) including teasing,		experience hurtful	
	they are heard	name-calling, bullying	H13. how feelings can affect	behaviour or bullying	L16. different jobs that
		and deliberately	people's bodies and how they		people they know or
	H1. about what	excluding others is not	behave	R12. that hurtful	people who work in the
	keeping healthy	acceptable; how to		behaviour (offline and	community do
	means; different ways	report bullying; the	H14. how to recognise what others	online) including teasing,	
	to keep healthy	importance of telling a	might be feeling	name-calling, bullying and	L17. about some of the
		trusted adult		deliberately excluding	strengths and interests
	H5. simple hygiene		H15. to recognise that not	others is not acceptable;	someone might need to
	routines that can stop	R21. about what is kind	everyone feels the same at the	how to report bullying;	do different jobs
	germs from spreading	and unkind behaviour,	same time, or feels the same about	the importance of telling a	
		and how this can affect	the same things	trusted adult	
		others			
			H16. about ways of sharing	R17. about knowing there	A
		R24. how to listen to	feelings; a range of words to	are situations when they	
		other people and play	describe feelings	should ask for permission	
		and work cooperatively		and also when their	
			H18. different things they can do	permission should be	
			to manage big feelings, to help	sought	
			calm themselves down and/or		
			change their mood when they	R21. about what is kind	
			don't feel good	and unkind behaviour, and	
			H19. to recognise when they need	how this can affect others	
			help with feelings; that it is		Territoria de la constante de
		2	important to ask for help with	R22. about how to treat	
			feelings; and how to ask for it	themselves and others	
				with respect; how to be	
			H27. about preparing to move to a	polite and courteous	
			new class/year group		
				L1. about what rules are,	
			R5. that it is important to tell	why they are needed, and	
			someone (such as their teacher) if	why different rules are	
			something about their family	needed for different	
			makes them unhappy or worried	situations	
		100 A	R20. what to do if they feel unsafe	L7. about how the	
			or worried for themselves or	internet and digital	
			others; who to ask for help and	devices can be used safely	
			vocabulary to use when asking for	to find things out and to	
			help; importance of keeping trying	communicate with others	
1			until they are heard		

			R25. how to talk about and share their opinions on things that matter to them			
Substantive Knowledge: 'I know'	 -I know some rules for and practise simple ways of keeping safe and finding help. -The know some skills and vocabulary to help maintain their personal safety now and in the future. -I know that food is needed for bodily health and growth. -I can identify what types of food are positive choices. 	-I understand a range of feelings. -I know how feelings can be communicated without words, and the importance of caring about other people's feelings.	 -I can identify what duties I am responsible for. -I know how I can help those around me. -I can take responsibility for my own actions. -I can recognise and name a range of emotions. -I can distinguishing the different between pleasant and unpleasant or uncomfortable. 	-I know the golden rules for staying safe online. -I know how my online activity can affect others. - I can identify other positive and negative aspects of using technology.		-I can identify potential dangers that could cause a fire or serious incident. -I can follow fire safety rules and practise simple ways of staying safe and finding help.
Disciplinary Knowledge:	 -Know the reasons to make sure your laces are tied -Learn how to tie up laces properly -Know rules to keep yourself and others safe -Understand the differences between safe and risky choices -Know that food is needed for our bodies to be healthy and to grow -Understand that some foods are better for good health than others. -Be able to list different types of healthy food 	-Be able to name a range of feelings -Understand why we should care about other people's feelings -Be able to see and understand bullying behaviours -Know how to cope with these bullying behaviours -Be able to recognise and name a range of feelings -Understand that feelings can be shown without words -Be able to see a situation from another person's point of view	-Be able to name ways you can improve in an activity or sport -Understand the importance of trying hard and not giving up -Be able to see the benefits of practising an activity or sport -Be able to learn ways to set goals and work to reach them -Know how you can help other people -Be able to recognise kind and thoughtful behaviours and actions -Understand the risks of talking to people you don't know very well in the community -Be able to identify the differences between being responsible and being irresponsible -Be able to recognise and name emotions and their physical effects -Know the difference between pleasant and unpleasant emotions	-Understand how your online actions can affect others -Be able to name the positive and negative ways you can use technology -Know the risks of sharing images without permission -Understand the types of images that you should and should not post online -Understand how your online activity can affect others -Be able to identify the positives and negatives of using technology -Know who and how to ask for help	-Be able to list rules for keeping and staying safe -Understand why we should look after living things -Be able to identify how we can look after living things both inside and outside of the home -Recognise why it is important to keep our communities and countryside clean -Be able to encourage others to help keep their communities and countryside clean -Understand different ways we can receive money -Know how to keep money safe	 -Know what a 'hoax call' is and why it can be risky -Understand why our emergency services are an important part of our community -Be able to show my knowledge of fire safety to others -Be able to practise simple ways of staying safe and finding help -Be able to recognise how drivers can be distracted Understand the importance of being responsible and how our actions/choice can affect others -Can describe some of the biological

	-Understand how to	-Understand why it is	-Learn a range of skills for coping		-Be able to describe the	differences between
	keep yourself and	important to care about	with unpleasant/uncomfortable		skills you may need in a	male and female
	others healthy	other people's feeling	emotions		future job or career	animals.
	-Know the differences		-Understand that feelings can be	×	-Be able to recognise the	-Understand that the
	between healthy and		communicated with and without		differences between	creation of new life
	unhealthy choices		words	A.	wants and needs	requires a male and a
	-Understand why we		-Be able to recognise and name			female.
	need to brush our		emotions and their physical effects			-Learn that female
	teeth		-Know the difference between		1	mammals give birth and
	-Be able to practise		pleasant and unpleasant emotions			nurse their young
	brushing your teeth		-Learn a range of skills for coping			-Understand that all
	-Know the differences		with unpleasant/uncomfortable			living things including
	between healthy and		emotions			humans start life as
	unhealthy choices		-Understand that feelings can be			babies.
	-Be able to develop		communicated with and without			-Can identify key stages
	strategies to help you		words			in the human life-cycle.
	remember to brush		Words			-Understand some ways
	your teeth when you					that they have changed
	forget, are tired, or					since they were babies
	busy					-That they are growing
	busy					and changing
						and changing
	PCSO Visit				Link to Computing	Fire Brigade Visit
Experiences:					Curriculum	
	Lesse Duelde Melare	Dulluing mean describe	Abilities Theurshtful Qualities	Demaission Oninian	Community Credit Court	Dunglad, Callanaad
/ - · ·	Laces, Buckle, Velcro,	Bullying, mean, describe,	Abilities, Thoughtful, Qualities,	Permission, Opinion,	Community, Credit Card,	Burgled, Collapsed,
<ey< td=""><td>Accident, Rules,</td><td>teasing, threatening,</td><td>Manners, Courteous,</td><td>Rules, Declaration</td><td>Debit Card, Spend,</td><td>Flammable, Distraction</td></ey<>	Accident, Rules,	teasing, threatening,	Manners, Courteous,	Rules, Declaration	Debit Card, Spend,	Flammable, Distraction
Vocabulary:	Unsafe	advice, imagine, anti-	Appropriately, Self-respect,		Receive, Save	Emergency, Hoax,
	Ingredients, Energy,	bullying	Improve, Fidgety, Annoyed, Worry,			Declaration , Young,
	Repair, Vitamins,		Anger, Manage, Control, Trust			Old, Male, Female,
	Natural, Saturated fat,					Growth, Change,
	Decay					Naming body parts
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