

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. | |
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| 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: | | | | | | |
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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; | | | | | |
| | | | | | ۱ |

| | 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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