

PSHE: Knowledge and Skills Progression Map

Early Years

By the end of EYFS, children will:

- What constitutes a healthy diet
- 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, including family and friends.
- 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. Teeth brushing twice daily is important to keep teeth clean and healthy.
- 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.

EYFS Vocabulary:

Family, friend, special, parent, bother, sister, grandma, granny, grandpa, grandad, auntie, uncle, cousin, friend, kind, helpful, listen, share, rules, instructions, choice, doctor, nurse, police, fire service, emergency, community, paramedic, ambulance, living room, clock, leaky, refrigerator, notice, uncomfortable, alarm clock, brave, suppose, wish, soft, silent, Senses, smell, emotions, anger, happiness, sadness, fear, grandparent, grandma, grandad, granny, grandpa, nana, family, sister, brother, aunt, uncle, cousin, history, healthy, unhealthy, diet, vitamin, vegetable, fruit, hydrate, sugar, fat, exercise, heart.

| Nursery | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Development Matters links: | <p>Me and my Community Exploring Autumn</p> <p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> | <p>Once Upon a Time Sparkle and Shine</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>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.</p> | <p>Starry Night Winter Wonderland</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands</p> | <p>Dangerous Dinosaurs Puddles and Rainbows</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> | <p>Sunshine and Sunflowers Shadows and Reflections</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> | <p>Big Wide World/Splash</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>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.</p> |
| Substantive Knowledge: | <p>-Other children might want to play the same game or use the same resources. It is</p> | <p>-Share the story The Three Little Pigs -Create houses for 'the pigs' using a range of</p> | <p>-Brushing teeth twice a day helps keep them clean and healthy. -It is important to</p> | <p>-Other children might want to play the same game or use the same resources.</p> | <p>-It is important to wear sun cream and sun hats when it is warm and sunny.</p> | <p>-It is important to try new activities and ask for help when needed. -Asking for help when</p> |

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| | <p>important to be friendly and share with others.</p> <ul style="list-style-type: none"> -All families are different and special. -There are lots of special people in their lives, including family and friends. | resources provided | <p>wash your hands throughout the day, including before eating and after going to the toilet.</p> <ul style="list-style-type: none"> -Teeth brushing twice daily is important to keep teeth clean and healthy. | <p>-It is important to be friendly and share with others.</p> <ul style="list-style-type: none"> -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. | <p>-Wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.</p> | <p>needed supports them to achieve a goal that they have chosen, or one which is suggested to them.</p> |
| Skill: | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -Share their creations with others and respond to questions and suggestions about how it was made. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -Begin to talk about why it is important to wear a hat and sunscreen on sunny days | <ul style="list-style-type: none"> -Shows confidence in a variety of situations and is able to select and use activities and resources, with help when needed. |
| Experience: | | Children work together to build a house or den that is safe from the wolf and talk about their ideas. | Links to Smile4Life, resources to practice brushing teeth linked with stories. | | Packing for holidays in different climates. | |

| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Let's Explore | Marvelous Machines | Long Ago | Ready, Steady, Grow | Animal Safari | On the Beach |
| Development Matters links: | <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> | <p>Show resilience and perseverance in the face of challenge.</p> <p>Build constructive and respectful relationships.</p> | <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> | <p>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</p> <p>Manage their own needs. - Personal hygiene</p> | <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> | <p>Show resilience and perseverance in the face of challenge.</p> <p>Build constructive and respectful relationships.</p> |
| Substantive Knowledge: <i>'I know'</i> | <ul style="list-style-type: none"> -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 need to get better at. -Emotions including sadness, happiness and anger are feelings. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -All families are special and different. -Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. -It is important to share resources and take turns in order to get on with others. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -To stay safe in the sun wear sun cream and a sun hat, find shady places 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 hurt someone and, if |

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| | <ul style="list-style-type: none"> -Some feelings make them feel good and some not so good. -It is important to be able to indicate feelings. | | | | | <ul style="list-style-type: none"> they do, they need to find a way to make things better. -Play cooperatively with others and take turns. |
| Disciplinary Knowledge: | <ul style="list-style-type: none"> -Play cooperatively with others and take turns. -Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge. -Select vocabulary and pictures to express their feelings and consider the feelings of others | <ul style="list-style-type: none"> -Play cooperatively with others and take turns. -Consider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence. | <ul style="list-style-type: none"> -Build constructive and respectful relationships and talk about the special people in their lives and why they are important -Play cooperatively with others and take turns. | <ul style="list-style-type: none"> -Look after basic hygiene and personal needs and talks about the importance of good oral health. -Suggest healthy ingredients that can be used to make simple snacks. -Wash and dry hands regularly and say why this is important. | <ul style="list-style-type: none"> -Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge. | <ul style="list-style-type: none"> -Talk about why it is important to stay safe in the sun. -Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends. -It is important to share resources and take turns in order to get on with others. |
| Experiences: | | | | Links to Smile4Life Resources and activities to practice brushing teeth. | | |

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.

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

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.

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Keeping/Staying Safe Keeping/Staying Healthy | Relationships | Being Responsible Feelings and Emotions | Computer Safety | Our World | Fire Safety (Special) RHE |
| National Curriculum links: (PSHE Associations PSHE links) | <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park,</p> | <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H21. to recognise what makes them special</p> | <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> | <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> | <p>H26. about growing and changing from young to old and how people's needs change</p> <p>L4. about the different groups they belong to</p> | <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to</p> |

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| <p>swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R15. how to respond safely to adults they don't know</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or</p> | <p>H22. to recognise the ways in which we are all unique</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>L4. about the different groups they belong to</p> | <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> | <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> | <p>take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> |
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| | <p>others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> | <p>L6. to recognise the ways they are the same as, and different to, other people</p> | <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> | | | |
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| | <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> | | | | | |
| <p>Substantive Knowledge:</p> <p><i>'I know'</i></p> | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -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 |

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| <p>Disciplinary Knowledge:</p> | <ul style="list-style-type: none"> -Understand 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 -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 practise washing your hands -Know the differences between healthy and unhealthy choices | <ul style="list-style-type: none"> -Understand how to be a good friend -Be able to recognise kind and thoughtful behaviours -Understand the importance of caring about other people's feelings -Be able to see a situation from another person's point of view | <ul style="list-style-type: none"> -Know how you can help people around you -Understand the types of things you are responsible for -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 unpleasant/uncomfortable emotions <ul style="list-style-type: none"> - understand that feelings can be communicated with and without words | <ul style="list-style-type: none"> -Understand how your online actions 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 recognise kind and unkind comments | <ul style="list-style-type: none"> -Understand the needs of a baby -Be able to recognise what you can do for yourself now you are older -Be able to describe the common features of family life be able to recognise the ways in which your family is special and unique | <ul style="list-style-type: none"> -Understand the importance of being responsible and how our actions/ choices can affect others -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 |
| <p>Experiences:</p> | <p>PCSO Visit</p> | | | | <p>Links to Computing curriculum.</p> | <p>Fire Brigade Visit</p> |
| <p>Key Vocabulary:</p> | <p>Avoid, Situation, Discuss, Dangerous, Appliances, Community, Safe, Choice, PSCE, Trust, Chemicals, Choice, Identify, Risk</p> | <p>Relationship, Love, Security, Stability, Disagree</p> | <p>Responsibility, Responsible, Accident, Honestly, Dishonest, Recognising, Loneliness, Frustration, Experience, Jealousy</p> | <p>Online, positive, negative, permission, opinion, rules, declaration, report, respond, reply, ChildLine</p> | <p>Reuse, wildlife, community, planet, reduce, recycle, Environment</p> | <p>Burgled, Collapsed, Flammable, Distraction, Emergency, Hoax, Declaration</p> |

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Keeping/Staying Safe Keeping/Staying Healthy | Relationships | Being Responsible Feelings and Emotions | Computer Safety | Our World | Fire Safety (Special) RHE |
| National Curriculum links: | <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> | <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H24. how to manage when finding things difficult</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they</p> | <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> | <p>H11. about different feelings that humans can experience</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and</p> | <p>H29. To recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R4. to identify common features of family life</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>L2. how people and other living things</p> | <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> |

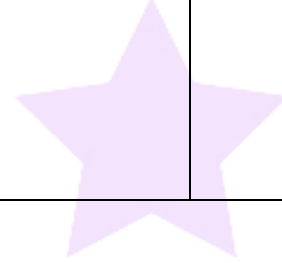
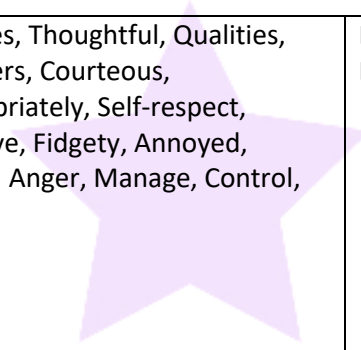
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| | <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> | <p>or someone else feels lonely and what to do</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R24. how to listen to other people and play and work cooperatively</p> | <p>L14. that everyone has different strengths</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> | <p>what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying;</p> | <p>have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> | |
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| | | | <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H27. about preparing to move to a new class/year group</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> | <p>the importance of telling a trusted adult</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L7. about how the internet and digital devices can be used safely to find things</p> | | |
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| | | | | out and to communicate with others | | |
| Substantive Knowledge: <i>'I know'</i> | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | | <ul style="list-style-type: none"> -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: | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> -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 |

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| | <ul style="list-style-type: none"> -Understand that some foods are better for good health than others. -Be able to list different types of healthy food -Understand how to keep yourself and others healthy -Know the differences between healthy and unhealthy choices -Understand why we need to brush our teeth -Be able to practise brushing your teeth -Know the differences between healthy and unhealthy choices -Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy | <ul style="list-style-type: none"> -Understand that feelings can be shown without words -Be able to see a situation from another person's point of view -Understand why it is important to care about other people's feeling | <ul style="list-style-type: none"> 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 unpleasant/uncomfortable emotions -Understand that feelings can be communicated with and without words -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 unpleasant/uncomfortable emotions -Understand that feelings can be communicated with and without words | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> their communities and countryside clean -Understand different ways we can receive money -Know how to keep money safe -Be able to describe the skills you may need in a future job or career -Be able to recognise the differences between wants and needs | <ul style="list-style-type: none"> Understand the importance of being responsible and how our actions/choice can affect others -Can describe some of the biological differences between male and female animals. -Understand that the creation of new life requires a male and a female. -Learn that female mammals give birth and nurse their young -Understand that all living things including humans start life as babies. -Can identify key stages in the human life-cycle. -Understand some ways that they have changed since they were babies -That they are growing and changing |
| Experiences: | PCSO Visit | | | | Link to Computing Curriculum | Fire Brigade Visit |

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| Key Vocabulary: | Laces, Buckle, Velcro, Accident, Rules, Unsafe Ingredients, Energy, Repair, Vitamins, Natural, Saturated fat, Decay | Bullying, mean, describe, teasing, threatening, advice, imagine, anti-bullying | Abilities, Thoughtful, Qualities, Manners, Courteous, Appropriately, Self-respect, Improve, Fidgety, Annoyed, Worry, Anger, Manage, Control, Trust | Permission, Opinion, Rules, Declaration | Community, Credit Card, Debit Card, Spend, Receive, Save | Burgled, Collapsed, Flammable, Distraction, Emergency, Hoax, Declaration , Young, Old, Male, Female, Growth, Change, Naming body parts |
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