

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

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safe from the wolf and with stories.	Experience:					different climates.	
talk about their ideas.				with stories.			
			talk about their ideas.				

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

	-Some feelings make them feel good and some not so goodIt is important to be able to indicate feelings.					they do, they need to find a way to make things betterPlay cooperatively with others and take turns.
Disciplinary Knowledge:	-Play cooperatively with others and take turnsTalk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challengeSelect vocabulary and pictures to express their feelings and consider the feelings of others	-Play cooperatively with others and take turnsConsider and manage some risks without direct adult supervision and is able to follow routines and structure with increasing independence.	-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.	-Look after basic hygiene and personal needs and talks about the importance of good oral healthSuggest healthy ingredients that can be used to make simple snacksWash and dry hands regularly and say why this is important.	-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.	-Talk about why it is important to stay safe in the sunThink about the perspectives of others and understand that their own actions can affect other people and begin to act to make amendsIt 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.		

ACADEMY

Kev Stage 1

KS1 Vocabulary:

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.

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
	Keeping/Staying Safe	Relationships	Being Responsible	Computer Safety	Our World	Fire Safety
	Keeping/Staying		Feelings and Emotions			(Special)
	Healthy			11.00		RHE
National	H8. how to keep safe	H15. to recognise that	H17. about things that help	H9. about different	H26. about growing	H15. to recognise
Curriculum	in the sun and protect	not everyone feels the	people feel good (e.g.	ways to learn and play;	and changing from	that not everyone
links: (PSHE	skin from sun damage	same at the same time,	playing outside, doing	recognising the	young to old and how	feels the same at
Associations		or feels the same	things they enjoy, spending	importance of knowing	people's needs change	the same time, or
PSHE links)	H29. to recognise risk	about the same things	time with family, getting	when to take a break		feels the same
, ,	in simple everyday		enough sleep)	from time online or TV	L4. about the different	about the same
	situations and what	H16. about ways of			groups they belong to	things
	action to take to	sharing feelings; a	H22. to recognise the ways	H34. basic rules to keep		
	minimise harm	range of words to	in which we are all unique	safe online, including		H16. about ways of
		describe feelings		what is meant by		sharing feelings; a
	H30. about how to		H26. about growing and	personal information		range of words to
	keep safe at home	H17. about things that	changing from young to old	and what should be		describe feelings
	(including around	help people feel good	and how people's needs	kept private; the		
	electrical appliances)	(e.g. playing outside,	change H27. about	importance of telling a		H28. about rules
	and fire safety (e.g.	doing things they	preparing to move to a new	trusted adult if they		and age
	not playing with	enjoy, spending time	class/year group	come across something		restrictions that
	matches and lighters)	with family, getting		that scares them		keep us safe
	H32. ways to keep safe	enough sleep)	R1. about the roles different			
	in familiar and		people (e.g. acquaintances,	R10. that bodies and		H29. to recognise
	unfamiliar	H21. to recognise what	friends and relatives) play in	feelings can be hurt by		risk in simple
	environments (e.g.	makes them special	our lives	words and actions; that		everyday situations
	beach, shopping			people can say hurtful		and what action to
	centre, park,			things online		

 swimming pool, on the	H22. to recognise the	H28. about rules and age		take to minimise
street) and how to	ways in which we are	restrictions that keep us	R12. that hurtful	harm
cross the road safely	all unique	safe	behaviour (offline and	
			online) including	H30. about how to
H33. about the people	R1. about the roles	H29. to recognise risk in	teasing, name-calling,	keep safe at home
whose job it is to help	different people (e.g.	simple everyday situations	bullying and	(including around
keep us safe	acquaintances, friends	and what action to take to	deliberately excluding	electrical
	and relatives) play in	minimise harm	others is not	appliances) and
R1. about the roles	our lives		acceptable; how to	fire safety (e.g. not
different people (e.g.		H30. about how to keep	report bullying; the	playing with
acquaintances, friends	R2. to identify the	safe at home (including	importance of telling a	matches and
and relatives) play in	people who love and	around electrical	trusted adult	lighters)
our lives	care for them and what	appliances) and fire safety		
	they do to help them	(e.g. not playing with	R19. basic techniques	
R2. to identify the	feel cared for	matches and lighters)	for resisting pressure to	
people who love and			do something they	
care for them and	R3. about different	H35. about what to do if	don't want to do and	
what they do to help	types of families	there is an accident and	which may make them	
them feel cared for	including those that	someone is hurt	unsafe	
	may be different to			
R15. how to respond	their own	H36. how to get help in an	L7. about how the	
safely to adults they		emergency (how to dial 999	internet and digital	
don't know	R4. to identify common	and what to say	devices can be used	
	features of family life		safely to find things out	
R19. basic techniques		R21. about what is kind and	and to communicate	
for resisting pressure	R5. that it is important	unkind behaviour, and how	with others	
to do something they	to tell someone (such	this can affect others		
don't want to do and	as their teacher) if		L8. about the role of the	
which may make them	something about their	L1. about what rules are,	internet in everyday life	
unsafe	family makes them	why they are needed, and		
	unhappy or worried	why different rules are	- R // N	
R20. what to do if they		needed for different	_ 1\ /1 \	
feel unsafe or worried	L4. about the different	situations		
for themselves or	groups they belong to			

		A			
others; who to ask fo	r L6. to recognise the	R10. that bodies and			
help and vocabulary	to ways they are the same	feelings can be hurt by			
use when asking for	as, and different to,	words and actions; that			
help; importance of	other people	people can say hurtful			
keeping trying until		things online			
they are heard.					
		R11. about how people may			
H1. about what		feel if they experience			
keeping healthy		hurtful behaviour or			
means; different way	S	bullying			
to keep healthy					
		R12. that hurtful behaviour			
H3. about how		(offline and online)			
physical activity help	5	including teasing, name-			
us to stay healthy; ar	d	calling, bullying and			
ways to be physically		deliberately excluding			
active everyday		others is not acceptable;			
		how to report bullying; the			
H4. about why sleep	is	importance of telling a			
important and		trusted adult			
different ways to res					
and relax					
	Y				
H5. simple hygiene					
routines that can sto	0				
germs from					
H7. about dental car	2				
and visiting the					
dentist; how to brush				_	
teeth correctly; food					
and drink that suppo	rt				
dental health				7	
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Substantive Knowledge: 'I know'	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) -I know how to keep safe in the sunI know who to ask for helpI know how to stay healthy and what foods help me stay healthyI can make good choices.	-I can understand different types of relationships -I know how to be a good friend -I know kind and thoughtful behavioursI 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
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	-Understand what I	-Understand how to be	-Know how you can help	-Understand how your	-Understand the needs	-Understand the
Disciplinary	need to keep safe	a good friend	people around you	online actions can affect	of a baby	importance of
Knowledge:	-Be able to recognise	-Be able to recognise	-Understand the types of	others	-Be able to recognise	being responsible
	what may put me or	kind and thoughtful	things you are responsible	-Be able to identify the	what you can do for	and how our
	others at risk	behaviours	for	positives and negatives	yourself now you are	actions/ choices
	-Understand why it is	-Understand the	-Know how and understand	of using technology	older	can affect others
	important to stay safe	importance of caring	the importance of	-Know who and how to	-Be able to describe	-Know what a
	when crossing the	about other people's	preventing accidents	ask for help	the common features	'hoax call' is and
	road and identify safe	feelings	-Be able to recognise the	-Be able to recognise	of family life	why it can be risky
	places to cross the	-Be able to see a	differences between being	kind and unkind	be able to recognise	-Understand why
	road	situation from another	responsible and being	comments	the ways in which your	our emergency
	-Understand the	person's point of view	irresponsible		family is special and	services are an
	differences between		-Be able to recognise and		unique	important part of
	safe and risky choices		name emotions and their		A	our community
	-School Council and		physical effects			-Be able to show
	Green Team elections		-Know the difference			my knowledge of
	-Understand what we		between pleasant and			fire safety to
	can do to keep healthy		unpleasant emotions			others
	-Understand why we		-Learn a range of skills for			
	need to wash our		coping with			
	hands and know how		unpleasant/uncomfortable			
	germs are spread and		emotions			
	how they can affect		 understand that 			
	our health		feelings can be			
	-Be able to practise	7	communicated with			
	washing your hands		and without words			
	-Know the differences					
	between healthy and					
	unhealthy choices					
	PCSO Visit				Links to Computing	Fire Brigade Visit
Experiences:					curriculum.	
	Avoid, Situation,	Relationship, Love,	Responsibility, Responsible,	Online, positive,	Reuse, wildlife,	Burgled, Collapsed,
Key	Discuss, Dangerous,	Security, Stability,	Accident, Honestly,	negative, permission,	community, planet,	Flammable,
Vocabulary:	Appliances,	Disagree	Dishonest, Recognising,	opinion, rules,	reduce, recycle,	Distraction,
	Community, Safe,		Loneliness, Frustration,	declaration, report,	Environment	Emergency, Hoax,
	Choice, PSCE, Trust,		Experience, Jealousy	respond, reply,	7	Declaration
	Chemicals, Choice,			ChildLine		
	Identify, Risk					

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

	or someone else feels		what should be kept	have different needs;
R17. about knowing	lonely and what to do	L14. that everyone has different	private; the	about the
there are situations	R9. how to ask for	strengths	importance of telling	responsibilities of
when they should	help if a friendship is		a trusted adult if	caring for them
ask for permission	making them feel	L17. about some of the strengths	they come across	
and also when their	unhappy	and interests someone might	something that	L3. about things they
permission should		need to do different jobs	scares them	can do to help look
be sought	R11. about how	H11. about different feelings that		after their
	people may feel if	humans can experience	R6. about how	environment
R20. what to do if	they experience		people make friends	
they feel unsafe or	hurtful behaviour or	H12. how to recognise and name	and what makes a	L5. about the different
worried for	bullying	different feelings	good friendship	roles and
themselves or				responsibilities people
others; who to ask	R12. that hurtful	H13. how feelings can affect	R10. that bodies and	have in their
for help and	behaviour (offline and	people's bodies and how they	feelings can be hurt	community
vocabulary to use	online) including	behave	by words and	
when asking for	teasing, name-calling,		actions; that people	L16. different jobs
help; importance of	bullying and	H14. how to recognise what	can say hurtful things	that people they know
keeping trying until	deliberately excluding	others might be feeling	online	or people who work in
they are heard	others is not		R11. about how	the community do
	acceptable; how to	H15. to recognise that not	people may feel if	
H1. about what	report bullying; the	everyone feels the same at the	they experience	L17. about some of
keeping healthy	importance of telling a	same time, or feels the same	hurtful behaviour or	the strengths and
means; different	trusted adult	about the same things	bullying	interests someone
ways to keep				might need to do
healthy	R21. about what is	H16. about ways of sharing	R12. that hurtful	different jobs
	kind and unkind	feelings; a range of words to	behaviour (offline	
H5. simple hygiene	behaviour, and how	describe feelings	and online) including	
routines that can	this can affect others		teasing, name-	
stop germs from		H18. different things they can do	calling, bullying and	
spreading	R24. how to listen to	to manage big feelings, to help	deliberately	
	other people and play	calm themselves down and/or	excluding others is	//
	and work	change their mood when they	not acceptable; how	
	cooperatively	don't feel good	to report bullying;	

H19. to recognise when they r	need the importance of
help with feelings; that it is	telling a trusted
important to ask for help with	adult
feelings; and how to ask for it	
	R17. about knowing
H27. about preparing to move	e to there are situations
a new class/year group	when they should
	ask for permission
R5. that it is important to tell	and also when their
someone (such as their teache	er) if permission should be
something about their family	sought
makes them unhappy or worri	ied
	R21. about what is
R20. what to do if they feel un	nsafe kind and unkind
or worried for themselves or	behaviour, and how
others; who to ask for help an	d this can affect others
vocabulary to use when asking	g for
help; importance of keeping	R22. about how to
trying until they are heard	treat themselves and
	others with respect;
R25. how to talk about and sh	are how to be polite and
their opinions on things that	courteous
matter to them	
	L1. about what rules
	are, why they are
	needed, and why
	different rules are
	needed for different
	situations
	L7. about how the
	internet and digital
	devices can be used
	safely to find things

				out and to communicate with others		
	-I know some rules	-I understand a range	-I can identify what duties I am	-I know the golden		-I can identify
Substantive	for and practise	of feelings.	responsible for.	rules for staying safe		potential dangers that
Knowledge:	simple ways of	-I know how feelings	-I know how I can help those	online.		could cause a fire or
	keeping safe and	can be communicated	around me.	-I know how my		serious incident.
'I know'	finding help.	without words, and	-I can take responsibility for my	online activity can		-I can follow fire
	-The know some	the importance of	own actions.	affect others.		safety rules and
	skills and vocabulary	caring about other	-I can recognise and name a range	- I can identify other		practise simple ways
	to help maintain	people's feelings.	of emotions.	positive and negative		of staying safe and
	their personal safety		-I can distinguishing the different	aspects of using		finding help.
	now and in the		between pleasant and unpleasant	technology.	A	
	future.		or uncomfortable.			
	-I know that food is					
	needed for bodily					
	health and growth.					
	-I can identify what					
	types of food are					
	positive choices.					
	-Know the reasons	-Be able to name a	-Be able to name ways you can	-Understand how	-Be able to list rules	-Know what a 'hoax
Disciplinary	to make sure your	range of feelings	improve in an activity or sport	your online actions	for keeping and	call' is and why it can
Knowledge:	laces are tied	-Understand why we	-Understand the importance of	can affect others	staying safe	be risky
J	-Learn how to tie up	should care about	trying hard and not giving up	-Be able to name the	-Understand why we	-Understand why our
	laces properly	other people's	-Be able to see the benefits of	positive and negative	should look after living	emergency services
	-Know rules to keep	feelings	practising an activity or sport	ways you can use	things	are an important part
	yourself and others	-Be able to see and	-Be able to learn ways to set goals	technology	-Be able to identify	of our community
	safe	understand bullying	and work to reach them	-Know the risks of	how we can look after	-Be able to show my
	-Understand the	behaviours	-Know how you can help other	sharing images	living things both	knowledge of fire
	differences between	-Know how to cope	people	without permission	inside and outside of	safety to others
	safe and risky	with these bullying	-Be able to recognise kind and	-Understand the	the home	-Be able to practise
	choices	behaviours	thoughtful behaviours and actions	types of images that	-Recognise why it is	simple ways of
	-Know that food is	-Be able to recognise	-Understand the risks of talking to	you should and	important to keep our	staying safe and
	needed for our	and name a range of	people you don't know very well	should not post	communities and	finding help
	bodies to be healthy	feelings	in the community	online	countryside clean	-Be able to recognise
	and to grow		-Be able to identify the	1 1 7 1 1	-Be able to encourage	how drivers can be
			differences between being		others to help keep	distracted

	-Understand that some foods are	-Understand that	responsible and being	-Understand how	their communities and	Understand the
			irresponsible	your online activity		
	bottor for good	feelings can be shown without words		your online activity can affect others	countryside clean -Understand different	importance of being
	better for good		-Be able to recognise and name			responsible and how
	health than others.	-Be able to see a	emotions and their physical	-Be able to identify	ways we can receive	our actions/choice
	-Be able to list	situation from	effects	the positives and	money	can affect others
	different types of	another person's	-Know the difference between	negatives of using	-Know how to keep	-Can describe some of
	healthy food	point of view	pleasant and unpleasant	technology	money safe	the biological
	-Understand how to	-Understand why it is	emotions	-Know who and how	-Be able to describe	differences between
	keep yourself and	important to care	-Learn a range of skills for coping	to ask for help	the skills you may	male and female
	others healthy	about other people's	with unpleasant/uncomfortable		need in a future job or	animals.
	-Know the	feeling	emotions		career	-Understand that the
	differences between		-Understand that feelings can be		-Be able to recognise	
	healthy and		communicated with and without		the differences	creation of new life
	unhealthy choices		words		between wants and	requires a male and a
	-Understand why		-Be able to recognise and name		needs	female.
	we need to brush		emotions and their physical			-Learn that female
	our teeth		effects -Know the difference between			mammals give birth
	-Be able to practise					and nurse their young
	brushing your teeth -Know the		pleasant and unpleasant emotions			-Understand that all
	differences between		-Learn a range of skills for coping			living things including
	healthy and		with unpleasant/uncomfortable emotions			humans start life as
	unhealthy choices -Be able to develop		-Understand that feelings can be			babies.
	/ ·		communicated with and without			-Can identify key
	strategies to help		words			stages in the human
	you remember to		words			life-cycle.
	brush your teeth when you forget,					-Understand some
	are tired, or busy					ways that they have
	are tired, or busy					
						changed since they
						were babies
						-That they are
						growing and changing
	PCSO Visit				Link to Computing	Fire Brigade Visit
Experiences:					Curriculum	

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

