







PSHE (including RSE)

EYFS ELG	<p>ELG AREA</p> <ul style="list-style-type: none">Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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Area	Year R	Year 1	Year 2
	Objectives	Objectives	Objectives
Me and My Family	Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Recognise that families can give love and security. To recognise that all families are different but equally valued. To know who to talk to if you feel unsafe.	To recognise the characteristics of healthy family life. To recognise that all families are different but have similar core values. To know who to talk to if we feel unsafe..
Vocabulary	me, family, mum, dad, brother, sister, grandad (+alternatives), grandma (+alternatives), auntie, uncle, cousin , like, dislike, love	 Tolerance  Individual Liberty special, unique, similarities, differences, care for, safe/unsafe, family life, respect, traditions, caring relationships, feelings, roles, growing up, closeness.	 Tolerance  Mutual Respect difficult, managing, security, stability, healthy relationships, commitment, protection, characteristics, structure, adoption, advice, services, racism, gender, physical differences
Sticky knowledge	<ul style="list-style-type: none">I can build constructive and respectful relationships (e.g. I can talk about my family and who is in it, knowing that all families are different)	<ul style="list-style-type: none">I can tell you what a family is in the context of my own family.I can talk about how all families have similarities and differences but are all valued equally.I know who to talk to if I feel unsafe in my family relationshipsI know what makes me special/unique.	<ul style="list-style-type: none">I can tell you what a family is and common features of family life.I can talk about different family structures, routines and traditions and how they are all valued equally.I know who to talk to if I feel unsafe in my family or other relationshipsI know what it looks like when people are treated unfairly because of their differences.I know what racism is and how to report it.




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Area	Year R	Year 1	Year 2
	Objectives	Objectives	Objectives
Positive Relationships	Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Recognise how friendships should make us feel and the characteristics of a positive and safe relationship. To know what bullying is and how to seek help.	To know what a respectful relationship. To recognise that all relationships have ups and downs and how to manage conflict. To know what bullying is and how to seek help.
Vocabulary	friend, feelings, fall out, make up, left out, private parts, stranger, danger, kindness	 Mutual Respect characteristics, respect, trust, interests, problems, repaired, arguments, resolve, lonely, bullying, teasing, name-calling, rumours, threats, united, private, opinions, beliefs.	 Mutual Respect secure, trustworthiness, loyalty, generosity, experiences, strategies, positive/negative, welcoming, excluded, uncomfortable, conflict, support, undermining, deliberately, cyber-bullying, society, private parts
Sticky knowledge	<ul style="list-style-type: none">I can build constructive and respectful relationships (e.g. I can talk about the adults and friends who I love)I can think about the perspectives of others.I can play alongside othersI know that what I say can affect other peopleI know that my actions can affect other people	<ul style="list-style-type: none">I can talk about what makes a good friend and how my friends make me feel.I know what bullying isI can talk about why bullying is wrong and who to go to for help if I am being bullied.I know that my body belongs only to me and who to talk to if I feel unsafe.	<ul style="list-style-type: none">I can talk about how I show respect to others and what to do when I fall out with someone.I can talk about what bullying looks like, how it makes people feel and who to go to for help if I/someone else is being bullied.I know that my body belongs only to me and who to talk to if I feel unsafe.

Area	Year R	Year 1	Year 2
	Objectives	Objectives	Objectives
Healthy lifestyle	Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<i>To know what healthy means, what constitutes a healthy diet and the importance of physical activity. To recognise the importance of personal hygiene.</i>	To know what healthy means to me, what constitutes a healthy diet (calories/nutrition) and the benefits of physical activity. To know how to look after my own personal hygiene.
Vocabulary	healthy, unhealthy, food, exercise, teeth, sleep, germs, clean, poorly/ill, doctor, nurse	diet, food groups, benefits, physical activity, mental health, active lifestyle, routine, dentist, hygiene, spreading, medicine, rest, mood.	risk, calories, nutrition, preparation, regular, keep fit, oral hygiene, flossing, bacteria, viruses, vaccines, quality.
Sticky knowledge	<ul style="list-style-type: none">I can talk about some food that keep me healthy e.g. fruit and vegetables.I can talk about why I need to eat healthily.I can talk about why I need to exercise regularly.I know why I need to keep my teeth clean, I know why I need enough sleep, I know why I should have limited screen time	<ul style="list-style-type: none">I am able to talk about what healthy means.I am able to talk about how we can keep healthy e.g. diet, exercise, brush teeth, sleep.I know how to stop germs from spreading and basic hygiene routines e.g. washing hands.	<ul style="list-style-type: none">I am able to talk about what physical health means and how to keep healthy.I am able to talk about what I can do in my everyday life to make sure that I am leading a healthy lifestyle.I know how to have good hygiene and who to talk to if I am worried about my health.I know why rest and sleep is important for good health.

Area Mental Wellbeing	Year R	Year 1	Year 2
	Objectives	Objectives	Objectives
	Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	To know the importance of positive mental wellbeing and recognise a range of emotions we experience in our everyday lives.	To know the importance of positive mental wellbeing and recognise a range of emotions we experience in our everyday lives. To understand the link between physical and mental health.
Vocabulary	feelings, happy, sad, angry, behaviour	mental wellbeing, mental health, emotions (afraid, calm, in-love, worried), physical signs, self-care, impact, loneliness, change, loss.	recognise, situations, emotions (upset, unhappy, down, heartbroken, devastated, depressed, over-joyed, delighted, thrilled, beaming, excited, over-whelmed, furious, livid, terrified, relaxed +), appropriate, managing, grief, isolation.
Sticky knowledge	<ul style="list-style-type: none"> I can begin to say when I am feeling happy, sad, tired, angry, calm I can show resilience and perseverance in the face of challenge. I am beginning to notice when other people express feelings such as happy, sad, tired, angry, calm 	<ul style="list-style-type: none"> I am able to talk about my own mental wellbeing and the different emotions that I feel. I know ways to make myself feel better and improve my mental wellbeing. I know who to talk to if I am worried about my own mental wellbeing. 	<ul style="list-style-type: none"> I am able to talk about what mental wellbeing means and the range of emotions people can experience. I know the physical signs of different emotions and how to respond to them appropriately to improve my mental wellbeing. I know who to talk to if I am worried about my own/someone else's mental wellbeing.

Area Me and my community	Year R	Year 1	Year 2
	Objectives	Objectives	Objectives
	To talk about members of their immediate family and community	To recognise why we have rules and laws. To know what impact we have on our local community and the wider world.	To recognise why we have rules and laws. To know what impact we have on our local community and the wider world. To understand why people have paid jobs and the role of money in our lives.
Vocabulary	Mummy, daddy, brother, sister, grandparent, cousin, aunty, uncle, friend, neighbour	 Rule of Law risk, action, emergency services, trusted adult, familiar/unfamiliar, environment, offline, internet, messaging, limits.	 Rule of Law  Democracy risk-taking, electrical appliances, medicines, first-aid, hazard, level crossings, personal information, parental control, passwords, trusted websites, sources of information, isolation.
Sticky knowledge	<ul style="list-style-type: none"> I can talk about who I live with I can talk about other family members I can talk about people I know 	<ul style="list-style-type: none"> I know what a community is I know which communities I belong to I can talk about my community and the rules within it 	<ul style="list-style-type: none"> I know communities have differences and are equally valued. I know what impact I have on my local community (e.g. walking to school, putting litter in the bin, planting flowers, recycling, being kind to others) I know why we have rules and laws. I know what jobs there are in my community (opportunities for people who work in the community to come in and discuss their role)

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	Year R	Year 1	Year 2
Area The Wider World	Objectives Understanding the World — People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Objectives <i>To recognise why we have rules and laws. To know what impact we have on our local community and the wider world.</i>	Objectives <i>To recognise why we have rules and laws. To know what impact we have on our local community and the wider world. To understand why people have paid jobs and the role of money in our lives.</i>
Vocabulary	family, friends, neighbour	wider world, rules, environment, strengths, jobs, community, Southampton, water quality, pollution.	pollution, responsibilities, money, wages, bills, interests.
Sticky knowledge	<ul style="list-style-type: none"> I can talk about the different people I meet in my everyday life and their roles. 	<ul style="list-style-type: none"> I can talk about how I can make school a better place I can talk about ways to make my community a better place (Southampton -water quality, pollution) I can talk about what I want to be when I grow up and why 	<ul style="list-style-type: none"> I can talk about my responsibilities and the responsibilities of others to make the wider world a better place and why this is important. Building on learning from Y1 (Southampton) thinking about wider responsibilities (globally). E.g. Protecting the environment, reducing, reusing, recycling. I know why people need jobs (e.g. jobs help people to earn money to pay for things, skills, people, mental and economic wellbeing) I know the difference between needs and wants.

Area Safety: Body safety	Year R	Year 1	Year 2
	Objectives <i>To build constructive and respectful relationships</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>
Vocabulary	Private parts, no, safe, unsafe	personal, help, appropriate, inappropriate, touch, consent, private parts	personal, help, appropriate, inappropriate, touch, consent, private parts, secret
Sticky knowledge	<ul style="list-style-type: none"> I know that my private parts belong only to me and if someone asks to see them I tell them no. I know who to talk to if I feel unsafe. I know I can say no if I don't want to be touched (hugged, tickled etc) 	<ul style="list-style-type: none"> I know what consent means and how it relates to appropriate and inappropriate touch. I know who to talk to if I or someone I know feels unsafe or uncomfortable. I know that it is not OK for adults to hurt me physically, and if this happens I should tell a trusted adult . 	<ul style="list-style-type: none"> I know that it is not okay to keep something a secret. I know that my body is my own and that I am in charge of it.

Area Safety: Safe adults	Year R	Year 1	Year 2
	Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>	Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>
Vocabulary	Adult, safe, stranger	being safe, help, stranger, danger, safe adult, uniform, safe place	being safe, help, stranger, danger, safe adult, uniform, safe place, unsafe.
Sticky knowledge	<ul style="list-style-type: none"> I know that I should stay with my adult when I am out and about I know that I should not go anywhere with a stranger. I know which adults are 'safe strangers' (e.g. police shop workers wearing uniform, knowing what to do if I get lost from my adult) 	<ul style="list-style-type: none"> I know how to call 999 in an emergency or when I feel unsafe. I know who safe adults are and safe places to go to if I get lost. 	<ul style="list-style-type: none"> I know my parents full name, home address and my parents phone numbers. I know who my safe adults are and how to communicate if I am feeling

Area Safety: Fire & electrical safety	Year R	Year 1	Year 2
	Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>	Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>
Vocabulary	Fire, alarm, electricity, exit	electricity, risk, harm, electrical appliances , plugs, wires, sockets, switches	electricity, risk, harm, fire symbols, electrical appliances, plugs, wires, sockets, switches
Sticky knowledge	<ul style="list-style-type: none"> I know what to do if the fire alarm goes off in school. I know the fire exit sign and how to leave a building if there is a fire. I know that I should not put anything into an electrical socket. 	<ul style="list-style-type: none"> I know the role of a firefighter and how they can help us when there is a fire. I know how to leave a building safely during a fire e.g. leave everything, find fire exit, stay low. I know that electrical devices can be dangerous and that I should not touch them without adult supervision. I know that matches and lighters can cause a fire and I should not touch them. 	<ul style="list-style-type: none"> I know how to keep myself safe around a range of electrical appliances e.g. plug sockets, wires and switches.

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Area	Year R	Year 1	Year 2
	Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>	Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>
Safety: Online safety			
Vocabulary	Internet, online, safe	online, permission, search engine, private, password, personal information	online, permission, cyber bullying, search engine, private, password, personal information
Sticky knowledge	<ul style="list-style-type: none">I know that I have to ask my parents before I go online.I know that I shouldn't talk to strangers online.	<ul style="list-style-type: none">I know that I should not share my personal information online.I know that I should not talk to or meet up with anyone I meet online.I can talk about how I can keep safe online and who to talk to if someone I don't know messages me.	<ul style="list-style-type: none">I know what to do if someone asks me to do something online that makes me feel uncomfortable.I know that I should not share nude images of myself or others online.I can talk about how I can keep safe online, how to protect my personal information and who to talk to if someone I don't know messages me.

Area	Year R	Year 1	Year 2
	Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>	Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>
Safety: Road safety			
Vocabulary	Road, vehicle, adult, lollipop person, crossing	traffic, dangerous, pelican crossing, zebra crossing, lollipop person	traffic, dangerous, hazards, risk, pelican crossing, zebra crossing, lollipop person
Sticky knowledge	<ul style="list-style-type: none">I know that I should not cross a road without an adult there to help meI know that I need to stop, look and listen when crossing a roadI know the role of a lollipop person.I know to stay with my adult when I am near a road	<ul style="list-style-type: none">I know when it is a safe place to cross a road e.g. traffic lights, not between cars.I know how to safely cross the road independently using pelican crossings and zebra crossings.I know to only cross the road with an adult.	<ul style="list-style-type: none">I know how to safely cross the road when cycling or scootering.I know how to safely cross the road independently using traffic light crossings and zebra crossings.

Area	Year R	Year 1	Year 2
	Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>	Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>
Safety: Sun safety			
Vocabulary	Sun, suncream, shade	shade, direct sunlight, hottest, sunburn, damage	shade, hydration, direct sunlight, hottest, sunburn, damage
Sticky knowledge	<ul style="list-style-type: none">I know that I need to wear sun cream in the sun to protect my skin.I know that I need to wear a sun hat and sunglasses in the sun to protect my face and eyes.	<ul style="list-style-type: none">I know that I should never look directly at the sun.I know how to protect my body from too much sun e.g. sun cream, sun hat, sunglasses, shade, hydration.	<ul style="list-style-type: none">I know when the hottest part of the day is and that I should avoid being in direct sun at this time.

		<ul style="list-style-type: none"> I know why I have to stay safe in the sun and what will happen if I don't protect myself from the sun. 	
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Area Safety: School safety	Year R	Year 1	Year 2
	Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>	Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>
Vocabulary	Gates, visitor, safe adults	being safe, help, lock, safe adult, staff badge, first aid, injuries	being safe, help, lock, safe adult, safeguarding, staff badge, first aid, injuries,
Sticky knowledge	<ul style="list-style-type: none"> I know how to keep myself safe in school I know who to talk to in school if I feel unsafe 	<ul style="list-style-type: none"> I know who keeps me safe in school/home and who to talk to in school when I feel unsafe. I know who can and cannot come into my school and how my school is protected from strangers. I know what first aid is and how head injuries are treated. 	<ul style="list-style-type: none"> I know who my school designated safeguarding leads are. I know what first aiders do when dealing with a range of different injuries e.g. cold compress, pressure on wound, recovery position.

Area Safety: Rail safety	Year R	Year 1	Year 2
	Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>	Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>
Vocabulary	Track, train	railway, train station, hazards, warning signs, electricity, platform	railway, train station, hazards, warning signs, electricity, level crossing
Sticky knowledge	<ul style="list-style-type: none"> I know to stay with my adult when I am near a railway 	<ul style="list-style-type: none"> I know how to be safe when waiting for a train at a train station e.g. stand behind the yellow line. 	<ul style="list-style-type: none"> I can talk about how I can keep safe at the railway and who to talk to if I feel unsafe. I know how to safely cross a level crossing with adult assistance. I know what the railway warning signs mean e.g. electricity, level crossing gate and traffic lights.

Area Safety: Water & beach safety	Year R	Year 1	Year 2
	Objectives <i>To know how I can keep myself safe and who else keeps me safe.</i>	Objectives <i>To recognise risks/harms in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>	Objectives <i>To recognise risks/harms and know how to minimise them in our everyday lives. To understand the importance of online safety and who to talk to if we feel unsafe.</i>
Vocabulary	Beach, sea, adult	float, safety flags, rescue, lifeguard, depth	float, safety flags, rescue, lifeguard, depth, coast guard
Sticky knowledge	<ul style="list-style-type: none"> I know that I should not go in the water without an adult watching me. I know when it is safe to go into sea. 	<ul style="list-style-type: none"> I know how to keep safe in/near the sea e.g. stay together and float. I know the role of a lifeguard and how they keep me safe. 	<ul style="list-style-type: none"> I can talk about how I can keep safe at the beach and who to talk to if I feel unsafe. I know which flags tell me that it is safe to go into the sea.

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	<ul style="list-style-type: none">I know I should stay with adults at the beach		<ul style="list-style-type: none">I know to call 999 and ask for the coastguard if someone is in danger on the beach.
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