

PSHE Association Objectives:

CORE THEME 1: HEALTH AND WELLBEING

Healthy lifestyles (physical wellbeing)

- H1. about what keeping healthy means; different ways to keep healthy
 - H2. about foods that support good health and the risks of eating too much sugar
 - H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
 - H4. about why sleep is important and different ways to rest and relax
 - H5. simple hygiene routines that can stop germs from spreading
 - H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
 - H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
 - H8. how to keep safe in the sun and protect skin from sun damage
 - H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
 - H10. about the people who help us to stay physically healthy
 - H11. about different feelings that humans can experience
 - H12. how to recognise and name different feelings
 - H13. how feelings can affect people's bodies and how they behave
 - H14. how to recognise what others might be feeling
 - H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
 - H16. about ways of sharing feelings; a range of words to describe feelings
 - H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
 - 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
 - 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
 - H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- Ourselves, growing and changing
- H21. to recognise what makes them special
 - H22. to recognise the ways in which we are all unique
 - H23. to identify what they are good at, what they like and dislike
 - H24. how to manage when finding things difficult
 - H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
 - H26. about growing and changing from young to old and how people's needs change
 - H27. about preparing to move to a new class/year group

Keeping safe

- H28. about rules and age restrictions that keep us safe
- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H31. that household products (including medicines) can be harmful if not used correctly
- 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
- H33. about the people whose job it is to help keep us safe
- 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
- H35. about what to do if there is an accident and someone is hurt
- H36. how to get help in an emergency (how to dial 999 and what to say)

Drugs, alcohol and tobacco

- H37. about things that people can put into their body or on their skin; how these can affect how people feel

CORE THEME 2: RELATIONSHIPS

Families and close positive relationships

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Friendships

- R6. about how people make friends and what makes a good friendship
 - R7. about how to recognise when they or someone else feels lonely and what to do
 - R8. simple strategies to resolve arguments between friends positively
 - R9. how to ask for help if a friendship is making them feel unhappy
- Managing hurtful behaviour and bullying
- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
 - R11. about how people may feel if they experience hurtful behaviour or bullying
 - 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

Safe relationships

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
 - R14. that sometimes people may behave differently online, including by pretending to be someone they are not
 - R15. how to respond safely to adults they don't know
 - R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
 - R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
 - R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
 - R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
 - 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
- Respecting self and others
- R21. about what is kind and unkind behaviour, and how this can affect others
 - R22. about how to treat themselves and others with respect; how to be polite and courteous
 - R23. to recognise the ways in which they are the same and different to others
 - R24. how to listen to other people and play and work cooperatively
 - R25. how to talk about and share their opinions on things that matter to them

CORE THEME 3: LIVING IN THE WIDER WORLD

Shared responsibilities

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment

Communities

- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people

Media literacy & digital resilience

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true

Economic wellbeing: Money

- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

Economic wellbeing: Aspirations, work and career

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

Relationships		Health and Wellbeing		Living in the Wider World	
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.	Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.	Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.	Children can explain different ways that family and friends should care for one another.	Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.
How we achieve these					
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Being me in my world	Theme: Celebrating differences	Theme: Dreams and goals	Theme: Healthy me	Theme: Relationships	Theme: Changing me
NC Reference: L14 L15 L16	NC Reference: B1 B2 B3 B4 B5	NC Reference: L20 L21	NC Reference: H6 H7 H11	NC Reference: R1 R2 R3 R4 R5	NC Reference: L17 H10
Skills: Understanding that they are special • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences • Understand that they have choices	Skills: Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special	Skills: Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future	Skills: Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy	Skills: Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship	Skills: • Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class

KS1 PSHE Progression



Vocabulary: Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	Vocabulary: Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.	Vocabulary: Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.	Vocabulary: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.	Vocabulary: Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.	Vocabulary: Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Being me in my world	Theme: Celebrating differences	Theme: Dreams and goals	Theme: Healthy me	Theme: Relationships	Theme: Changing me
NC Reference: L17 L18	NC Reference: B1 B2 B3 B4 B5	NC Reference: L19 L20 L21	NC Reference: H6 H7 H11 H12 H13	NC Reference: L18 R1 R2 R3 R4 R5	NC Reference: H10
Skills: Recognise own feelings and know when and where to get help • Know how to make their class a safe and fair place • Show good listening skills • Recognise the feeling of being worried • Be able to work cooperatively	Skills: Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique	Skills: Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling	Skills: Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends	Skills: Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to	Skills: Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year
Vocabulary: Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.	Vocabulary: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.	Vocabulary: Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.	Vocabulary: Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	Vocabulary: Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability,	Vocabulary: Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable,

KS1 PSHE Progression



				Compliments, Celebrate, Appreciate.	Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy
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