

PSHE & RSE

VOCABULARY MAP			
Core Themes	EYFS	Year One	Year Two
Health and Wellbeing	Exercise, wash, brush teeth, toothbrush, tooth paste, brush hair, wash, bath, happy, sad, like/dislike	Body, mind, healthy, food, physical activity, sleep, germs, medicine, dentist, feelings, happy, sad, proud, jealous, angry, embarrassed, hurt, feeling, good, managing feelings, calm down, relax, change, loss, special, like, dislike, growing, changing, rules, safe, risk, internet safety, personal information, trust	Hygiene, dental care, sun damage, mental health, unique, private
Relationships	Family, mum, dad, brother, sister, granddad, grandma, nan, cousins, home	Families, friends, love, care, different, friendships, lonely, happy, unhappy, feelings, kind, unkind, bullying, unsafe, worried, secrets, respect,	Acquaintances, arguments, resolve, hurtful behavior, courteous

		polite, same, different, opinions	
Living in the Wider World	Park, home, visit, school, holiday, tablet, safe, rules	Rules, responsibilities, environment, community, same as, different to/from, computers, online, internet, money, work, jobs	

Assessment & Planning Statement

Planning in all year groups will reflect a progression of knowledge as set out below. Children will have the opportunity to explore a range of experiences, stories and explicit teaching which allows this curriculum to be taught. It is important to note that planning and classroom teaching is not exclusive to the children's learning. PSEH & RSE is embedded across the whole school, its practices, polices and collective worship. All staff follow and support the school rules and the skills needed to achieve these objectives. Language is explicitly taught in each lesson and supports the children's ability to talk about their emotions and experiences and enables the children to access the learning available to them. Whilst teaching and learning will be assessed as stated in the PSHE & RE policy it is important to note that many of these skills will be used outside of a school environment. It is also

important for the teaching of these essential skill to be taught in year one and year two so the children can have a better understanding of them

PROGRESSION OF KNOWLEDGE: HEALTH AND WELLBEING			
Core Themes	Year One	Year Two	Knowledge needed and Cross Curricular links
Healthy lifestyles (physical wellbeing) H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	<p>Know about the different types of food.</p> <p>Know about which foods they need to keep healthy.</p> <p>Know what they enjoy doing for fun.</p> <p>Know how to look after their bodies, including: dental hygiene, respiratory hygiene, medicines, sun screen and sleep.</p> <p>Know about the importance of playing outdoors.</p> <p>Know who they can go to when they are poorly.</p>	<p>Know about healthy routines, including exercise, socialization, sleep, dental hygiene and eating well.</p> <p>Can label the different food groups.</p> <p>Can plan and prepare a healthy meal or snack.</p> <p>Can explain why exercise is good for us.</p> <p>Can explain why you should limit screen time.</p> <p>Can explain and name the different people you visit when you are unwell.</p>	<p>Link to Science (senses, food, germs, hygiene, exercise)</p> <p>Link to PE (exercise)</p> <p>Link to DT (food preparation)</p> <p>Link to Computing.</p> <p>Link to English (stories, speaking and listening)</p>

	Talk about what different characters might do to be healthy.		
<p>Mental Health H11, H12, H13, H14, H15, H16, H17, H18, H19, H20</p>	<p>Can begin to identify and name some emotions in themselves and others, including: sad, happy, jealous, angry.</p> <p>Can explain that emotions and feelings affect how their body feels and/or identify how this affects others in real life or stories.</p> <p>Can begin to talk about how people can have a different point of view.</p> <p>To know some things that they need to do to be healthy and have a healthy daily routine.</p> <p>Can talk about the things they enjoy doing.</p>	<p>Can begin to identify and name some emotions in themselves and others, including: upset, anxious, overwhelmed, excited.</p> <p>Can explain that emotions and feelings affect how their body feels and /or identify how this affects others in real life or stories and suggest some strategies to feel better.</p> <p>Can begin to talk about how people can have a different point of view and explain why.</p> <p>To know what they need to do to be healthy and</p>	<p>Link to PE (exercise)</p> <p>Link to Science (bodies and growth)</p> <p>Link to English (speaking and listening)</p> <p>Link to healthy lifestyles.</p> <p>Knowledge needed:</p> <p>Explicitly taught vocabulary identify emotions.</p> <p>Understanding of the different types of emotions and range of feelings.</p> <p>Know who they can talk to about their feelings.</p>

	<p>Can ask for help when they are hurt or need help.</p>	<p>have a healthy daily routine. Can talk about the things they enjoy doing and explain why they like them. Know that you can ask for help from different people for different things.</p>	
<p>Ourselves, growing and changing H21, H22, H23, H24, H25, H26, H27, H28, H29, H30, H31, H32, H33, H34, H35, H36, H37</p>	<p>Know there is something they are good at and enjoy doing. Know what there is something special about them. Know about a family tradition. Know they have grown and changed in their lifetime. Know about some changes that they have experienced. Know about the emergency services and how they can help us.</p>	<p>Know what they enjoy doing and what they dislike. Talk about something they are good at. Know about different traditions for different families and cultures. Talk about something they can do now that they could not do before. Talk about the emergency services and what their roles are and</p>	<p>Link to RE (unique, traditions, what makes you special, family and culture) Link to Science (senses, growth and reproduction) Link to Maths (problem solving) Link to computing (staying safe online) Link to Geography (different environments) Link to school rules. Knowledge of:</p>

	<p>Know how to keep themselves safe in school.</p> <p>Know how to keep themselves when they are in familiar and unfamiliar places.</p>	<p>how they can help us.</p> <p>Know how to stay safe at home and in new environments.</p> <p>Know how to stay safe online.</p>	<p>Explicit teaching of vocabulary needed.</p> <p>Explicit teaching of who to go to when they need help.</p> <p>Explicit teaching of emergency services and their role.</p> <p>Explicit teaching of how to stay safe in different environments.</p> <p>Explicit teaching for safe use of medicine.</p>
<p>Drug, alcohol and tobacco H37</p>	<p>Know that you take some medicines when you are poorly.</p> <p>Know that it can be dangerous to take medicine without an adult.</p>	<p>Know that you get some medicine from a doctor and some medicine from a chemist.</p> <p>Talk about a time when they have taken a medicine and how it made them feel.</p>	<p>Link to science (bodies, senses and germs)</p> <p>Link to English (speaking and listening and stories)</p> <p>Knowledge of:</p> <p>Explicit vocabulary</p> <p>Explicit teaching regarding medicine and safety.</p>

PROGRESSION OF KNOWLEDGE: RELATIONSHIPS

Core Themes	Year One	Year Two	Knowledge needed and cross curricular links
<p>Families and close positive relationships R1, R2, R3, R4, R5, R6, R7, R8, R9</p>	<p>Can talk about their families. Can tell you about who looks after them. Can talk about what they like to do with their friends. Can use the school rules to help them.</p>	<p>Can talk about their families and why they are special. Can talk about who looks after them at different times. Can talk about what a good friend is. Can talk about how they are a good friend.</p>	<p>Link to science (growth and change) Link to English (speaking and listening, stories) Link to school rules Link to collective worship. Link to RE (culture and religions) Link to behavioral recovery</p>
<p>Managing hurtful behavior and bullying R10, R11, R12, R13, R14, R15, R16, R17, R18, R19, R20</p>	<p>Know how to be a kind friend. Know that actions can upset them. Know that their actions can upset someone else. Know that some areas of their body are private. Know who to talk to when they need help or they are upset/worried.</p>	<p>Talk about why they are a kind friend. Talk about how to solve a friendship problem. Know who to talk to if someone is hurt or if someone has hurt them. Know how to stay safe online. Know that some people behave differently.</p>	<p>programme. Link to computing (staying safe online) Link to ourselves, growing and changing (emergency services) Link to MTAs and TA interaction with children. Knowledge needed: Explicitly taught vocabulary.</p>

<p>Respecting self and others R21, R22, R23, R24, R25,</p>			<p>Where they can go to be supported and get help.</p> <p>Where there are quiet spaces.</p> <p>What strategies the can use to calm down and solve problems.</p>
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KNOWLEDGE PROGRESSION: LIVING IN THE WIDER WORLD			
Core Themes	Year One	Year Two	Knowledge needed and cross-curricular links.
<p>Living in the wider world L1, L2, L3</p>	<p>To talk about the school rules and what they mean.</p> <p>To talk about how to look after a plant or an animal.</p> <p>To talk about what they need to do everyday to be healthy.</p> <p>To talk about their kind actions.</p>	<p>To talk about the school rules and why we have them.</p> <p>To talk about different needs for living things.</p> <p>To talk about what humans and some animals need to survive.</p> <p>To talk about how they looked after someone or something.</p>	<p>Link to MTAs/TA</p> <p>Link to Science (growth, animals, plants)</p> <p>Link to RE (different cultures, celebrations, traditions)</p> <p>Link to emotional literacy</p> <p>Link to school rules and collective worship.</p> <p>Kink to Computing</p>

<p>Communities L4, L5, L6,</p>	<p>To know about the different traditions they have as a family. To know about the different celebrations we have each year. To talk about different clubs or places they go to or visit. To talk about something that makes them special.</p>	<p>To know what makes their family special. To know about different celebrations other people may have. To talk about how some people are the same and how some are different. To understand that it is ok for us all not to be the same.</p>	<p>(staying safe online) Link to behavior recovery programme. Link to school vision for a learning community. Link to Maths (money) Link to Geography (local community) Knowledge needed: Explicit teaching of vocabulary</p>
<p>Media literacy and digital resilience L7, L8, L9</p>	<p>To use some electronic devices. To talk about the electronic devices, they use at home and school. To talk about how they can keep themselves safe and healthy when using electronic devices.</p>	<p>To talk about internet safety. To know how to search for something safely on the internet. To know who they can talk to if they need help. To understand that some things online may not be safe.</p>	
<p>Economic wellbeing: Money L10, L11, L12, L13</p>	<p>To know that you can use money to buy things.</p>	<p>To know that there are different places you can go to buy things.</p>	

	<p>To know that you may not be able to have everything you want.</p>	<p>To know you can buy somethings online.</p> <p>To know that you may have to save money to buy somethings.</p>	
<p>Economic wellbeing: Aspirations, work and career L14, L15, L16, L17</p>	<p>To talk about what they might want to do when they grow up.</p> <p>To know about different careers/jobs.</p> <p>To know you get paid to do a job.</p>	<p>To know why they want to do a certain job when they grow up.</p> <p>To talk about how some jobs help people.</p> <p>To talk about things they enjoy doing and how they might want to do this when they grow up.</p> <p>To think about some of the different skills they might need to do a certain job.</p>	