

PSHCE IN EYFS

Personal, Social and Emotional Development Self-Regulation ELG

Children at the expected level of development will:
 - 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 ELG Children at the expected level of development will: - 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 ELG

Children at the expected level of development will: - 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.

PSHCE IN KS1

CITIZENSHIP – a focus on securing key knowledge of a small number of ideas, including belonging, fairness, simple rules and laws that help us live together in a community

	Year 1	Year 2
Autumn 1 Knowledge Vocabulary	Rules Goals Fairness Community Achievements Challenge Friendships Differences Similarities	Rules Goals Fairness Community Achievements Challenge Respect Bullying Law
Skills	To be able to draw up a set of classroom rules To identify goals and recognise achievements To understand unkind behaviours. How to respond appropriately to unkind behaviours Understanding differences and similarities in each other.	To be able to draw up a set of classrooms To identify goals and recognise achievements To understand and identify bullying behaviours To be able to empathise with others and their feelings To use helpful strategies when dealing with unkind behaviour

<p>Autumn 1 Concepts</p>	<p style="text-align: center;"><u>Rules</u></p> <ul style="list-style-type: none"> • How they contribute to the life of the classroom. • To help construct and agree to follow group class rules and to understand how these rules help them <p style="text-align: center;"><u>Goals</u></p> <ul style="list-style-type: none"> • To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple, but challenging goals. <p style="text-align: center;"><u>Caring friendships</u></p> <ul style="list-style-type: none"> • Recognise that their behaviour can affect others • To listen to others and play and work co-operatively (inc strategies to resolve simple arguments) • to recognise when people are being unkind to them or others, how to respond, who to tell and what to say <p style="text-align: center;"><u>Respectful r'ships</u></p> <ul style="list-style-type: none"> • Celebrating individual differences • To recognise ways in which they are all different and unique • To recognise ways in which we are the same as all other people, what we have in common. 	<p style="text-align: center;"><u>Rules</u></p> <ul style="list-style-type: none"> • How they contribute to the life of the classroom and school • To help construct and agree to follow group class and school rules and to understand how these rules help them <p style="text-align: center;"><u>Goals</u></p> <ul style="list-style-type: none"> • To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple, but challenging goals. <p style="text-align: center;"><u>Caring friendships</u></p> <ul style="list-style-type: none"> • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to know that people's bodies and feelings can be hurt (inc what makes them feel comfortable and uncomfortable) <p style="text-align: center;"><u>Respectful r'ships</u></p> <ul style="list-style-type: none"> • the importance of respecting others • recognise different types of bullying and understand that these are wrong and unacceptable • strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
<p>Autumn 2 Knowledge Vocabulary</p>	<p style="text-align: center;">Family Community Internet safety Stranger</p>	<p style="text-align: center;">Physical safety Emotional safety ESafety Respect Privacy PANTS</p>
<p>Skills</p>	<p>To understand the concept of families and community To know how to interact with adults that they do not know</p>	<p>To understand the concept of families and community To be aware of different family structures To know how to stay safe on-line</p>

	<p>To understand how to ask for help from adults who look after them To use safety scripts. To know how to stay safe on-line</p>	<p>To know how to interact with adults that they do not know To understand how to keep themselves safe online and in real life</p>
Autumn 2 Concepts	<p style="text-align: center;"><u>Families</u></p> <ul style="list-style-type: none"> Identify their special people (family, friends and carers), what makes them special and how special people care for one another Know that they belong to different groups and communities such as family and school <p><u>Being safe (inc. online safety)</u></p> <ul style="list-style-type: none"> people who look after them, their family networks, who to go to if they are worried and how to attract their attention keeping themselves and others safe yes/no/I'll ask/I'll tell. to respond safely and appropriately to adults they may encounter but do not know (strangers?) to know about rules and ways of keeping physically and emotionally safe inc responsible ICT use and online safety 	<p style="text-align: center;"><u>Families</u></p> <ul style="list-style-type: none"> recognise the importance of family and that they provide love, security and stability to identify and respect the differences and similarities between people recognise that others' families may look different to their own <p style="text-align: center;"><u>Being safe (inc. online safety)</u></p> <ul style="list-style-type: none"> to know about rules and ways of keeping physically and emotionally safe inc responsible ICT use and online safety to recognise the difference between secrets and nice surprises and the importance of not keeping secrets which make them feel uncomfortable, anxious or afraid to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (inc. who to tell and how) what is meant by privacy; their right to keep things private and respect others' privacy (don't keep secrets if they relate to being safe) keeping themselves and others safe yes/no/I'll ask/I'll tell (knowing that they do not need to keep secrets) PANTS
	HEALTHY BODY/HEALTHY MIND Spring 1	
Knowledge Vocabulary	<p>Mental and physical well-being Healthy eating Healthy lifestyle</p>	<p>Mental and physical well-being Healthy eating Healthy Lifestyle Consequences</p>
Skills	<p>To apply growth mindset strategies. To understand the importance of a healthy body and mind. To be able to convey their emotions and identify emotions in others.</p>	<p>To learn how to manage different feelings/ emotions. To understand the important of a healthy body and mind. To understand the impact too much online activity can have on our body. Identify consequences for actions.</p>
Concepts	<p>To be able to identify adults who can help them when worried To understand the impact of their actions.</p>	

	<p>Understanding what bullying is.</p> <p><u>Mental wellbeing, Healthy eating</u> <u>Physical health</u></p> <ul style="list-style-type: none"> • To recognise mental wellbeing is a normal part of everyday life in the same way as physical health • What constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, rest and healthy eating • Recognise, describe and communicate a variety of feelings and emotions in themselves and others • To recognise that choices can have good/not so good consequences • Recognise benefits of balancing time on/offline • To know who to go to for help if worried • To recognise different types of bullying 	<p><u>Mental wellbeing, Healthy eating</u> <u>Physical health</u></p> <ul style="list-style-type: none"> • To know about good feelings and not so good feelings and describe their feelings to others and develop simple strategies for managing feelings • To make real, informed choices that improve their physical and emotional health • To recognise that choices can have good/not so good consequences • Recognise benefits of balancing time on/offline
Spring 2 Knowledge Vocabulary	<p>Hygiene Germs Disease Emergency services</p>	<p>Hygiene Germs Disease Emergency services Household products</p>
Spring 2 Skills	<p>To understand the role emergency services play in our lives To understand how to keep themselves clean and how this helps them avoid illnesses</p>	<p>To understand the role emergency services play in our lives and how to contact them in case of emergency To understand how to keep themselves clean and how this helps them avoid illnesses To understand the dangers of household products</p>
Spring 2 Concepts	<p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> • Basic personal hygiene, how germs are spread, importance of handwashing • To develop simple skills to prevent diseases spreading <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> • Recognise special people who look after them in 	<p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> • The importance of, and how to maintain personal hygiene • Recognise that household products, including medicines could be harmful if not used properly. • Recognise how some diseases are spread; the responsibilities they have for their own health; develop simple skills to help prevent diseases spreading. <p><u>Basic first aid</u></p>

	<p>their community and who are responsible for looking after them and keeping them safe e.g. doctors, nurses, police officers etc</p>	<ul style="list-style-type: none"> As Year 1 plus knowing how to contact these people, making a 999 call in an emergency. Non-emergency 101.
Summer 1 Knowledge Vocabulary	<p>Rights Responsibilities Environment Spending/ Saving</p>	<p>Rights Responsibilities Environment Spending/ Saving Energy conservation</p>
Summer 1 Skills	<p>To understand the concepts of rights and responsibilities and how these apply to everyday situations To be able to recognise ways in which we can improve our environment To understand the importance of money</p>	<p>To understand the concepts of rights and responsibilities and how these apply to everyday situations To be able to recognise ways in which we can improve our environment To understand the concept of 'saving energy' To understand the importance of money and why we might choose to save or spend</p>
Summer 1 Concepts	<p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> to know that people and other living things have rights and that everyone has responsibilities to protect those rights (include taking turns and sharing and returning borrowed items) <p><u>Protecting the Environment</u></p> <ul style="list-style-type: none"> to recognise things that improve or harm our local, natural and built environment <p><u>Money</u> (Purpose and role)</p> <ul style="list-style-type: none"> To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 	<p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> to know that people and other living things have rights and that everyone has responsibilities to protect those rights (include protecting others' bodies and feelings) <p><u>Protecting the environment</u></p> <ul style="list-style-type: none"> To develop strategies and skills to help care for and protect their local, natural and built environments (include conserving energy) <p><u>Money</u> (Spend and save)</p> <ul style="list-style-type: none"> To know about the role money plays in their lives including how to keep it safe, choices about spending and saving money and what influences these choices
Summer 2 Knowledge Vocabulary	<p>Road safety Water safety Online safety</p>	<p>Online Safety Environment Water and fire safety</p>
Summer 2 Skills	<p>To use a bike/scooter safely near a road To know how to stay safe near/in water. To use the internet safely.</p>	<p>To understand how to stay safe with:</p> <ul style="list-style-type: none"> Fire Water Rail Environment

		<ul style="list-style-type: none"> • Internet/ online
Summer 2 Concepts	<p><u>Being safe</u></p> <ul style="list-style-type: none"> • To learn rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety (revisit if necessary) road safety, cycle/scooter safety and water safety 	<p><u>Being safe</u></p> <ul style="list-style-type: none"> • To learn rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety (revisit if necessary), safety in the environment, rail, water and fire safety