

PSHCE 2023- 2024

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

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

Autumn 1

Skills & Concepts

Year 1

Rules

To be able to draw up a set of classroom rules.
*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*

What is fairness in rules?

Goals

To identify goals and recognise achievements.
To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple, but challenging goals.

Caring friendships

To understand unkind behaviours.

To know how to respond appropriately to unkind behaviours .

To recognise when people are being unkind to them or others, how to respond, who to tell and what to say.

Strategies to resolve simple arguments

*Recognise that their behaviour can affect others
To listen to others and play and work co-operatively*

Respectful r'ships

Understanding differences and similarities in each other.

Year 2

Rules

To know about rules and ways of keeping physically and emotionally safe.

To be able to draw up a set of classrooms.
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.

What are laws? Why do we have them?

Goals

To identify goals and recognise achievements.
To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple, but challenging goals.

Caring friendships

To understand and identify bullying behaviours

To recognise what is fair and unfair, kind and unkind, what is right and wrong.

To be able to empathise with others and their feelings

To know that people's bodies and feelings can be hurt (inc what makes them feel comfortable and uncomfortable)

<p><i>Celebrating individual differences. To recognise ways in which they are all different and unique</i> <i>To recognise ways in which we are the same as all other people, what we have in common.</i></p>	<p><u>Respectful r'ships</u> To use helpful strategies when dealing with unkind behaviour <i>strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</i> To know how to respect others in our school community. <i>The importance of respecting others recognise different types of bullying and understand that these are wrong and unacceptable</i></p>
KNOWLEDGE & KEY VOCABULARY	
Year 1	Year 2
<p>Rules Goals Fairness Community Achievements Challenge Friendships Differences Similarities</p>	<p>Rules Goals Community Achievements Challenge Respect Bullying Law</p>
Autumn 2	
Skills & Concepts	
Year 1	Year 2
<p style="text-align: center;"><u>Families</u></p> <p>To understand the concept of families and community Identify their special people. <i>(family, friends and carers), what makes them special and how special people care for one another</i> To know that they belong to different groups and communities such as family and school.</p> <p style="text-align: center;"><u>Being safe (inc. online safety)</u></p> <p>To know how to interact with adults that they do not know. <i>To respond safely and appropriately to adults they may encounter but do not know (strangers)</i> To understand how to ask for help from adults who look after them. <i>people who look after them, their family networks, who to go to if they are worried and how to attract their attention</i> To use safety scripts. <i>keeping themselves and others safe yes/no/I'll ask/I'll tell.</i> To know how to stay safe on-line <i>to know about rules and ways of keeping physically and emotionally safe inc responsible ICT use and online safety</i></p>	<p style="text-align: center;"><u>Families</u></p> <p>To understand the concept of families and community. <i>recognise the importance of family and that they provide love, security and stability</i> To be aware of different family structures <i>to identify and respect the differences and similarities between people</i> <i>recognise that others' families may look different to their own</i></p> <p style="text-align: center;"><u>Being safe (inc. online safety)</u></p> <p>To know how to stay safe online. <i>responsible ICT use and online safety.</i></p> <p>To recognise the difference between secrets and nice surprises. To know the importance of not keeping secrets which make them feel uncomfortable, anxious or afraid. <i>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)</i> To understand physical contact. PANTS <i>To know what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (inc. who to tell and how)</i></p> <p>To understand how to keep themselves safe.</p>

	yes/no/I'll ask/I'll tell.
KNOWLEDGE & KEY VOCABULARY	
Year 1	Year 2
Family Community Internet safety Stranger	Physical safety Emotional safety ESafety Respect Privacy PANTS
Spring 1	
Skills & Concepts	
Year 1	Year 2
<p style="text-align: center;"><u>Mental wellbeing, Healthy eating</u> <u>Physical health</u></p> <p style="text-align: center;">To identify different feelings/ emotions.</p> <p>To be able to convey their emotions and identify emotions in others. <i>Recognise, describe and communicate a variety of feelings and emotions in themselves and others</i></p> <p>To be able to identify adults who can help them when worried. <i>To know who to go to for help if worried</i></p> <p>To know that actions can have good/not so good consequences. <i>To understand the impact of their actions.</i></p> <p>To understand what bullying is. <i>To recognise different types of bullying</i></p> <p>What is a healthy mind? Why is it important?</p> <p>What is a healthy body? Why is it important? <i>To recognise mental wellbeing is a normal part of everyday life in the same way as physical health</i> <i>What constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, rest and healthy eating</i></p>	<p style="text-align: center;"><u>Mental wellbeing, Healthy eating</u> <u>Physical health</u></p> <p style="text-align: center;">To learn how to manage different feelings/ emotions.</p> <p><i>To know about good feelings and not so good feelings and describe their feelings to others and develop simple strategies for managing feelings.</i></p> <p>To identify consequences for actions. <i>To recognise that choices can have good/not so good consequences</i></p> <p>To understand the important of a healthy body and mind. <i>To make real, informed choices that improve their physical and emotional health.</i></p> <p>To understand the impact too much online activity can have on our body. <i>Recognise benefits of balancing time on/offline</i></p>
KNOWLEDGE & KEY VOCABULARY	
Year 1	Year 2
Feelings / emotions Mental and physical well-being worried Healthy eating Healthy lifestyle	Feelings/ emotions Consequences Mental and physical well-being Healthy eating Healthy Lifestyle Healthy body and mind
Spring 2	
Skills & Concepts	
Year 1	Year 2
<p style="text-align: center;"><u>Health and Prevention</u></p> <p>To understand how to keep themselves clean. <i>Basic personal hygiene, how germs are spread, importance of handwashing</i></p> <p>To develop simple skills to prevent germs spreading.</p>	<p style="text-align: center;"><u>Health and Prevention</u></p> <p>To understand how to keep themselves clean and how this helps them avoid illnesses. <i>The importance of, and how to maintain personal hygiene</i></p> <p>To understand the dangers of household products.</p>

<p style="text-align: center;"><u>Basic first aid</u></p> <p>To identify emergency services.</p> <p>To understand who are responsible for looking after us.</p> <p><i>Recognise special people who look after them in their community and who are responsible for looking after them and keeping them safe</i> <i>e.g. doctors, nurses, police officers etc</i></p>	<p><i>Recognise that household products, including medicines could be harmful if not used properly.</i></p> <p><i>Recognise how some diseases are spread; the responsibilities they have for their own health; develop simple skills to help prevent diseases spreading.</i></p> <p style="text-align: center;"><u>Basic first aid</u></p> <p>To understand the role emergency services play in our lives.</p> <p>How to contact emergency services in case of an emergency.</p> <p>As Year 1 plus knowing how to contact these people, making a 999 call in an emergency.</p>
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KNOWLEDGE & KEY VOCABULARY

Year 1	Year 2
Hygiene Germs Emergency services doctors, nurses, police officers	Hygiene Germs Disease Emergency services Household products

Summer 1

Skills & Concepts

Year 1	Year 2
<p style="text-align: center;"><u>Rights and responsibilities</u></p> <p>To understand the concepts taking turns, sharing and returning borrowed items.</p> <p><i>To know that people and other living things have rights and that everyone has responsibilities to protect those rights</i></p> <p style="text-align: center;"><u>Protecting the Environment</u></p> <p>What is meant by ‘our local, natural and built environment’?</p> <p>To recognise things that improve or harm our local, natural and built environment.</p> <p>To be able to recognise ways in which we can improve our environment.</p> <p style="text-align: center;"><u>Money</u></p> <p><i>(Purpose and role)</i></p> <p>To understand the importance of money.</p> <p><i>To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</i></p>	<p style="text-align: center;"><u>Rights and responsibilities</u></p> <p>To understand the concepts of rights and responsibilities and how these apply to everyday situations.</p> <p><i>people and other living things have rights and that everyone has responsibilities to protect those rights (include protecting others’ bodies and feelings)</i></p> <p style="text-align: center;"><u>Protecting the environment</u></p> <p>To be able to recognise ways in which we can improve our environment</p> <p>To understand the concept of ‘saving energy’</p> <p><i>develop strategies and skills to help care for and protect their local, natural and built environments (include conserving energy)</i></p> <p style="text-align: center;"><u>Money</u></p> <p><i>(Spend and save)</i></p> <p>To understand the importance of money and why we might choose to save or spend.</p> <p><i>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.</i></p>

KNOWLEDGE & KEY VOCABULARY

Year 1	Year 2
Rights Responsibilities Environment Spending/ Saving	Rights Responsibilities Environment Spending/ Saving Energy conservation

Summer 2	
Skills & Concepts	
Year 1	Year 2
<p><u>Being safe</u></p> <p>To walk safely near a road. road safety journey</p> <p>To know how to stay safe near water. <i>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</i> https://www.think.gov.uk/resource/crossing-roads/</p>	<p><u>Being safe</u></p> <p>To understand how to stay safe near fire. <i>Fire place, fireworks, bonfire, fire lighting equipment.</i> https://www.london-fire.gov.uk/schools/learning-resources/</p> <p>To use a scooter/ bike safely. <i>Using a helmet safely</i></p> <p>To use the internet safely. <i>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</i></p>
KNOWLEDGE & KEY VOCABULARY	
Year 1	Year 2
<p>Road safety Water safety Online safety Armbands</p>	<p>Fire safety Online Safety Scooter/ bike Helmet</p>