

Half term / Key question:		
Key: R=Relationships L=Living in the wider world H =Health and wellbeing	PSHE (RHE) CURRICULUM OVERVIEW (KS1) Knowledge	Skills In this unit of work, pupils learn...
Year One Autumn 1 What makes a good friend?	Relationships -Friendship; feeling lonely; managing arguments 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 R25. how to talk about and share their opinions on things that matter to them.	<ul style="list-style-type: none"> • how to make friends with others ^[L]_[SEP] • how to recognise when they feel lonely and what they could do about it ^[L]_[SEP] • how people behave when they are being friendly and what makes a good friend ^[L]_[SEP] • how to resolve arguments that can occur in friendships ^[L]_[SEP] • how to ask for help if a friendship is making them unhappy ^[L]_[SEP]
Year One Autumn 2 What is bullying?	Relationships -Behaviour; bullying; words and actions; respect for others 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 R16. about how to respond if physical contact	<ul style="list-style-type: none"> • how words and actions can affect how people feel ^[L]_[SEP] • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe ^[L]_[SEP] • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable ^[L]_[SEP] • how to respond if this happens in different situations ^[L]_[SEP] • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so ^[L]_[SEP]

	<p>makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	
<p>Year One</p> <p>Spring 1</p> <p>Who helps us stay healthy?</p>	<p>Health and wellbeing -Being healthy; hygiene; medicines; people who help us with health</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) ^[L]_[SEP] • that things people put into or onto their bodies can affect how they feel ^[L]_[SEP] • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on ^[L]_[SEP] • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing ^{[L][L]}_{[SEP][SEP]}

<p>Year One</p> <p>Spring 2</p> <p>Who helps to keep us safe?</p>	<p>Health and wellbeing -Keeping safe; people who help us^{[L][SEP]}</p> <p>H33. about the people whose job it is to help keep us safe- the jobs they do and how they help people</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>R15. how to respond safely to adults they don't know</p> <p>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</p> <p>L5. about the different roles and responsibilities people have in their community.</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people^{[L][SEP]} • who can help them in different places and situations; how to react someone's attention or ask for help; what to say^{[L][SEP]} • how to respond safely to adults they don't know^{[L][SEP]} • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard^{[L][SEP]} • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
<p>Year One</p> <p>Summer 1</p> <p>What can we do with money?</p>	<p>Living in the wider world -Money; making choices; needs and wants</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<ul style="list-style-type: none"> • what money is - that money comes in different forms^{[L][SEP]} • how money is obtained (e.g. earned, won, borrowed, presents)^{[L][SEP]} • how people make choices about what to do with money, including spending and saving^{[L][SEP]} • the difference between needs and wants - that people may not always be able to have the things they want^{[L][SEP]} • how to keep money safe and the different ways of doing this^{[L][SEP]}
<p>Year One</p>	<p>Living in the wider world -Ourselves and others; the world around us; caring for</p>	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively^{[L][SEP]}

<p>Summer 2</p> <p>How can we look after each other and the world?</p>	<p>others; growing and changing</p> <p>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 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 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 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.</p>	<ul style="list-style-type: none"> the responsibilities they have in and out of the classroom ^[SEP] how people and animals need to be looked after and cared for ^[SEP] what can harm the local and global environment; how they and others can help care for it ^[SEP] how people grow and change and how people's needs change as they grow from young to old ^[SEP] how to manage change when moving to a new class/year group ^[SEP]
<p>Half term / Key question:</p>	<p>Topic</p>	<p>In this unit of work, pupils learn...</p>
<p>Year Two</p> <p>Autumn 1</p> <p>What helps us to stay safe?</p>	<p>Health and wellbeing -Keeping safe; recognising risk; rules</p> <p>H28 about rules and age restrictions that keep us safe H29 to recognize risk in simple everyday situations and what action to take to minimize 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 the household products (including medicines) can be harmful if not used correctly. H32 ways to keep safe in familiar and</p>	<ul style="list-style-type: none"> how rules and restrictions help them to keep safe(eg: basic road, fire, cycle, water safety in relation to medicine /household products and online how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments including online) and take steps to avoid or remove themselves from them how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. How not everything they see online is true or trustworthy and that people can pretend to be someone they are not

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	<p>unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>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.</p> <p>R14 that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>R16 about how to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>R18 about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19 basic techniques for resisting pressure to do something they don't want to do and which may make them feel unsafe.</p> <p>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</p> <p>L1 about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L9 that not all information seen online is true</p>	<ul style="list-style-type: none"> • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.
<p>Year Two Autumn 2</p> <p>Who help us grow and stay healthy?</p>	<p>Health and wellbeing -Being healthy: eating, drinking, playing and sleeping</p> <p>H1 about what keeping healthy means; different ways to keep healthy</p> <p>H2 about foods that support good health and</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest ^[L]_[SEP] • that eating and drinking too much sugar can affect their health, including dental health ^[L]_[SEP] • how to be physically active and how much rest and sleep they should have everyday ^[L]_[SEP]

	<p>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. H8 how to keep safe in the sun and protect skin from sun damage. H9 about different ways to learn and play; recognizing the importance of knowing when to take a break from time online or TV</p>	<ul style="list-style-type: none"> • that there are different ways to learn and play; how to know when to take a break from screen- me [L] [SEP] • how sunshine helps bodies to grow and how to keep safe and well in the sun [L] [SEP]
<p>Year Two Spring 1 How do we recognise our feelings?</p>	<p>Health and wellbeing -Feelings; mood; themes of change; loss and bereavement; growing up</p> <p>H11 about different feelings that humans can experience H12 how to recognise and name different feelings H13 how feelings can affect peoples 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</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings [L] [SEP] • what helps them to feel good, or better if not feeling good [L] [SEP] • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) [L] [SEP] • how feelings can affect people in their bodies and their behaviour [L] [SEP] • ways to manage big feelings and the importance of sharing their feelings with someone they trust [L] [SEP] • how to recognise when they might need help with feelings and how to ask for help when they need it [L] [SEP]

	<p>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. H24 how to recognise and manage when finding things difficult. H27 about preparing to move to a new class/year group.</p>	
<p>Year Two Spring 2 What jobs do people do?</p>	<p>Living in the wider world -People and jobs; money; role of the internet</p> <p>L15that 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. L7about how the internet and digital services can be used safely to find things out and to communicate with others. L8 about the role of the internet in everyday life.</p>	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want [L][SEP] • about a range of different jobs, including those done by people they know or people who work in their community [L][SEP] • how people have different strengths and interests that enable them to do different jobs [L][SEP] • how people use the internet and digital devices in their jobs and everyday life [L][SEP]
<p>Year Two Summer 1 What is the same and different about us?</p>	<p>Relationships -Ourselves and others; similarities and differences; individuality; our bodies</p> <p>H21to recognise what makes them special. H22 to recognize the ways in which we are all unique. H23 to identify what they are good at, what they like and dislike H25to name the main parts of the body including</p>	<ul style="list-style-type: none"> • what they like/dislike and are good at [L][SEP] • what makes them special and how everyone has different strengths [L][SEP] • how their personal features or qualities are unique to them [L][SEP] • how they are similar or different to others, and what they have in common [L][SEP] • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private [L][SEP]

	<p>external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>R13 to recognise that some things are private and the importance of respecting privacy; the parts of their body covered by underwear are private.</p> <p>R23 to recognise the ways in which they are the same and different to others</p> <p>L6 to recognise the ways they are the same as, and different to other people.</p> <p>L14 that everyone has strengths.</p>	
<p>Year Two</p> <p>Summer 2</p> <p>Who is special to us?</p>	<p>Relationships Ourselves and others; people who care for us; groups we belong to; families</p> <p>L4 about the different groups they belong to.</p> <p>R1 about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>R2 to identify the people who love and care for them and what they do to help them feel cared for.</p> <p>R3 about different types of families including those that may be different to their own.</p> <p>R4 to identify common features of family life.</p> <p>R5 that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs ^[L]_[SEP] • about the different people in their family / those that love and care for them ^[L]_[SEP] • what their family members, or people that are special to them, do to make them feel loved and cared for ^[L]_[SEP] • how families are all different but share common features – what is the same and different about them ^[L]_[SEP] • about different features of family life, including what families do / enjoy together ^[L]_[SEP] • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried ^[L]_[SEP]