



Porters Grange Primary School

PSHE Learning Sequence

Early Years		Key Stage One		Key Stage Two			
Nursery Range 4-5	Reception Range 6 <i>ELG</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and wellbeing: Healthy lifestyles (physical wellbeing) Autumn 1							
<p><i>Can wash and dry hands effectively and understands why this important.</i> Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support.</p> <p><i>Gains more bladder and bowel control and can attend to toileting needs most of the time themselves.</i> Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for preference for toilet or potty.</p> <p><i>Willing to try a range of different textures and tastes and express a preference.</i> Feeds self competently. Can hold a cup with two hands and drink water without spilling.</p> <p>Needs to sleep for 10-13 hours in a 24 hour period.</p> <p><i>Observes/describes in words or actions the effects of physical activity on their bodies.</i> Very energetic in short bursts and needs time for rest and calm with at least three hours of exercise spread throughout the day.</p> <p><i>Can tell adults when they are hungry, full up or tired or when they want a rest, sleep or play.</i></p> <p><i>Working towards a consistent daily pattern in relation to eating toileting, and sleep routines and understands why this important.</i></p>	<p><i>Children at the expected level of development will: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p>Describe physical changes to the body that occur when feeling unwell, anxious, tired, angry or sad.</p> <p>Usually clean and dry during the day.</p> <p>Eat a range of healthy foodstuffs and understands needs for variety in foods. Describe a range of different food textures and tastes when cooking.</p> <p>Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.</p> <p>Shows some understanding that good practices for exercise, drinking water, sleeping and hygiene contribute to good health.</p> <p><i>exercise, diet, clean, healthy, safe</i></p>	<p>Understand the importance of personal hygiene, including hand washing, bathing and looking after teeth.</p> <p>Explore ways of eating a healthy and having a balanced diet, including the benefits of fruit and vegetables, and the harms of consuming too much sugar and junk food.</p> <p>Learn about the importance of physical activity and exercise for their health, and the benefits of activities such as running, jumping and swimming.</p> <p><i>healthy, unhealthy germs, spread, clean unclean, hygiene product, teeth decay, dentist Sugary foods, brushing, diet exercise, heart lungs, breathing brain</i></p>	<p>Learn about the importance of good hygiene practises, such as washing hands thoroughly and regularly, and the importance of keeping the environment clean and tidy</p> <p>Learn about how their lifestyle choices can impact their health, including the benefits of eating a variety of foods, staying clean, drinking water, getting enough sleep and engaging in regular physical activity.</p> <p>How to keep safe in the sun and protect skin from sun damage (Sum 2)</p> <p><i>prevent, physical activity healthy diet, active sleep, rest, routine concentration balanced lifestyle, habits, screen time, sun, hat, hot, burn, sun rays, skin, sun cream, sun glasses, t-shirt, protect, shade</i></p>	<p>Knowledge of cleanliness and hygiene routines and signs of illness and health</p> <p>Learn about the importance of eating a balanced and varied diet, including reading food labels and substituting food choices</p> <p><i>wider importance solutions personal hygiene routines, cleanliness bacteria, enamel dental plaque, cavities fluoride, oral hygiene hair care, head lice nit eggs</i></p>	<p>Understand the importance of maintaining personal hygiene, including regular hand washing and dental care. Recognise opportunities to limit the spread of infection.</p> <p>Plan balanced nutrition and know the importance of choosing and eating healthy food.</p> <p>Understanding the importance of choosing regular exercise and physical activity for maintaining good health.</p> <p>Recognise the benefits of drinking plenty of water</p> <p>Benefits of sun exposure and risks of over exposure (Sum 2)</p> <p><i>exposed, infectious diseases, harmless, harmful transmission saturated fat, salt food smart, food labels influence, organs oxygen, carbon dioxide pulse, hydrated concentration, sweat, urine, bowel movements, heat stroke, sun burn, UV rays, UV light</i></p>	<p>Recognise opportunities to limit the spread of infection and maintain personal hygiene. Learn that some diseases can be prevented by vaccination, immunisation and/or responsible use of medicines.</p> <p>Learn about food groups and making better choices to maintain a balanced diet. Identify factors which may influence the healthy choices people can make.</p> <p><i>white blood cells, antibodies, memory cells, vaccines, immune system, dietary habit, peer pressure, preferences, allergies, intolerances, beliefs, availability, influence, overweight, heart disease, obesity, self conscious, motivate, weight bearing</i></p>	<p>Recognise opportunities to limit the spread of infection and maintain personal hygiene. Learn how some viruses are formed and transmitted and how they can vary in virulence.</p> <p>Importance of healthy routines to support physical well-being. Identify the benefits of a good nights sleep and strategies for improving sleep hygiene.</p> <p><i>coronaviruses, contagious, droplet closed spaces, hosts mutation, pandemic winding down, sleep terrors, teeth grinding sleep factors, brain function, memory decision making</i></p>

Early Years		Health and wellbeing: Healthy lifestyles (Mental Health) Autumn 1					
<p>Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. Expresses the self aware emotions of pride and embarrassment as well as a wide range of other feelings.</p> <p>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions.</p> <p>Can increasingly express their thoughts and emotions through word as well as continuing to use facial expressions.</p> <p>May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares. Can feel overwhelmed by intense emotions, resulting in emotional collapse when frightened, frustrated, angry, anxious or overstimulated.</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. Responds to the feelings of others, showing concern and offering comfort. Shows empathy and concern for people who are special to them by partially matching other's feelings with their own, e.g. may offer a child a toy they know they like.</p>	<p>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.</p> <p>Understand their own and others people's feelings, offering empathy and comfort. Talk about their own and others' feelings and behaviour and its consequences.</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p>	<p>Recognise and name different feelings.</p> <p>Learn about emotions and feelings and how to express them in a healthy way.</p> <p>Talk about unexpected changes and feelings associated with it.</p>	<p>Identify feelings and emotions in ourselves and others and how these can differ. Talk about feelings can change.</p> <p>Learn about the importance of self-care and strategies for coping with stress and anxiety in a healthy way.</p> <p>Discuss unexpected changes, including loss and the feelings it creates.</p>	<p>Recognise and express difficult feelings and emotions. Know that difficult feelings and emotions can change over time and in intensity.</p> <p>Learn strategies for coping with stress, anxiety and other difficult emotions and how to seek help if needed.</p> <p>Learn how to communicate effectively, resolve conflicts, work as a team and treat others with kindness and respect.</p>	<p>Identify and express emotions appropriately and develop resilience.</p> <p>Learn coping strategies for managing stress, anxiety and anger by expressing emotions using think/feel/do.</p> <p>Understand the concept of empathy and being aware of other people's feelings.</p>	<p>Understand the importance of regular exercise and its impact on physical and mental health. Explain the term mental health and how feelings and moods can change over time.</p> <p>Recognise and manage a range of emotions and learn strategies to build resilience and cope with challenges. Categorise strategies into every day, sometimes, if there's a problem, rarely or not at all.</p> <p>Understand about change and loss, including death and how this can affect feelings. Ways of expressing and managing grief.</p>	<p>Develop a deeper understanding of mental health, the warning signs that can be given and the importance of seeking help when needed. Understand the term mental health and how anyone can be affected by mental ill health.</p> <p>Recognise warning signs that someone is not feeling so good in their mind and that feelings can be conflicting.</p> <p>Apply problem solving strategies to deal with emotions, challenge and change.</p>
<p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.</p> <p>Observes and controls breath, able to take deep breaths, crunching and releasing their breath.</p>	<p><i>feelings, happy, sad, angry, scared, excited</i></p>	<p><i>feelings, behaviour worried, surprised calm, scared embarrassed, sad happy, confused angry, anger Unexpected changes managing sadness, unhappy annoyed, fear worry, lonely, deep breaths, positive</i></p>	<p><i>prevent active sleep, rest, routine concentration balanced lifestyle, habits, screen time, frightened, excited loving, support, mad, afraid, losing control, strategies, loss, disappointment, upset, pain, hurt, brave, disguise, true feelings</i></p>	<p><i>strong feelings thinking emotions moods overwhelming Coping skills, furious wound up, explosive frustrated, cross, fed up warning signs, proportionate, nervous terrified, petrified concerned, intensity, guilt guilty, uncomfortable impact, individuality, positivity, impact</i></p>	<p><i>cheerful, joyful, ecstatic forlorn, heart-broken anxious, irritated, troubled, distressed, pleased, satisfied, delighted, overjoyed, action, situation, excitement, nervous, relieved unsure relaxed ashamed, humiliating, mindfulness,</i></p>	<p><i>mental health, definitions, expressing yourself, breathing exercises, panic, grief, bereavement, sorrow, resilient, resilience, determination, persevere</i></p>	<p><i>energised, stressed, personal network, affirmation, conflicting feelings, life events, unproductive thought, repeated thinking, anxiety,</i></p>

Early Years		Health and wellbeing: Ourselves, growing and changing Summer 1					
<p><i>Is sensitive to others' messages of appreciation or criticism.</i></p> <p><i>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.</i></p> <p><i>Shows confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask for help.</i></p> <p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.</p> <p>Expresses the self aware emotions of pride and embarrassment as well as a wide range of other feelings.</p> <p>Participates more in collective co-operation as their experience of routines and understanding of some boundaries grows.</p> <p><i>Dresses with help, e.g. puts arms into open fronted coat or shirt when help up, pulls up own trousers, and pulls up zipper once its fastened at the bottom.</i> Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.</p>	<p><i>Children at the expected level of development will: Work and play co-operatively and take turns with others.</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it.</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p>Knows that other children do not always enjoy the same things, and is sensitive to this.</p>	<p>Recognise what makes us special and unique.</p> <p>Identify what I am good at, like and dislike.</p> <p>Label our feelings</p> <p>How to manage when finding things difficult.</p> <p>Preparing and moving to a new class (Summer 2)</p>	<p>Recognising our differences and strengths and how this can help us in teamwork</p> <p>Understanding how we change. Know that as people grow their needs and responsibilities change</p> <p>Name body parts, including genitalia.</p> <p>Preparing and moving to a new class and key stage (Summer 2)</p>	<p>Personal identity and what contributes to who we are (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes etc.)</p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth.</p> <p>Managing setbacks</p> <p>individual, individuality future, set back, skills, achievements, identity, ethnicity, culture, gender, hobbies, faith, characteristics, talents, disappointment</p>	<p>Different personalities and skills are important to help us to work together as a team and a community</p> <p>Name external genitalia and internal reproductive organs in males and females.</p> <p>nipples, anus, breasts and bottom touch consent safe touch unsafe touch choice boss of our body, community, alike, unusual, diverse, diversity</p>	<p>Reframe unhelpful thinking and build resilience (Aut 1)</p> <p>Physical/emotional changes when approaching and during puberty</p> <p>puberty, change, grow, mature, hormones, genitals, pubic hair, Adam's apple, larynx, voice box, internal, external, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, clitoris, labia, menstruation, menstrual cycle, period, blood, pads, tampons, re-useable, scrotum, foreskin, epididymis, bladder, sperm, semen, erection, ejaculation, wet dream/nocturnal emission, sweat, body odour, spots, adolescent, emotions, moody, attraction</p>	<p>How the process of puberty relates to human reproduction</p> <p>Transition strategies new opportunities and responsibilities that increasing independence may bring. (Also in summer 2)</p> <p>consent, commitment, reproduction, sex, sexual intercourse, fertilised, pregnancy, baby, foetus, uterus, womb, conception</p>
<p><i>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</i></p> <p>Knows their own name, their preferences and interests and is becoming aware of their unique abilities.</p> <p><i>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</i></p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><i>Can name and identify different parts of the body.</i></p>	<p><i>Same, different, special, similar, body</i></p>	<p><i>same, different, feelings, special, similar, proud, angry, anger, feelings, sad, sadness, happy, confused, on purpose by accident, sorry, apologise, worried, jealous, lonely, proud, sharing, good at, like, dislike</i></p>	<p><i>differences, similarities, strengths, unique, team work, growing, older, life cycle, independent, responsible, responsibility, child, baby, toddler, teenager, older person, adult, life stages, different needs, male, female, boy, girl, born, private parts, genitals, penis, testicles, vagina, vulva</i></p>				

Early Years		Health and wellbeing: keeping safe Summer 2					
<p><i>Takes practical action to reduce risk, showing understanding that equipment and tools can be used safely.</i></p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</p> <p>Is gradually learning that actions have consequences but not always the consequence the child hopes for.</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults.</p>	<p><i>Children at the expected level of development will: Explain the reason for rules, know right from wrong and try to behave accordingly.</i></p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practises some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p>	<p>Know that rules can keep us safe.</p> <p>Recognise risks in simple everyday situations and what action to take to minimise harm.</p> <p>Know that household products (including medicines) can be harmful if not used correctly.</p> <p>Know people whose job it is to keep us safe. Know what to do if there is an accident -get help in an emergency (dial 999 and what to say).</p> <p>Explain basic rules to keep safe online and the importance of telling a trusted adult if they see something that scares them.</p>	<p>Know that rules and age restrictions can keep us safe.</p> <p>Ways to keep safe in familiar and unfamiliar environments (beach, pool, shopping centre, on the street etc.)</p> <p>Know that household products (including medicines) can be harmful if not used correctly and identify risky situations. Recognise warning labels.</p> <p>How to keep safe at home (including around electrical appliances) and fire safety</p> <p>Know that rules and age restrictions can keep us safe online. What is meant by personal information and what should be kept private.</p>	<p>Predict, assess and manage risk. Strategies for keeping safe in the local environment or unfamiliar places– road safety, water/beach safety</p> <p>Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce the risks and keep safe.</p> <p>How to respond in an emergency situation in the water, road, fire</p> <p>Strategies for keeping safe online including what to do if frightened or worried by something seen or read online and how to report their concerns.</p>	<p>Predict, assess and manage risk. Strategies for keeping safe in the local environment or unfamiliar places– railway safety</p> <p>Understand the importance of taking medicines correctly and using household products safely by following instructions. Predict, assess and manage risks involving medicines.</p> <p>How to respond in an emergency situation</p> <p>Know the importance of keeping personal information private and how to manage requests for personal information</p>	<p>Predict, assess and manage risk. Strategies for keeping safe in the local environment or unfamiliar places– beach and road safety Planning a safe route</p> <p>Basic first aid and techniques for dealing with common injuries.</p> <p>Reasons for following and complying with regulations and restrictions and how they promote personal safety and wellbeing</p>	<p>Differentiate between risk, danger and hazard. Recognise, predict, assess and manage risks.</p> <p>Transition to secondary school travel plans. Safe use of digital devices when out and about.</p>
	<p><i>rules, safe, unsafe, hurt</i></p>	<p><i>feelings, behaviour worried, worry, calm, scared, special person, trusted adult, safe, unsafe, danger, rules, hurt, protect, help, medicines, household cleaning products, care, emergency, fire, police, coastguard, ambulance, 999, emergency</i></p>	<p><i>pills, liquid, tablets, sharp, hot, poisonous, chemicals, trip, fall, choke, burn, hazards, packet, bottle, label, symbol, helpful, harmful, road, traffic, rail, railway, stranger, deep water, lost, fire alarm, height, helmet, protective equipment and clothing</i></p>	<p><i>Stop look listen think, responsibilities dangerous situations, road safety, canal, river, lake, reservoir, waterways, lock, quayside, edge, bank, path, incident, distress, sink, float, swim, currents, flow, tide, depth, inappropriate, warning signs, report</i></p>	<p><i>side effects, pharmacy, dosage, vaccination, prescribed dose, expiry date, electricity, electrical wires, crossing, electrified rail, train station, departure screens, overhead live wire,</i></p>	<p><i>RNLI, cold water impact, life ring, life vest, floatation device, lifeguard, recovery position monitor, resuscitate, airway, breathing circulation, compressions rescue, first aid, regulations, restrictions, digital age of consent, legal, illegal, debate</i></p>	<p><i>social norms, risk avert, early warning signs, safety continuum, safety network, transition, KS3, secondary school</i></p>

Early Years		Health and wellbeing: Drugs, alcohol and tobacco Summer 2					
<p>Is gradually learning that actions have consequences but not always the consequence the child hopes for.</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults.</p>	<p><i>Children at the expected level of development will: Explain the rules, know right from wrong and try to behave accordingly.</i></p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others.</p> <p>Practises some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</p>	<p>How medicines can be helpful but harmful if not used correctly.</p>	<p>About things that people can put in their body or on their skin; how these can affect how people feel. (sun cream, toiletries, food, drink, medicine, water, air etc.)</p> <p>Identifying hazard labels and warnings on products.</p>	<p>Identifying hazards in the local environment and managing risk</p>	<p>Understand the importance of taking medicines correctly and using household products safely by following instructions. Predict, assess and manage risks involving medicines.</p> <p>Risks and effects of legal drugs common to every day life (cigarettes, vaping, alcohol, medicines) and their impact on health</p>	<p>Reasons for following and complying with regulations and restrictions and how they promote personal safety and wellbeing</p>	<p>Recognise that some drugs are illegal to use, own and give to others and that there are risks associated with the use of these drugs.</p> <p>Learn about the organisations that can support people concerning alcohol, tobacco and nicotine and other drug use; people they can talk to if they have concerns.</p> <p>About the mixed messages in the media about drugs, including alcohol, smoking and vaping</p>
<p><i>rules, safe, unsafe, hurt</i></p>	<p><i>medicines safe, unsafe, danger, rules, hurt, help, trusted adult special person special people care skin</i></p>	<p><i>pills, liquid, tablets, , poisonous, chemicals, hazards, label, symbol, packet, bottle, syringe, helpful, harmful</i></p>	<p><i>responsibilities dangerous situations, inappropriate, warning signs, report</i></p>	<p><i>side effects, pharmacy, dosage, vaccination, prescribed dose, expiry date, cigarette, vape e cigarette, smoking, vaping, alcohol, caffeine, laws, guidelines, health, habit, quit, drugs (legal)</i></p>	<p><i>Age restriction Legal illegal Digital age of consent</i></p>	<p><i>substance, effects, drugs (illegal), marketing, influences, mixed messages, social norms, , risk avert, early warning signs, safety continuum, safety network</i></p>	

Early Years	Relationships: Families and close positive relationships. Friendships				Autumn 2		
<p><i>Is ore able to recognise the impact of their choices and behaviours/actions on others.</i></p> <p><i>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</i></p> <p>Seeks comfort from familiar adults when needed</p> <p>Builds relationships with special people but may show anxiety in the presence of strangers. Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.</p> <p><i>Seeks out companionship with adults and other children, sharing experience and play ideas.</i></p> <p><i>Can mirror the playful actions or movements of another adult or child.</i></p> <p>Beginning to have their own friends. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest.</p> <p><i>Uses their experience of adult behaviours to guide their social relationships and interactions.</i></p> <p><i>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</i></p> <p>Responds to the feelings of others, showing concern and offering comfort.</p> <p>Shows empathy and concern for people who are special to them by partially matching other's feelings with their own, e.g. may offer a child a toy they know they like.</p>	<p><i>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.</i></p> <p><i>Work and play co-operatively and take turns with others.</i> Is increasingly flexible and co-operative as they are more able to understand other people's needs, wants and behaviours.</p> <p><i>Form positive attachments to adults and friendships with peers.</i></p> <p>Can initiate and describe playful actions or movements for other children to mirror and follow.</p> <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p> <p><i>Show sensitivity to their own and others' needs.</i></p> <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</p>	<p>Know that families can be diverse and unique.</p> <p>Name people who are special to them and explain why they are special to them.</p> <p>Know that we should show our special people that we care for them too.</p> <p>Understand the concept of gratitude and learn to say thank you when someone helps them or does something kind for them.</p>	<p>Understand the importance of good communication in building strong relationships and friendships.</p> <p>Making friends and what makes a good friend.</p> <p>Know how and where to seek support with friendship difficulties and staying safe. Know that conflicts are a natural part of relationships and can be resolved peacefully.</p>	<p>Know that there are different types of family structure and dynamics, recognising that families can be diverse and inclusive.</p> <p>Understand that people may have different viewpoints and experiences.</p> <p>Begin to understand the concept of online relationships and the importance of responsible digital citizenship.</p> <p>Understand the importance of showing kindness, respect and gratitude towards other, both in words and actions.</p>	<p>Describe different types of relationships. Describe qualities of a good friend and how to build positive relationships.</p> <p>Describe actions that might resolve conflict.</p>	<p>Know the difference between negotiation, persuasion and compromise and how these are strategies that can be used to resolve conflict.</p> <p>Know the difference between online and offline friendships and how the same friendship rules should apply. Understand the impact of their online presence and consequences of cyberbullying.</p>	<p>Know the characteristics of healthy relationships. Attraction to others: romantic relationships and marriage</p> <p>Exploring why it's good to talk in relationships.</p>
<p>Participates more in collective co-operation as their experience of routines and understanding of some boundaries grows.</p> <p>Has a sense of own immediate family and relations and pets.</p>	<p><i>play, take turns, share, friends, family, adults, children</i></p>	<p><i>special, person, people friend, family, important help, care, caring, thanks, trust, hug different, difference similar, similarities same, celebrate, strong, support, kind, thank you</i></p>	<p><i>good listening, playing well taking turns, thinking of others, kindness, honesty upset, making up, falling out bossy, selfish, resolve, included, excluded</i></p>	<p><i>adopted into a family, was adopted, separation divorce, marriage, same sex, family members, encouraging, supporting,</i></p>	<p><i>qualities, expect, truthfulness loyalty, shared interests, conflict</i></p>	<p><i>negotiation, persuasion compromise, influence</i></p>	<p><i>values, expectations, commitment, intimate relationship civil partnership legal declaration,</i></p>

Early Years		Relationships: Safe relationships. Managing hurtful behaviour and bullying Autumn 2					
<p><i>Is ore able to recognise the impact of their choices and behaviours/actions on others.</i></p> <p><i>Knows that some actions and words can hurt other people's feelings.</i></p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</p> <p>Is gradually learning that actions have consequences but not always the consequence the child hopes for.</p> <p><i>Practise skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</i></p> <p>Can increasingly express their thoughts and emotions through word as well as continuing to use facial expressions.</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.</p> <p><i>Can name and identify different parts of the body.</i></p>	<p><i>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.</i></p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding compromise, holding back and sharing; sometimes by themselves, sometimes with support.</p> <p><i>Show sensitivity to their own and others' needs.</i></p> <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p> <p>Talk about their own and others' feelings and behaviour and its consequences.</p>	<p>Name simple emotions such as happiness, sadness, anger and fear.</p> <p>Recognise hurtful behaviour towards bodies and feelings.</p> <p>Know how to seek help if needed.</p> <p>Learn the names of body parts to foster accurate communication about their bodies. Know the concept of private parts and that these parts are not to be touched or seen by others, except for trusted adults during certain situations (bathing, medical check up etc.)</p> <p>Understand they have the right to say no if someone makes them feel uncomfortable.</p> <p>Know how to seek help if they feel unsafe.</p>	<p>Recognise hurtful behaviour, bullying and what causes arguments.</p> <p>Know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>Know how and where to seek support with friendship difficulties and staying safe.</p> <p>Name body parts including the proper anatomical terms for genitalia. Reinforce the concept of private parts and that they should not be touched or seen by others, except by trusted adults during certain situations e.g. bathing, medical checks.</p> <p>Learn about respecting personal space and understanding they have the right to say no to physical contact that makes them feel uncomfortable. Know that secrets can be safe or unsafe.</p>	<p>Learn about bullying, its impact and how to recognise and respond to it.</p> <p>Learn about internet safety and responsible behaviour online.</p> <p>Know how to seek help online.</p> <p>Explore respecting personal boundaries, privacy and consent to share.</p>	<p>Recognise that relationships can be healthy or unhealthy.</p> <p>Describe different types of bullying, including online, and why bullying is unacceptable. Know we are all responsible for reporting bullying and hurtful behaviour.</p> <p>Consider how to respond when witnessing hurtful behaviour or bullying online or offline.</p> <p>Understand what personal boundaries are and the importance of respecting the boundaries of others. Learn about consent in different contexts. Understand the consequence of online actions and the impact this has on others.</p>	<p>Understand that peer and friendship pressure can be a positive or negative influence.</p> <p>Recognise different forms of bullying and understand the difference between bullying and banter.</p> <p>Know how to seek help and who can help me.</p> <p>Understand the impact of their online presence and consequences of cyberbullying. Learn about setting and respecting personal boundaries in different relationships, both on and offline. Define safe and unsafe secrets and consent and how to manage on and offline.</p>	<p>Identify warning signs of unhealthy relationships.</p> <p>Know what a dare is and how they can be harmful and risky.</p> <p>Know the law about sharing information online. Deepen understanding about respectful relationships, consent and the importance of enthusiastic and ongoing consent in all situations.</p>
	<p><i>play, take turns, share, friends, family, adults, children, kind, unkind, sad, unhappy</i></p>	<p><i>help, care, caring, trust, hurtful behaviour, sorry, angry, upset, sad fear, scared, annoyed happy, head, arm, leg foot, body, hand private, personal underwear, good touch bad touch, kisses, PANTS, support</i></p>	<p><i>hurtful behaviour, teasing report, alone, hurtful, excluding bullying, several times on purpose, ignore eye contact, calm, confident talk, firmly, private parts bottom, vulva, penis and testicles, personal space, privacy, respect, secrets, uncomfortable, unsafe, pressure, worried,</i></p>	<p><i>witness, bystander, problem, solution, playful teasing, online consequences, unacceptable, brave, warning signs, closed group, privacy settings, appropriate, permission, personal information, support circle, flattery, bribery, threats, block</i></p>	<p><i>jealous, power, audience, consent, boundary, CEOP, risks</i></p>	<p><i>safe secret, unsafe secret, confidential, forgiveness, dare, concern, risk, banter, exit strategies, assertive communication, social media, harassment, trolling, intentional, unintentional</i></p>	<p><i>anonymous, external services</i></p>

Early Years		Relationships: Respecting self and others Summer 1					
<p><i>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</i> <i>Plays alongside other children who are engaged in the same theme.</i> Is beginning to be able to co-operate in favourable situations, such as with familiar people and environments and when free from anxiety. Participates more in collective co-operation as their experience of routines and understanding of some boundaries grows.</p> <p><i>Listens to others in one-to-one or small groups, when conversation interests them. Focusing attention – can still listen or do, but can change their own focus of attention. Is able to follow directions.</i> Listens with interest to the noises adults make. Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus.</p> <p><i>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</i> Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><i>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</i></p> <p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it.</p> <p>Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.</p>	<p><i>Children at the expected level of development will: Work and play co-operatively and take turns together.</i> Has a clear idea about what they want to do in play and how they want to go about it. Plays co-operatively as part of a group to create, develop and act out an imaginary idea or narrative.</p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions/small group interactions. Make comments about what they have heard and as questions to clarify their understanding. Give focused attention to what the teacher says, responding appropriately even when engaged in activity.</i> Shows variability in listening behaviour, may move around and fiddle but still be listening or sit still but not absorbed by activity. May indicate two channelled attention, e.g. paying attention to something of interest for a short or long periods; can both listen and do for short span</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>	<p>What is kind and unkind behaviour. Accidental or purposeful. Label our feelings</p> <p>How to treat others with respect, be courteous and say sorry</p> <p>Build on playing co-operatively together.</p> <p>Ways in which we are the same and different</p>	<p>Treating themselves and others with respect. Being kind and courteous.</p> <p>Playing and working cooperatively; sharing opinions.</p> <p>Celebrating our similarities and differences and ways we are special and unique</p>	<p>Personal behaviour can affect others. Behaving respectfully and following the rules.</p> <p>Recognise the importance of self respect and that everyone, including them, should expect to be treated politely and with respect from others.</p>	<p>Respecting differences and similarities between people and recognising what they have in common Living in a diverse society and valuing others Identify and challenge stereotypes</p>	<p>Communicating respectfully online and offline. Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>Learn about democracy and discuss and debate topical issues. Respect other people's point of view and constructively challenge those they disagree with</p> <p>Self respect and body positivity</p>	<p><i>play, take turns, share, friends, family, adults, children, kind, unkind, sad, unhappy</i></p> <p><i>angry, anger, kind, unkind, feelings, behaviour, sad, sadness, happy, confused, feel red, on purpose, by accident, sorry, apologise, scare, feeling blue, feeling golden, worried, jealous, feeling grey, lonely, proud feeling silver, sharing, same, different, respect, bodies, body, play, rules</i></p> <p><i>similarities, differences, boy, girl, male, female, some boys, some girls, strengths, unique, team work, responsibilities feelings, co-operation behaviour, bossy, polite, manners</i></p> <p><i>beliefs, equal, mutual respect, self respect, behave, consequences, responsibly, sanction, respectful, considerate, pride,</i></p> <p><i>visible, invisible, celebrate, tolerance, diverse, diversity, ability, disability, common, society</i></p> <p><i>wellbeing, disrespectful, communicating, communication, aggressive, rejected, ashamed, debate, discuss, democracy</i></p> <p><i>body image, social media, representation Body positivity LGBTQ+ democracy, topical issue</i></p>

Early Years		Living in the wider world: Belonging to a community. Shared responsibilities Spring 1					
<p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. <i>Is able to follow directions.</i> May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</p> <p>Is gradually learning that actions have consequences but not always the consequence the child hopes for.</p> <p>Participates more in collective co-operation as their experience of routines and understanding of some boundaries grows.</p> <p>Is beginning to be able to co-operate in favourable situations, such as with familiar people and environments and when free from anxiety.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Is developing an understanding of and interest in differences of gender, ethnicity and ability.</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</p> <p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it.</p> <p>Enjoys a sense of belonging through being involved in daily tasks. Has a sense of own immediate family and relations and pets. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</p> <p>Begin to understand the effect their behaviour can have on the environment.</p>	<p>Children at the expected level of development will: Explain the reason for rules, know right from wrong and try to behave accordingly. Is aware of behavioural expectations and sensitive to the idea of justice and fairness.</p> <p>Show sensitivity to their own needs and the needs of others. Shows confidence in speaking to others about their own needs, wants interests and opinions in a familiar group.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> <p>Recognise they belong to different communities and social groups and communicates freely about their own home and community.</p> <p>Talk about the lives of the people around them and their role in society.</p> <p>Explain some similarities and differences between life in this country and life in other countries. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>	<p>Roles and responsibilities of people in the community who help us</p> <p>Recognise how we are all different but all need care. Ways we can show we care. Recognise things we can do to help look after the environment.</p> <p>Know about rules and the importance of following them in different settings.</p> <p>Understand the concept of fairness in games and activities.</p> <p>Explore and celebrate different family structures.</p>	<p>Identify different groups they belong to and why this is important to them. Understand that we all have roles and responsibilities within our communities and groups.</p> <p>Identify how people have different needs and the responsibilities of caring for them.</p> <p>Describe different rules that are needed in different situations or groups.</p> <p>Recognise the ways we are similar and different to other people. Learn about the diversity of their community and the importance of being respectful of people from different backgrounds.</p>	<p>Know that with rights we have responsibilities.</p> <p>Understand the concept of responsibilities towards themselves, others and the environment.</p> <p>Recognise reasons for rules and laws and consequences for not adhering to these.</p> <p>Learn about human rights and that they are there to protect everyone. Begin to understand global issues such as access to education.</p> <p>Learn about diversity and inclusivity and the importance of respecting and valuing people from different backgrounds and with different beliefs. Begin to challenge stereotypes.</p>	<p>Learn about different groups that make up our community and what living in a community means.</p> <p>Identify my own and others' roles and responsibilities in the community. Explain the importance of having compassion for others. Know that people may choose to do voluntary work that is unpaid.</p> <p>Gain a deeper understanding of global issues such as poverty, hunger, climate change and access to education.</p> <p>Learn about cultural diversity and the richness and value of different cultures in our community. Recognise behaviours which discriminate against others and ways of responding to this if witnessed or experienced. Consider ways to address unfairness and promote equal opportunities for everyone.</p>	<p>Develop a strong sense of global citizenship and social responsibility. Learn about the interconnectedness of the world and how actions in one place can impact others globally.</p> <p>Consider our roles in making positive changes in the world.</p> <p>Deepen understanding of ethical consumerism, understanding how choices as consumers can support fair and sustainable practises.</p>	<p>Develop a strong sense of global citizenship and social responsibility. Understand the rights and responsibilities of being a good citizen in the community and beyond others globally.</p> <p>Understanding of responsible digital citizenship and how online platforms can be used for positive activism and awareness.</p> <p>Explore challenges faced by refugees and migrants, developing empathy and understanding for those seeking a new home.</p> <p>Define prejudice, discrimination and extremism. Learn about prejudice and recognise behaviours which discriminate against others Recognise stereotypical views and the influence they have on others.</p>
	<p>Similar, different, rules, people, animals.</p>	<p><i>Rules, protect, safe, right, wrong, fair, unfair, consequences, help, jobs, trust, care, love, relationship, feelings, special person, special people, environment, surroundings, Earth, planet, recycling, reduce, re-use</i></p>	<p><i>rights, belonging, groups similarities, differences, included, excluded, responsibilities, team, situations, roles community, respected, protected</i></p>	<p><i>laws, results, crime, human rights, freedom, morally, legally, United Nations, stereotypes, debate, aspirations, unique, beliefs, race, religion,</i></p>	<p><i>valued, member, compassion, empathy, diversity, diverse, organisation, charity,</i></p>	<p><i>prejudice, equality, discrimination, discriminated, pre-judging, protected characteristics, trolling, Equality Act, harassment, sustainability</i></p>	<p><i>assumptions, typical, extremism, negative influence, positive influence, LGBTQ+</i></p>

Early Years		Living in the wider world: Media literacy and digital resilience Spring 2					
<p><i>Knows that information can be retrieved from digital devices and the internet.</i> <i>Knows how to operate simple equipment, e.g. turns on the cd player, uses a remote control, can navigate touch-capable technology with support.</i></p> <p>Seeks to acquire basic skills in turning on and operating some digital equipment.</p> <p>Is gradually learning that actions have consequences but not always the consequence the child hopes for.</p>	<p><i>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.</i></p> <p><i>Children require access to a range of technologies, both digital and non-digital in their early lives to provide opportunities to develop skills for their lifetime.</i></p> <p>Develop digital literacy skills by being able to access, understand and interact with a range of technologies.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p>	<p>Understand how and why people use the internet.</p> <p>Understand the benefits of using the internet and digital devices.</p> <p>Know how people use the internet to find things out and communicate safely online.</p>	<p>Recognise that some content on the internet is factual and some is for entertainment e.g. games, videos.</p> <p>Understand that information on the internet might not always be true.</p>	<p>Understand how the internet can be used positively to access information online.</p> <p>Recognise that images and information can be altered or adapted and to learn how to develop strategies to recognise whether something is true or accurate online. Assess the reliability of sources of information online and how to make safe, reliable choices from search results.</p>	<p>Know that everything shared online has a digital footprint.</p> <p>Know that search results are based on the popularity of the website and therefore this can affect what information is accessed. Fake news</p>	<p>Understand what is meant by social media and how it can influence our ideas and be used positively or negatively</p> <p>How text and images in the media and social media can be manipulated or invented. Evaluate the reliability of the source.</p> <p>Understand that some media and online content promote stereotypes.</p>	<p>Understand some of the ways information and data is shared and used online, including for commercial purposes.</p>
	<p><i>Internet, home, school, tablet, ipad, computer, laptop</i></p>	<p><i>Internet, home, search school, tablet, ipad, computer, laptop, communicate, safely, trusted adult</i></p>	<p><i>real, not real, true, fake, untrue, factual, entertainment, games, videos, websites, online, information, Apps, personal information</i></p>	<p><i>inaccurate, Wikipedia, positive, positively, images, altered, adapted, reliable, search results, online resources, virus protection, administrator, attachment, risks</i></p>	<p><i>digital imprint, digital footprint, online presence access, popularity, rank, web address, search engine,</i></p>	<p><i>advertising, marketing, propaganda, public relations, entertainment, influence, values, social media, manipulated, evaluate, source, stereotype, diversity, equality, inclusion, promote</i></p>	<p><i>data, commercial purposes, user account, commercial, short videos, digital tools, platforms, terms and conditions, cookies, web browser,</i></p>

Early Years		Living in the wider world: Economic wellbeing. Money. Aspirations, work and career Spring 2					
<p><i>Shows interest in the lives of people who are familiar to them.</i></p> <p><i>Shows interest in different occupations and ways of life indoors and outdoors.</i></p>	<p><i>Children at the expected level of development will: Talk about the lives of the people around them and their role in society.</i></p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p>	<p>What money is and the forms it comes in.</p> <p>Know the difference between wants and needs and that sometimes people may not be able to have the things they want.</p> <p>Know about different jobs people they know have or people in the community</p> <p>Understand that everyone has different strengths and how different strengths and interests are needed to do different jobs.</p>	<p>That money comes from different sources</p> <p>People make different choices about how to save and spend money</p> <p>Jobs help people to earn money to pay for things.</p>	<p>Different ways to pay for things and the choices people have about this.</p> <p>Recognise that people have jobs in different sectors.</p> <p>Know that people can have more than one job in their lifetime and that skills are needed to do a job such as teamwork and decision-making.</p> <p>Understand how they can set personal goals for themselves and to recognise how their interests, skills and achievements might link to future jobs.</p>	<p>Recognise that people make spending decisions based on priorities, needs and wants</p> <p>Different ways to keep track of money</p> <p>Some jobs pay more money than others.</p> <p>Recognise that people may choose to do voluntary work which is unpaid.</p>	<p>Know that people's spending decisions can affect others and the environment. Consider what influences people's decisions</p> <p>Fairtrade</p> <p>Identify jobs they might like to do in the future and the skills and achievements that will help them.</p> <p>About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>Understand what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family and values.</p>	<p>What influences people's decisions.</p> <p>Critical consumer</p> <p>Debt and borrowing money and ways that money can impact on people's feelings and emotions</p> <p>Risks associated with money including gambling. Their impact on health, well-being and future aspirations.</p> <p>Recognise a variety of route into careers</p>
	<p><i>money, jobs</i></p>	<p><i>jobs, help, strengths, interests, want, need, money, buy, spend, pounds, pence, bank card</i></p>	<p><i>selling, chores, gifts, paid, work, sale, fete, make money, earn money, win, coins, bank notes, contactless payment, online money transfer, employed, wages, salary, payment, shop keeper, note, change, save, spend</i></p>	<p><i>sector, skills, qualities education, healthcare retail, financial, veterinary, construction, achievements, proud, accomplished, goals, practise, hard work, progress, effort, persevere, perseverance, determination, purchase, smart phone, goods, services, bank account,</i></p>	<p><i>unpaid, voluntary, charity, spending decisions, priorities, priority, track, monitor, budget, plan, fair wage, income, career, receipt, bank statement, bills, saving, spending, expenditure, debt, record, overspend,</i></p>	<p><i>influence, qualities, stereotype, diversity, equality, inclusion, ambition, aspiration, family connections, personal interests, trades, businesses, values, assumptions, aspiring, workplace, single-use plastic, re-usable, ethical spending, fair trade, fair price, pollution, sustainable</i></p>	<p><i>apprenticeship, college university, education vocational training, academic, work experience borrowing, financial choice financial risks, stolen, gambling, betting habit, hooked addicted, critical consumer, deal, bargain influencer advertising techniques hidden costs</i></p>