

PSHE

Links to safety curriculum

Links to coverage of 9 protected characteristics



PSHE (Including RSHE)			
EYFS	Year 1	Year 2	Year 3 (KS2)
Being Me in My World respect, kindness, success			
KNOWLEDGE			
<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily.</p>	<p>Know the rights and responsibilities of a member of a class- to feel safe, to feel valued, to be able to express and opinion.</p> <p>Know that their views are important.</p> <p>Know that their choices have consequences .</p> <p>Know and understand their own rights and responsibilities with their classroom-linked to the classroom charter created together.</p>	<p>Know the rights and responsibilities of a member of a class- to feel safe, to feel valued, to be able to express and opinion.</p> <p>Know that their views are important.</p> <p>Know that their choices have consequences .</p> <p>Know and understand their own rights and responsibilities with their classroom- linked to the classroom charter created together.</p>	<p>Understand that they are important.</p> <p>Know that a personal goal is something you want to achieve for yourself.</p> <p>Understanding that a challenge is something you find difficult but can complete with effort and commitment.</p> <p>Know that rules are needed and these relate to choices and consequences.</p> <p>Know that actions can affect others' feelings.</p> <p>Know that others may hold different views .</p> <p>Know that the school has a shared set of values.</p>
SKILLS			

<p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>	<p>Understanding that they are special.</p> <p>Understand that they are safe in their class.</p> <p>Can identify helpful behaviours to make the class a safe place.</p> <p>Identify what it's like to feel proud of an achievement.</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices Know the rights and responsibilities of a member of a class- to feel safe, to feel valued, to be able to express and opinion.</p>	<p>Understanding that they are special.</p> <p>Understand that they are safe in their class.</p> <p>Can identify helpful behaviours to make the class a safe place.</p> <p>Identify what it's like to feel proud of an achievement.</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>Recognise self-worth.</p> <p>Identify personal strengths.</p> <p>Be able to set a personal goal.</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others.</p> <p>Make other people feel valued.</p> <p>Develop compassion and empathy for others.</p> <p>Be able to work collaboratively</p>
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VOCABULARY

<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p>Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.</p>	<p>Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving</p>	<p>Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work,</p>
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			View Point, Ideal School, Belong.
Celebrating difference respect, community, kindness, friendship			
KNOWLEDGE			
<p>Know what being proud means and that people can be proud of different things.</p> <p>Know that people can be good at different things.</p> <p>Know what being unique means.</p> <p>Know that families can be different.</p> <p>Know that people have different homes and why they are important to them.</p> <p>Know different ways of making friends.</p> <p>Know different ways to stand up for myself.</p> <p>Know the names of some emotions such as happy, sad, frightened, angry.</p> <p>Know that they don't have to be 'the same as' to be a friend.</p> <p>Know why having friends is important.</p> <p>Know some qualities of a positive friendship</p>	<p>Know that people have differences and similarities.</p> <p>Know what bullying means- the use of force, hurtful teasing, coercion or threat to dominate or intimidate. It is usually repetitive.</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy.</p> <p>Know skills to make friendships.</p> <p>Know that people are unique and that it is OK to be different.</p>	<ul style="list-style-type: none"> Know there are stereotypes about boys and girls. Know that it is OK not to conform to gender stereotypes. Know it is good to be yourself. Know that sometimes people get bullied because of difference. <p>Know the difference between right and wrong and the role that choice has to play in this.</p> <p>Know that friends can be different and still be friends.</p> <p>Know where to get help if being bullied.</p> <p>Know the difference between a one-off incident and bullying</p>	<p>Know why families are important.</p> <p>Know that everybody's family is different.</p> <p>Know that sometimes family members don't get along and some reasons for this.</p> <p>Know that conflict is a normal part of relationships .</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do.</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>
SKILLS			
Identify feelings associated with being proud.	Recognise ways in which they are the same as their friends and ways they are different.	Understand that boys and girls can be similar in lots of ways and that is OK. For	Be able to show appreciation for their

<p>Identify things they are good at.</p> <p>Be able to vocalise success for themselves and about others successes.</p> <p>Identify some ways they can be different and the same as others.</p> <p>Recognise similarities and differences between their family and other families.</p> <p>Identify and use skills to make a friend.</p> <p>Identify and use skills to stand up for themselves.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p>	<p>Identify what is bullying and what isn't.</p> <p>Understand how being bullied might feel.</p> <p>Know ways to help a person who is being bullied.</p> <p>Identify emotions associated with making a new friend.</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>example, the way they look and the things they like and dislike.</p> <p>Understand that boys and girls can be different in lots of ways and that is OK for example the way they look and the things they like and dislike.</p> <p>Explain how being bullied can make someone feel- isolated, sad, lonely, afraid.</p> <p>Can choose to be kind to someone who is being bullied.</p> <p>Know how to stand up for themselves when they need to.</p> <p>Recognise that they shouldn't judge people because they are different.</p> <p>Understand that everyone's differences make them special and unique</p>	<p>families, parents and carers.</p> <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family.</p> <p>Empathise with people who are bullied .</p> <p>Employ skills to support someone who is bullied.</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary .</p> <p>Be able to recognise, accept and give compliments.</p> <p>Recognise feelings associated with receiving a compliment</p>
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VOCABULARY

<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p>	<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.</p>	<p>Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.</p>
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Dreams & Goals- linked to Inspire, grow, achieve

Success, challenge

KNOWLEDGE

Know what a challenge is.
Know that it is important to keep trying
Know what a goal is.
 Know how to set goals and work towards them.
Know which words are kind.
 Know some jobs that they might like to do when they are older.
 Know that they must work hard now in order to be able to achieve the job they want when they are older.
 Know when they have achieved a goal

Know how to set simple goals.
 Know how to achieve a goal.
Know how to work well with a partner.
Know that tackling a challenge can stretch their learning.
 Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.
 Know when a goal has been achieved

Know how to choose a realistic goal and think about how to achieve it.
Know that it is important to persevere.
Know how to recognise what working together well looks like.
 Know what good group working looks like.
 Know how to share success with other people

Know about specific people who have overcome difficult challenges to achieve success.
Know what dreams and ambitions are important to them.
 Know how they can best overcome learning challenges.
Know that they are responsible for their own learning.
Know what their own strengths are as a learner.
 Know what an obstacle is (a challenge or hinderance) and how they can hinder achievement.
 Know how to take steps to overcome obstacles.
 Know how to evaluate their own learning progress.

SKILLS

Understand that challenges can be difficult.
 Recognise some of the feelings linked to perseverance.
 Talk about a time that they kept on trying and achieved a goal.
 Recognise how kind words can encourage people.

Recognise things that they do well.
 Explain how they learn best.
 Celebrate an achievement with a friend.
 • Recognise their own feelings when faced with a challenge.

Be able to describe their own achievements and the feelings linked to this.
 Recognise their own strengths as a learner.

Recognise other people's achievements in overcoming difficulties.
 Imagine how it will feel when they achieve their dream / ambition.

<p>Feel proud. Celebrate success</p>	<p>Recognise their own feelings when they are faced with an obstacle.</p> <p>Recognise how they feel when they overcome an obstacle.</p> <p>Can store feelings of success so that they can be used in the future.</p>	<p>Recognise how working with others can be helpful Be able to work effectively with a partner.</p> <p>Be able to choose a partner with whom they work well.</p> <p>Be able to work as part of a group.</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Can break down a goal into small steps.</p> <p>Recognise how other people can help them to achieve their goals.</p> <p>Can manage feelings of frustration linked to facing obstacles.</p> <p>Can share their success with others.</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>
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VOCABULARY

<p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p>Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.</p>	<p>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p>
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KNOWLEDGE

<p>Know the names for some parts of their body. Know what the word ‘healthy’ means. Know some things that they need to do to keep healthy. Know that they need to exercise to keep healthy. Know how to help themselves go to sleep and that sleep is good for them. Know when and how to wash their hands properly. Know what to do if they get lost. Know how to say no to strangers</p>	<p>Know the difference between being healthy and unhealthy. Know some ways to keep healthy – through diet, exercise and rest. Know how to make healthy lifestyle choices. Know how to keep themselves clean and healthy . Know that germs cause disease / illness. Know that all household products, including medicines, can be harmful if not used properly . Know that medicines can help them if they feel poorly. Know how to keep safe when crossing the road. Know about people who can keep them safe</p>	<p>Know what their body needs to stay healthy, including a balanced diet of carbs, protein, fats. Know what relaxed means-to be free from tension and anxiety. Know what makes them feel relaxed / stressed. Know how medicines work in their bodies- they enter the bloodstream and are carried to the parts of the body that need them. Know that it is important to use medicines safely. Know how to make some healthy snacks. Know why healthy snacks are good for their bodies- they provide energy and the vitamins they need. Know which foods given their bodies energy. Know how to make an emergency call- to dial 999 and to give the required details.</p>	<p>Know how exercise affects their bodies- it helps improve our lungs and fitness. Know why their hearts and lungs are such important organs -the lungs help to transport Oxygen and the heart pumps blood. Know that the amount of calories, fat and sugar that they put into their bodies will affect their health. Know that there are different types of drugs. Know that there are things, places and people that can be dangerous. Know a range of strategies to keep themselves safe . Know when something feels safe or unsafe . Know that their bodies are complex and need taking care of</p>
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SKILLS

<ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food 	<p>Feel good about themselves when they make healthy choices. Realise that they are special. Keep themselves safe. Recognise ways to look after themselves if they feel poorly.</p>	<p>Desire to make healthy lifestyle choices. Identify when a feeling is weak and when a feeling is strong. Feel positive about caring for their bodies and keeping it healthy . Have a healthy relationship with food.</p>	<p>Able to set themselves a fitness challenge. Recognise what it feels like to make a healthy choice. Identify how they feel about drugs.</p>
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<ul style="list-style-type: none"> • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them 	<p>Recognise when they feel frightened and know how to ask for help.</p> <p>Recognise how being healthy helps them to feel happy.</p>	<p>Express how it feels to share healthy food with their friends</p>	<p>Can express how being anxious or scared feels- they may liken this to feeling sick or having butterflies.</p> <p>Can take responsibility for keeping themselves and others safe.</p> <p>Respect their own bodies and appreciate what they do.</p>
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VOCABULARY

<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>	<p>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p>Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p>
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Relationships

Respect, honesty, friendship, kindness

KNOWLEDGE

<p>Know what a family is. Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship. Know that friends sometimes fall out. Know some ways to mend a friendship. Know that unkind words can never be taken back and they can hurt.</p>	<p>Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care. Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting</p>	<p>Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</p>
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<p>Know how to use Jigsaw's Calm Me to help when feeling angry. Know some reasons why others get angry</p>	<p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own</p>
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SKILLS

<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings. Can suggest ways to make a friend or help someone who is lonely . Can use different ways to mend a friendship. Can recognise what being angry feels like Can use Calm Me when angry or upset</p>	<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities .</p> <p>Can say why they appreciate a special relationship</p>	<p>Can identify the different roles and responsibilities in their family Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify the feelings associated with trust</p>	<p>Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job/ less fortunate</p> <p>Understand that they are connected to the global</p>
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		<p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p>community in many different ways</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.</p>
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VOCABULARY

<p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p>	<p>Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>	<p>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</p>
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Changing Me
Respect, honesty

KNOWLEDGE

Know the names and functions of some parts of the body (see vocabulary list)
Know that we grow from baby to adult
Know who to talk to if they are feeling worried.

Know that sharing how they feel can help solve a worry.

Know that remembering happy times can help us move on.

Know that animals including humans have a life cycle
Know that changes happen when we grow up
Know that people grow up at different rates and that is normal

Know which parts of the body are private and that they belong to that person and that nobody has the right to touch these

Know who to ask for help if they are worried or frightened

Know that learning brings about change

Know that life cycles exist in nature
Know that aging is a natural process including old-age

Know that some changes are out of an individual's control

Know how their bodies have changed from when they were a baby and that they will continue to change as they age

Know that private body parts are special and that no one has the right to touch these

Know who to ask for help if they are worried or frightened

Know there are different types of touch and that some are acceptable and some are unacceptable

Know that in animals and humans lots of changes happen between conception and growing up

Know that in nature it is usually the female that carries the baby

Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops

Know that babies need love and care from their parents/carers

Know some of the changes that happen between being a baby and a child

Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults

SKILLS

Can identify how they have changed from a baby.

Can say what might change for them they get older.

Recognise that changing class can illicit happy and/or sad emotions.

Understand and accepts that change is a natural part of getting older

Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)

Can appreciate that changes will happen and that some can be controlled and others not

Be able to express how they feel about changes

Can express how they feel about babies

Can describe the emotions that a new baby can bring to a family

<p>Can say how they feel about changing class/ growing up .</p> <p>Can identify positive memories from the past year in school/ home</p>	<p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p>	<p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/ uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to in the next year</p>	<p>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>
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VOCABULARY

<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>	<p>Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>	<p>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, , Control, Male, Female, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy</p>
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