



PSHE

Progression of knowledge, skills and understanding: Key Stage 1

This will be taught on a two-year cycle, year A and B. Children will access each unit during the key stage. The growing and changing unit will be covered in both year A and year B and taught in single year groups.

Theme	Class 1 (Year 1) (Coram Y1 units)	Class 2 (Coram Y2 units)
Year A & B	<p>Know we have different skin colours and all skin is beautiful. Know skin colour is caused by melanin.</p> <ul style="list-style-type: none"> • Our Skin book: from the beginning to “Just by looking at someone, we can’t tell who they are on the inside. But sometimes people try to anyway” page 18 • Love your skin with Lupita Nyong’o (melanin explained): https://www.youtube.com/watch?v=xIC2hHECZ6Y • I am somebody song: https://sesameworkshop.org/our-work/what-we-do/race-ethnicity-culture/ <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>	<p>Begin to understand the term racism. Know how melanin changes skin colour.</p> <ul style="list-style-type: none"> • (optional) Love your skin with Lupita Nyong’o (melanin explained): https://www.youtube.com/watch?v=xIC2hHECZ6Y • Elmo & Elijah talk about race and skin colour: https://sesameworkshop.org/resources/explaining-race/ • Our Skin book: Whole book, including using the term racism, and bravely saying, “That’s not right”. <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>

<p>Me and My Relationships</p> <p>Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Explain their classroom rules and be able to contribute to making these. ● Understand that classroom rules help everyone to learn and be safe. ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel. ● Recognise how others might be feeling by reading body language/facial expressions; ● Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). ● Identify a range of feelings; ● Identify how feelings might make us behave; ● Suggest strategies for someone experiencing 'not so good' feelings to manage these. ● Recognise that people's bodies and feelings can be hurt; ● Suggest ways of dealing with different kinds of hurt. ● Identify simple qualities of friendship; ● Suggest simple strategies for making up. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Suggest actions that will contribute positively to the life of the classroom; ● Make and undertake pledges based on those actions. ● The conventions of courtesy and manners. ● Use a range of words to describe feelings; ● Recognise that people have different ways of expressing their feelings; ● Identify helpful ways of responding to other's feelings. ● Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); ● Explain where someone could get help if they were being upset by someone else's behaviour. ● Recognise that friendship is a special kind of relationship; ● Identify some of the ways that good friends care for each other. ● Explain the difference between bullying and isolated unkind behaviour; ● Recognise that that there are different types of bullying and unkind behaviour; ● Understand that bullying and unkind behaviour are both unacceptable ways of behaving; ● Understand that bullying can happen online, as well as in person, and to know what to do if this happens; ● Understand that they should not share images of themselves or others without permission. ● Understand and describe strategies for dealing with bullying; ● Rehearse and demonstrate some of these strategies. ● Understand that there are different types of bullying, including online.
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<p>Valuing Differences</p> <p>Year B</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify the differences and similarities between people; ● Empathise with those who are different from them; ● Begin to appreciate the positive aspects of these differences. ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare. ● Understand that bullying can happen online. ● Understand that they should not share unkind photos of other people online. ● Explain some of their school rules and how those rules help to keep everybody safe. ● Recognise and explain what is fair and unfair, kind and unkind; ● Suggest ways they can show kindness to others. ● Identify some of the people who are special to them; ● Recognise and name some of the qualities that make a person special to them. ● Recognise that they belong to various groups and communities such as their family; ● Explain how these people help us and we can also help them to help us. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify some of the physical and non-physical differences and similarities between people; ● Know and use words and phrases that show respect for other people. ● Identify people who are special to them; ● Explain some of the ways those people are special to them. ● Recognise and explain how a person's behaviour can affect other people. ● Explain how it feels to be part of a group; ● Explain how it feels to be left out from a group; ● Identify groups they are part of; ● Suggest and use strategies for helping someone who is feeling left out. ● Recognise and describe acts of kindness and unkindness; ● Explain how these impact on other people's feelings; ● Suggest kind words and actions they can show to others; ● Show acts of kindness to others in school. ● Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); ● Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
<p>Keeping safe</p> <p>Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ● Identify simple bedtime routines that promote healthy sleep; ● To explore how screen use can make us feel and learn how to make healthy and sensible choices. ● Recognise emotions and physical feelings associated with feeling unsafe; ● Identify people who can help them when they feel unsafe. ● Understand and learn the PANTS rules; ● Name and know which parts should be private; 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Understand that medicines can sometimes make people feel better when they're ill; ● Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; ● Explain simple issues of safety about medicines and their use. ● Identify situations in which they would feel safe or unsafe; ● Suggest actions for dealing with unsafe situations including who they could ask for help. ● Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.

	<ul style="list-style-type: none"> ● Explain the difference between appropriate and inappropriate touch; ● Understand that they have the right to say “no” to unwanted touch; ● Start thinking about who they trust and who they can ask for help. ● Start thinking about how to stay safe online, including safety around sharing images; ● Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. ● Understand that medicines can sometimes make people feel better when they’re ill; ● Explain simple issues of safety about medicines and their use. ● Recognise the range of feelings that are associated with loss. 	<ul style="list-style-type: none"> ● Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; ● Identify the types of touch they like and do not like; ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. ● Recognise that some touches are not fun and can hurt or be upsetting; ● Know that they can ask someone to stop touching them; ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. ● Identify safe secrets (including surprises) and unsafe secrets; ● Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
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<p>Rights and Respects</p> <p>Year B</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognise how a person's behaviour (including their own) can affect other people. ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment. <ul style="list-style-type: none"> ● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that belong to themselves or to others. ● Explain where people get money from; ● List some of the things that money may be spent on in a family home; ● Understand that when they want to buy something, online or offline, they need to ask their grownups for help first. ● Recognise that different notes and coins have different monetary value; ● Explain the importance of keeping money safe; ● Identify safe places to keep money; ● Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<p>Children will be able to:</p> <p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Identify special people in the school and community who can help to keep them safe.</p> <p>Know how to ask for help.</p> <p>Identify what they like about the school environment.</p> <p>Identify any problems with the school environment (e.g. things needing repair).</p> <p>Make suggestions for improving the school environment. Recognise that they all have a responsibility for helping to look after the school environment.</p> <p>Understand that people have choices about what they do with their money.</p>
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<p>Being My Best Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognise the importance of fruit and vegetables in their daily diet; ● Know that eating at least five portions of vegetables and fruit a day helps to maintain health. ● Recognise that they may have different tastes in food to others; ● Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; ● Recognise which foods we need to eat more of and which we need to eat less of to be healthy. ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order. ● Understand how diseases can spread; ● Recognise and use simple strategies for preventing the spread of diseases. ● Recognise that learning a new skill requires practice and the opportunity to fail, safely; ● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel. ● Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ● Understand and explain the simple bodily processes associated with them. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Explain the stages of the learning line showing an understanding of the learning process; ● Suggest phrases and words of encouragement to give someone who is learning something new; ● Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. ● Understand and give examples of things they can choose themselves and things that others choose for them; ● Explain things that they like and dislike, and understand that they have choices about these things; ● Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. ● Explain how germs can be spread; ● Describe simple hygiene routines such as hand washing; ● Understand that vaccinations can help to prevent certain illnesses. ● Explain the importance of good dental hygiene; ● Describe simple dental hygiene routines. ● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); ● Describe how food, water and air get into the body and blood. ● Understand that the body gets energy from food, water and oxygen; ● Recognise that exercise and sleep are important to health. ● Explore how screen use can make us feel and learn how to make healthy and sensible choices. ● See link to external resources for further information.
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<p>Growing and Changing</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Understand that the body gets energy from food, water and air (oxygen); ● Recognise that exercise and sleep are important parts of a healthy lifestyle; ● To explore how screen use can make us feel and learn how to make healthy and sensible choices. ● Identify things they could do as a baby, a toddler and can do now; ● Identify the people who help/helped them at those different stages. ● Identify things they could do as a baby, a toddler and can do now; ● Identify the people who help/helped them at those different stages. ● Explain the difference between teasing and bullying; ● Understand that bullying can happen online; ● Give examples of what they can do if they experience or witness bullying; ● Say who they could get help from in a bullying situation. ● Explain the difference between a secret and a nice surprise; ● Identify situations as being secrets or surprises; ● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. ● Identify parts of the body that are private; ● Describe ways in which private parts can be kept private; ● Identify people they can talk to about their private parts. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate simple ways of giving positive feedback to others. ● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. ● Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); ● Understand and describe some of the things that people are capable of at these different stages. ● Identify which parts of our body are private; ● Explain that our genitals help us make babies when we are older; ● Understand that we mostly have the same body parts but how they look is different from person to person. ● Explain what privacy means; ● Know that you are not allowed to touch someone’s private belongings without their permission; ● Give examples of different types of private information. ● Identify how inappropriate touch can make someone feel; ● Understand that there are unsafe secrets and secrets that are nice surprises; ● Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop.
<p>Year A and B</p>	<p>Vocabulary: penis, vulva, vagina, testicles, scrotum, nipples.</p>	<p>Vocabulary: penis, vulva, vagina, testicles, scrotum, nipples</p>