



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### PSHE - Y1



Year 1 Cycle A	Me and My Relationships	Keeping Safe	Being my Best
<b>KNOWLEDGE ORGANISERS</b>	<a href="#"><u>Knowledge Organiser</u></a>	<a href="#"><u>Knowledge Organiser</u></a>	<a href="#"><u>Knowledge Organiser</u></a>
<b>KEY VOCAB</b>	Feelings, comfortable, uncomfortable, sad, happy, worried, angry, excited, surprise, body, first aid, trust, community, special people, friendships, places of worship, families, cooperation, behaviour, private, respect, help.	Healthy, body, fit, exercise, germs, hygiene, lifestyle, dental, loss, upset, emotions, feelings, inappropriate touch, relationships, boundaries, safe	Healthy eating, lifestyles, carbohydrates, dairy, protein, fruit, vegetables, food groups, diet, unhealthy, virus, germs, diseases, prevent, personal hygiene, bacteria
<b>SUBSTANTIVE KNOWLEGDE</b>	<ul style="list-style-type: none"> <li>To know that classroom rules help everyone to learn and be safe;</li> <li>To know their classroom rules and be able to contribute to making these</li> <li>To know how others might be feeling by reading body language/facial expressions;</li> <li>To know and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>To know a range of feelings;</li> <li>To know how feelings might make us behave:</li> <li>To know strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>To know that people's bodies and feelings can be hurt;</li> <li>To know ways of dealing with different kinds of hurt.</li> <li>To know that they belong to various groups and communities such as their family;</li> <li>To know how these people help us and we can also help them to help us.</li> <li>To know simple qualities of friendship;</li> <li>To know simple strategies for making up.</li> <li>To know and demonstrate attentive listening skills;</li> <li>To know simple strategies for resolving conflict situations;</li> <li>To know how to give and receive positive feedback, and experience how this makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand that the body gets energy from food, water and air (oxygen);</li> <li>To know and recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>To know and recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>To know and identify simple bedtime routines that promote healthy sleep.</li> <li>To know and recognise emotions and physical feelings associated with feeling unsafe;</li> <li>To know and identify people who can help them when they feel unsafe.</li> <li>To know and recognise the range of feelings that are associated with loss.</li> <li>To know and understand that medicines can sometimes make people feel better when they're ill;</li> <li>To know and explain simple issues of safety and responsibility about medicines and their use.</li> <li>To know and understand and learn the PANTS rules;</li> <li>To know and name and know which parts should be private;</li> <li>To know and explain the difference between appropriate and inappropriate touch;</li> <li>To know and understand that they have the right to say "no" to unwanted touch;</li> <li>To know and start thinking about who they trust and who they can ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of fruit and vegetables in their daily diet;</li> <li>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> <li>Recognise that they may have different tastes in food to others;</li> <li>Select foods from the <b>Eatwell Guide</b> (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>Understand how diseases can spread;</li> <li>Recognise and use simple strategies for preventing the spread of diseases.</li> <li>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> <li>Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>
<b>MAKING CONNECTIONS</b>	<p><b>EYFS – Me and My Relationships</b> To know how to:</p> <ul style="list-style-type: none"> <li>Talk about their own interests.</li> <li>Talk about their families.</li> <li>Talk about how they are the same or different to others.</li> <li>Share their favourite interests and objects.</li> <li>Talk about themselves positively.</li> <li>Listen to what others say and respond.</li> <li>Talk about the important people in their lives.</li> <li>Understand that we have different special people.</li> <li>Name key people outside of families that care for them.</li> <li>Talk about when they might feel unsafe or unhappy.</li> <li>Name the people who will help them.</li> <li>Notice when a friend is in need at school and help them.</li> <li>Identify events that can make a person feel sad.</li> <li>Suggest ways in which they can help a friend who is sad.</li> <li>Choose ways to help themselves when they feel sad.</li> </ul> <p><b>Year 2 – Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>To know actions that will contribute positively to the life of the classroom;</li> <li>To know, make and undertake pledges based on those actions.</li> <li>To know and take part in creating and agreeing classroom rules.</li> <li>To know how to use a range of words to describe feelings;</li> <li>To know how to recognise that people have different ways of expressing their feelings;</li> <li>To know helpful ways of responding to other's feelings.</li> <li>To know and define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>To know and identify situations as to whether they are incidents of teasing or bullying.</li> </ul>	<p><b>EYFS – Keeping Myself Safe</b> To know how to:</p> <ul style="list-style-type: none"> <li>Name things that keep their bodies safe.</li> <li>Name things that keep their bodies clean and protected.</li> <li>Think about how to recognise things that might not be safe.</li> <li>Make safe decisions about items they don't recognise.</li> <li>Talk about what our bodies need to stay well.</li> <li>Name the safe ways to store medicine and who can give it to children (adults).</li> <li>Name some hazards and ways to stay safe inside.</li> <li>Name some hazards and ways to stay safe outside.</li> <li>Show how to care for the safety of other</li> <li>Name the adults who they can ask for help from, and will keep them safe.</li> <li>Recognise the feelings they have when they are unsafe.</li> <li>Talk about keeping themselves safe, safe touches and consent.</li> <li>Share ideas about activities that are safe to do on electronic devices.</li> <li>What to do and who to talk to if they feel unsafe online</li> <li>Name the people in their lives who help to keep them safe.</li> <li>Name people in their community who help to keep them safe.</li> <li>Talk about ways to keep themselves safe in their environment.</li> </ul> <p><b>Year 2 – Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>To know and understand that the body gets energy from food, water and air (oxygen);</li> <li>To know and recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>To know and recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>To know and identify simple bedtime routines that promote healthy sleep.</li> <li>To know and recognise emotions and physical feelings associated with feeling unsafe;</li> </ul>	<p><b>EYFS – Being My Best</b> To know how to:</p> <ul style="list-style-type: none"> <li>Share an experience where they haven't achieved their goal.</li> <li>Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle.</li> <li>Recognise that some skills take time to learn.</li> <li>Plan and review an achievable goal.</li> <li>Celebrate the successes of their peers.</li> <li>Name and choose healthy foods and drink.</li> <li>Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</li> <li>Explain the jobs of different food groups.</li> <li>Identify the 5 ways to support their wellbeing.</li> <li>Name some activities or ideas to promote positive mental health.</li> <li>Reflect on their mental health and how they can protect it.</li> <li>Describe the changes in their body during exercise and what is happening to their body.</li> <li>Explain how exercise can help us stay well - physically and mentally.</li> <li>Name some ways to keep their body fit and well.</li> <li>Understand why our body needs sleep.</li> <li>Talk about their own bedtime routine.</li> <li>Suggest ways to have a calm evening and bedtime routine.</li> </ul> <p><b>Year 2 – Being My Best</b></p> <ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Help themselves and others develop a positive attitude that support their wellbeing;</li> </ul>

	<ul style="list-style-type: none"> <li>To know, understand and describe strategies for dealing with bullying;</li> <li>To know, rehearse and demonstrate some of these strategies.</li> <li>To know and explain the difference between bullying and isolated unkind behaviour;</li> <li>To know and recognise that there are different types of bullying and unkind behaviour;</li> <li>To know and understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>To know and recognise that friendship is a special kind of relationship;</li> <li>To know and identify some of the ways that good friends care for each other.</li> <li>To know, recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>To know and explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>To know and identify people who can help them when they feel unsafe.</li> <li>To know and recognise the range of feelings that are associated with loss.</li> <li>To know and understand that medicines can sometimes make people feel better when they're ill;</li> <li>To know and explain simple issues of safety and responsibility about medicines and their use.</li> <li>To know and understand and learn the PANTS rules;</li> <li>To know and name and know which parts should be private;</li> <li>To know and explain the difference between appropriate and inappropriate touch;</li> <li>To know and understand that they have the right to say "no" to unwanted touch;</li> <li>To know and start thinking about who they trust and who they can ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help prevent certain illnesses.</li> <li>Explain the importance of good dental hygiene routines.</li> <li>Understand that the body gets energy from food, water and oxygen;</li> <li>Recognise that exercise and sleep are important to health</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul>
<b>KEY SKILLS</b>	<p><u>Feelings</u></p> <ul style="list-style-type: none"> <li>I can name a variety of different feelings and explain how these might make me behave.</li> <li>I can think of some different ways of dealing with 'not so good' feelings.</li> </ul> <p><u>Getting Help</u></p> <ul style="list-style-type: none"> <li>I know when I need help and who to go to for help.</li> </ul> <p><u>Classroom rules</u></p> <ul style="list-style-type: none"> <li>I know when I need help and who to go to for help.</li> </ul>	<p><u>How our feelings can keep us safe</u></p> <ul style="list-style-type: none"> <li>I can say what I can do if I have strong but not so good feelings, to help me stay safe (e.g. sad – talk to someone).</li> </ul> <p><u>Keeping healthy</u></p> <ul style="list-style-type: none"> <li>I can give examples of how I keep myself healthy.</li> </ul> <p><u>Medicine safety</u></p> <ul style="list-style-type: none"> <li>I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc)</li> </ul>	<p><u>Being my best</u></p> <ul style="list-style-type: none"> <li>I can name a few different ideas of what I can do if I find something difficult.</li> </ul> <p><u>Keeping healthy</u></p> <ul style="list-style-type: none"> <li>I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</li> </ul>