



PSHE/RHE Sequence of Knowledge and Skills

		Autumn 1 Term	Autumn 2 Term	Spring 1 Term	Spring 2 Term	Summer 1 Term	Summer 2 Term
EYFS	Topic	Me and my relationships	Valuing difference	Keeping Safe	Rights and Respect Growing and Changing	Growing & Changing Rights and Respect	Being my best
	Knowledge	<ul style="list-style-type: none"> • Talk about similarities and differences. • Name special people in their lives. • Describe different feelings. • Identify who can help if they are sad, worried or scared. • Identify ways to help others or themselves if they are sad or worried. 	<ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique. • Recognise that we can have things in common with others. • Use speaking and listening skills to learn about the lives of their peers. • Know the importance of showing care and kindness towards others. • Demonstrate skills in building friendships and cooperation. 	<ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> • Recognise coins a money that we can spend and save. • Talk about looking after money. • Name the different stages in childhood and growing up. • Use the correct vocabulary when naming the different parts of the body. • Understand that there are changes in nature and humans. • Talk about similarities and differences between themselves. 	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans. • Know how to keep themselves safe. • Identify how they can care for their home, school and special people. • Understand that they can make a difference. • Talk about how they can make an impact on the natural world. • Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> • Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotion. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well.



	<p>Skills</p> <ul style="list-style-type: none"> • <u>Recognise</u> differences. • <u>Name</u> people who help them. • <u>Identify</u> trusted adults. • <u>Describe</u> ways to help others. • <u>Talk</u> about feelings and what can cause them. • <u>Show</u> good listening 	<ul style="list-style-type: none"> • <u>Recognise</u> similarities and differences amongst peers. • <u>Talk</u> about why differences should be celebrated. • Talk about family life. • <u>Compare</u> own experiences to others. • <u>Listen</u> and be polite to what others tell me about their lives. • <u>Suggest</u> ways they can be kind, caring and helpful to others. 	<ul style="list-style-type: none"> • <u>Name</u> things that keep their bodies safe and healthy. • <u>Name</u> things that keep their bodies clean and protected. • <u>Name</u> ways to stay safe around medicines. • <u>Identify</u> what is safe to play online and who to talk to if I feel worried. • <u>Name</u> the adults who keep them safe and <u>recognise</u> when they might need their help. 	<ul style="list-style-type: none"> • <u>Recognise</u> some coins. • <u>Talk</u> about why it's important to keep money safe. • <u>Identify</u> uses of money and ways to save it. • <u>Describe</u> the different life stages of a human: baby, child, teenager, adult, older age. • <u>Explain</u> the differences between babies, children, and adults. 	<ul style="list-style-type: none"> • <u>Name</u> the different seasons and know that there are changes that occur. • <u>Make</u> <u>observations</u> and <u>ask questions</u> about living things. • <u>Identify</u> ways in which they help at home. • <u>Recognise</u> the importance of taking care of a shared environment. • <u>Name</u> ways in which they can look after their learning environment. 	<ul style="list-style-type: none"> • <u>Name</u> and choose healthy foods and drink. • <u>Describe</u> the changes in their body during exercise. • <u>Explain</u> how exercise can help us stay well - physically and mentally. • <u>Name</u> some ways to keep their body fit and well. • <u>Recognise</u> the importance of sleep. • Show resilience.
<p>Key Vocabulary</p>	<p>Same Different Feelings</p>	<p>Likes Dislikes Kindness</p>	<p>Safe Unsafe</p>	<p>Baby Child Teenager Adult Body parts (head, arms, hands, legs, feet).</p>	<p>Spend Save Money Environment</p>	<p>Healthy Exercise Sleep Resilience</p>



		Autumn 1 Term	Autumn 2 Term	Spring 1 Term	Spring 2 Term	Summer 1 Term	Summer 2 Term
Year 1	Topic	Me and my relationships	Being my best	Keeping Safe	Growing & Changing	Rights and Respect	Valuing difference
	Links to prior learning	EYFS- Me and my relationships – feelings, trusted adults, listening and differences.	EYFS- Being my best- healthy choices, resilience and overcoming challenges.	EYFS- Keeping Myself safe- keeping bodies safe and healthy, how to stay safe at home and online, safe medicine.	EYFS- Growing and changing- stages of human (babies, children, adults), similarities and differences.	EYFS- Rights and respect- coins, looking after their environment, helping others.	EYFS- Valuing difference- building friendships, things in common, kind and helpful
	Knowledge	<ul style="list-style-type: none"> Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how. 	<ul style="list-style-type: none"> To recognise how a healthy variety of food can make us feel great. Recognise that learning a new skill requires practice and the opportunity to fail, safely To identify strategies to resolve conflict. To give and receive praise. 	<ul style="list-style-type: none"> To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. To recognise emotions and physical feelings associated with feeling unsafe. To understand that medicines can sometimes make people feel better when they're ill. To talk about safety and responsibility around medicines. 	<ul style="list-style-type: none"> To think of what babies need to stay happy and healthy. To identify the changes they have made since they were a baby. To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. To identify some internal organs and systems. To identify the trusted people who have helped them grow, they can talk to if they are worried. 	<ul style="list-style-type: none"> To identify ways of taking care of their health. To identify how others take care of their environment. To take care of something or someone else. To talk about the importance of looking after money. To learn what to do when someone is injured. 	<ul style="list-style-type: none"> To know the key differences between teasing, being unkind and bullying. To recognise that everyone is different and will have different thoughts and ideas. To celebrate and begin to show empathy for those who are different. To identify those who are special to them (and their special qualities).



							<ul style="list-style-type: none"> To identify ways in which we can show kindness towards others and how that makes them feel.
Skills	<ul style="list-style-type: none"> <u>Show</u> attentive listening <u>Name</u> different feelings and how our body reacts to emotions. <u>Identify</u> how feelings might make us behave. <u>Identify</u> simple qualities of friendship; <u>Suggest</u> simple strategies for making up. 	<ul style="list-style-type: none"> <u>Recognise</u> the importance of fruit and vegetables (five portions a day). <u>Identify</u> the importance of regular hygiene routines. <u>Sequence</u> personal hygiene routines into a logical order <u>Name</u> what they can do if they find something difficult. <u>Show</u> perseverance 	<ul style="list-style-type: none"> <u>Discuss</u> the things my body needs to stay well (exercise, sleep, healthy foods). <u>Describe</u> what they can do to help them stay safe. <u>Identify</u> who trusted adults are and know when to ask for help. <u>Discuss</u> when medicines can be helpful or might be harmful. <u>Identify</u> how to stay safe around medicine 	<ul style="list-style-type: none"> <u>Name</u> some things that babies need. <u>Identify</u> and <u>compare</u> things they could do as a baby, a toddler and can do now. <u>Talk</u> about how safe secrets and surprises make me feel and who to talk to if I am worried. <u>Name</u> and <u>label</u> scientific names for body parts. <u>Name</u> the adults I can talk to at home and school if I need help. 	<ul style="list-style-type: none"> Demonstrate responsibility in looking after something. <u>Explain</u> the importance of looking after things that belong to themselves or to others. <u>Recognise</u> who cares for and looks after the school environment. <u>Explain</u> where people get money from. <u>Recognise</u> that different notes and coins have different monetary value <u>Explain</u> the importance of keeping money safe and <u>identify</u> 	<ul style="list-style-type: none"> <u>Identify</u> the differences and similarities between people. <u>Explain</u> the difference between unkindness, teasing and bullying <u>Explain</u> some of their school rules and how those rules help to keep everybody safe. <u>Explain</u> what is fair and unfair, kind and unkind; <u>Identify</u> some of the people who are special to them. 	



						safe places to keep money;	<ul style="list-style-type: none"> Name some of the qualities that make a person special to them.
Key Vocabulary	Body language Emotions Friendship Rules Responsibilities	Healthy Unhealthy Hygiene Germs Perseverance	Sleep Consent Medicines – Safe/unsafe	Surprise Secret Tease Grow Change	Responsibility Money (cost, saving, afford, bills Environment Consequences Promise First aid (accident, danger, hazard, risk, emergency).	Same Different Respect Fair/unfair Family	

		Autumn 1 Term	Autumn 2 Term	Spring 1 Term	Spring 2 Term	Summer 1 Term	Summer 2 Term
Year 2	Topic	Me and my relationships	Valuing difference	Keeping Safe	Rights and Respect	Being my best	Growing & Changing
	Prior Knowledge	Year 1- <u>Me and my relationships</u> - feelings, simple qualities of friendship. <u>Valuing difference</u> - unkindness, teasing and bullying	Year 1- <u>valuing difference</u> - kindness, differences and similarities in people. <u>Me and my relationships</u> - attentive listening.	Year 1- <u>Keeping myself safe</u> - medicines (safe/unsafe), trusted adults, exercise, sleep, healthy food.	Year 1 <u>Rights and Respect</u> - school environment, keeping money safe, saving money, responsibility.	Year 1 <u>Being my best</u> - hygiene routine, '5 a day', perseverance.	Year 1 Growing and changing- surprises and secrets, body parts, human life cycle, differences baby/toddler/now.
	Knowledge	<ul style="list-style-type: none"> Recognise that people have different ways of expressing their feelings Identify different ways to respond 	<ul style="list-style-type: none"> Identify differences and similarities between others. Recognise and explain how a person's 	<ul style="list-style-type: none"> Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they 	<ul style="list-style-type: none"> Identify strategies in cooperation. Identify strategies in self-regulation. Name ways to stay safe when using the internet. 	<ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process 	<ul style="list-style-type: none"> Give positive feedback to someone. Recognise the range of feelings associated with



	<p>to the feelings of others.</p> <ul style="list-style-type: none"> Recognise the differences between bullying, unkind behaviour or teasing Learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. Recognise a healthy friendship and its qualities. 	<p>behaviour can affect other people.</p> <ul style="list-style-type: none"> Learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. Recognise and talk about acts of kindness and how they can impact others. 	<p>would feel safe or unsafe</p> <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 safe secrets (including surprises) and unsafe secrets and Recognise the importance of telling someone they trust about a secret. 	<ul style="list-style-type: none"> Recognise that they have a responsibility to help care for their immediate and broader environment. Learn about saving and spending money. 	<ul style="list-style-type: none"> Understand the importance of good hand and dental hygiene. Recognise what the body needs to have energy and stay well. Identify parts of the body that process food and create energy. 	<p>loss and to discuss things people can do to feel better.</p> <ul style="list-style-type: none"> Identify the different stages of growth and what people are able to do at these different stages. Explain what consent means and how to protect privacy.
Skills	<ul style="list-style-type: none"> Use a range of words to <u>describe</u> feelings. <u>Recognise, name</u> and understand how to deal with feelings. <u>Explain</u> where someone could get help. <u>Identify</u> ways that good friends care for each other. 	<ul style="list-style-type: none"> <u>Identify</u> some of the physical and non-physical differences and similarities between people. <u>Identify</u> people who are special to them and explain why they are. <u>Describe</u> how a person's behaviour can 	<ul style="list-style-type: none"> <u>Name</u> ways to keep safe around medicines. <u>Explain</u> how medicines can be helpful or harmful. <u>Describe</u> how they can be used safely. <u>Identify</u> situations in which they would feel safe or unsafe 	<ul style="list-style-type: none"> <u>Explain</u> some of the strategies they can use when they feel upset or angry. <u>Name</u> ways they can look after the environment. <u>Identify</u> special people in the school and community who can help to keep them safe 	<ul style="list-style-type: none"> <u>Explain</u> what happens when they learn something new. <u>Explain</u> how setting a goal or goals will help them to achieve what they want to be able to do. <u>Explain</u> how hand hygiene stops virus' and germs from spreading. 	<ul style="list-style-type: none"> <u>Demonstrate</u> simple ways of giving positive feedback to others. <u>Name</u> a range of feelings that are associated with losing someone they are close to. <u>Identify</u> different stages



		<ul style="list-style-type: none"> • <u>Explain</u> the difference between bullying and isolated unkind behaviour. 	<p>affect other people</p> <ul style="list-style-type: none"> • <u>Name</u> and suggest strategies to someone who feels left out. • <u>Recognise</u> and <u>describe</u> acts of kindness and unkindness • <u>Demonstrate</u> active listening techniques. 	<ul style="list-style-type: none"> • <u>Identify</u> safe secrets (including surprises) and unsafe secrets; 	<ul style="list-style-type: none"> • <u>Name</u> ways people can spend and save money. • <u>Identify</u> and <u>demonstrate</u> responsibilities for taking care of the school environment. 	<ul style="list-style-type: none"> • Give examples of what they can do and give to their body to stay healthy. • <u>Name</u> and <u>label</u> different parts of the body that are inside them and help to turn food into energy. 	<p>of growth (e.g. baby, toddler, child, teenager, adult) and <u>describe</u> things that people are capable of doing at these different stages.</p> <ul style="list-style-type: none"> • <u>Explain</u> what privacy means.
Key Vocabulary	Bully /tease Friendship Feelings Repeat/Regular	Unique Respect Problem/ solve	Safe/safety Unsafe Secret Surprise Uncomfortable Medicines	Money Spending/saving Environment Erupt Control Share	Goal Achieve Challenge Healthy/ unhealthy Vaccination Hygiene Germs Disease Injection Parts of the body (brain, heart, lungs, stomach, small intestine, large intestine).	Change Loss Support Unique Consent Permission Privacy	