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| National Curriculum Objectives | <p>Pupils should be taught: All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.</p> |
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| | Year 1 | Year 2 |
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| Living in the wider world | <ul style="list-style-type: none"> ● To help construct, and agree to follow, group, class and school rules and to understand how these rules help them ● Know that they belong to different groups and communities such as family and school ● Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) ● Understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving ● Know about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them | <ul style="list-style-type: none"> ● To help construct, and agree to follow, group, class and school rules and to understand how these rules help them ● Know how they can contribute to the life of the classroom and school ● What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) ● Know about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices ● Understand ways in which they are all unique; understand that there has never been and will never be another ‘them’ ● Understand ways in which we are the same as all other people; what we have in common with everyone else ● Know about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency |

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| <p>Health</p> | <ul style="list-style-type: none"> ● Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health ● Understand the importance of, and how to, maintain personal hygiene ● Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention ● Know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety ● To recognise that choices can have good and not so good consequences ● Know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings | <ul style="list-style-type: none"> ● Know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading ● Know that household products, including medicines, can be harmful if not used properly ● Know about the ways that pupils can help the people who look after them to more easily protect them ● Know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety ● To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals ● Understand change and loss and the associated feelings (including moving home, losing toys, pets or friends) ● Know about the process of growing from young to old and how people's needs change ● Know about growing and changing and new opportunities and responsibilities that increasing independence may bring ● Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls ● To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets ● Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy |
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| Relationships | <ul style="list-style-type: none">● To communicate their feelings to others, to recognise how others show feelings and how to respond● To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)● To identify and respect the differences and similarities between people● To identify their special people (family, friends, carers), what makes them special and how special people should care for one another● To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say | <ul style="list-style-type: none">● To recognise that their behaviour can affect other people● To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class● To offer constructive support and feedback to others● To identify and respect the differences and similarities between people● Understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)● To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable● Know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help● To recognise what is fair and unfair, kind and unkind, what is right and wrong● Know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid |
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