



Stoke By Nayland Cof E Primary School

KS1 PSHE 2 Year Knowledge Cycle

Cycle 1																																				
	Respect	Understanding	Communication	Key Vocabulary																																
Autumn 1 - Families and Friendships Roles of different people; families; feeling cared for	That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	Relationship, family, friends, relatives, care,																																
Autumn 2 - Respecting Ourselves and Others Recognising things in common and differences; playing and working cooperatively; sharing opinions How behaviour affects others; being respectful and polite	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	How important friendships are in making us feel happy and secure, and how people choose and make friends. The importance of permission-seeking and giving in relationships with friends, peers and adults. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Bodies, feelings, actions, words, hurtful, behaviour, bullying, teasing, name-calling, trust																																
Spring 1 - Belonging to a Community Belonging to a group; roles and responsibilities What rules are; caring for others' needs;	L4, L6, The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (L4, L6) L6. to recognise the ways they are the same as, and different to, other people	L4. what a stereotype is, and how stereotypes can be unfair, negative or destructive (L4) L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	<table border="0"> <tr> <td>kind</td> <td>unkind</td> <td>behaviour</td> <td>respect</td> </tr> <tr> <td>rules</td> <td>polite</td> <td>sharing</td> <td>solution</td> </tr> <tr> <td>choices</td> <td>secrets</td> <td>compliment</td> <td>conflict</td> </tr> <tr> <td>taking turns</td> <td>point of view</td> <td>problem-solving</td> <td>similarities</td> </tr> <tr> <td>situation</td> <td></td> <td></td> <td>responsibilities</td> </tr> <tr> <td>teasing</td> <td>bullying</td> <td>relationships</td> <td>family</td> </tr> <tr> <td>feelings</td> <td>differences</td> <td>safe/unsafe</td> <td>belonging</td> </tr> <tr> <td>neighbourhood</td> <td>community</td> <td>multicultural</td> <td>beliefs</td> </tr> </table>	kind	unkind	behaviour	respect	rules	polite	sharing	solution	choices	secrets	compliment	conflict	taking turns	point of view	problem-solving	similarities	situation			responsibilities	teasing	bullying	relationships	family	feelings	differences	safe/unsafe	belonging	neighbourhood	community	multicultural	beliefs
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<p>Spring 2 - Money and Work What money is; needs and wants; looking after money Strengths and interests; jobs in the community</p>	<p>To listen respectfully during class discussions relating to money and work and to ensure they are mindful of the differences in financial circumstance. CT to guide respectful discussions.</p>	<p>L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this</p>	<p>To share his/her feelings about how they save and spend money</p>	<p>Money, employed, savings, wants, needs, bank, account, safe, spending</p>
<p>Summer 1 - Physical Health and Mental Wellbeing Keeping healthy; food and exercise</p>		<p>H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy</p>	<p>Children to be supported to communicate a range of ideas and discuss the following issues in these sessions - To explore healthy choices and habits. When is a choice or habit healthy...can it become unhealthy? How do choices link to both physical and mental health? How are these areas linked? Can something have a positive impact on one area of health but a negative impact on another? What are the signs of physical illness? How can we identify them? What difference does diet make? How do we know? How does an active lifestyle support wellbeing and physical health? How can we find activities that are inexpensive and support this? How does sleep influence how we are able to function? What strategies can we put in place to support good quality sleep?</p>	<p>Physical health, mental health, healthy, unhealthy, diet, lifestyle, hobbies, allergies, immunizations, medicines, feelings, emotions, sleep patterns, sun-safety</p>
<p>Summer 2 - Keeping Safe How rules and restrictions help us Keeping safe online Safety in different environments risk and safety at home emergencies</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>	<p>safe, unsafe, danger, hazard, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, help, trusted adult</p>

		H36. how to get help in an emergency (how to dial 999 and what to say)		
Cycle 2				
	Respect	Understanding	Communication	Key Vocabulary
Autumn 1 - Families and Friendships Making friends; feeling lonely and getting help	How friends should treat each other What healthy relationships look like Strategies to deal with the ups and downs of friendships	R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy	Ways of communicating The importance of communicating needs so the other person understands	Friends, friendship, relationship, lonely, resolve, argument,
Autumn 2 - Safe Relationships Recognising privacy; staying safe; seeking permission Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	Safe, private, secret, uncomfortable, unsafe, permission, pressure,
Spring 1 - Belonging to a Community Looking after the environment	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	How different people have different roles within a community How the importance of Courageous advocacy can impact on decisions within a community	How we play a part within our community The needs of our community locally, nationally internationally and globally	rules, environment, situations, responsibility, caring, living things, needs,
Spring 2 - Media Literacy and Digital Resilience Using the internet and digital devices safely The internet	That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online.	Internet, device, online-safety, communication, support, protection, interaction

in everyday life; online content and information	online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			
Summer 1 - Physical Health and Mental Wellbeing Why sleep is important; medicines and keeping healthy Keeping teeth healthy	H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7. the characteristics of mental and emotional health and strategies for managing these	H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	Health, wellbeing, emotions, mental health, resilience, setbacks, disappointments, mood, physical health, positive, support
Summer 2 - Growing and Changing Recognising what makes them unique and special feelings managing when things go wrong Growing older naming body parts moving class or year group	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	H21. to recognise what makes them special H22. to recognise the ways in which we are all unique	H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult	Special, unique, likes, dislikes, manage, difficulties, growing, changing, needs

PSHE is taught weekly throughout the academic year to all year groups. The planning for PSHE is based on the PSHE Association Programme Builders