

Fairfield Infant and Nursery School

PSHE

Knowledge and Skills

Nursery 2 years	Nursery 3-4 years	Reception	KS1	Year 1	Year 2	Year 3
<p><i>*Find ways to calm themselves, through being calmed and comforted by their key person.</i></p> <p><i>*Establish their sense of self</i></p> <p><i>* Express preferences and decisions. They also try new things and start establishing their autonomy</i></p> <p><i>* Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink</i></p> <p><i>* Find ways of managing</i></p>	<p><i>* Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</i></p> <p><i>* Develop their sense of responsibility and membership of a community.</i></p> <p><i>* Become more outgoing with unfamiliar people, in the safe context of their setting.</i></p> <p><i>*Show more confidence in new social situations.</i></p>	<p><i>* See themselves as a valuable individual.</i></p> <p><i>* Build constructive and respectful relationships.</i></p> <p><i>* Express their feelings and consider the feelings of others</i></p> <p><i>* Show resilience and perseverance in the face of challenge.</i></p> <p><i>* Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>* Think about the perspectives of others.</i></p> <p><i>* Manage their own needs - Personal hygiene</i></p>	<p>Autumn 1</p> <p>Question Year 1- <i>What is the same and different about us?</i></p> <p>Question Year 2- <i>What makes a good friend?</i></p> <p>Question Year 3- <i>How can we be a good friend?</i></p>	<p>Ourselves and others; similarities and differences; individuality; our bodies</p> <ul style="list-style-type: none"> • <i>what they like/dislike and are good at</i> • <i>what makes them special and how everyone has different strengths</i> <ul style="list-style-type: none"> • <i>how their personal features or qualities are unique to them</i> • <i>how they are similar or different to others, and what they have in common</i> 	<p>Relationships Friendship; feeling lonely; managing arguments</p> <ul style="list-style-type: none"> • <i>how to make friends with others</i> • <i>how to recognise when they feel lonely and what they could do about it</i> • <i>how people behave when they are being friendly and what makes a good friend</i> • <i>how to resolve arguments that can occur in friendships</i> • <i>how to ask for help if a friendship is making them unhappy</i> 	<p>Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <ul style="list-style-type: none"> • <i>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</i> • <i>how to recognise if others are feeling lonely and excluded and strategies to include them</i> • <i>how to build good friendships, including identifying qualities that contribute to positive friendships</i> • <i>that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</i> • <i>how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</i>

<p>transitions, for example from their parent to their key person.</p> <p>*Look back as they crawl or walk away from their key person.</p> <p>*Look for clues about how to respond to something interesting.</p> <p>*Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>* Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>*Feel strong enough to express a range of emotions.</p>	<p>* Play with one or more other children, extending and elaborating play ideas.</p> <p>* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>* Increasingly follow rules, understanding why they are important.</p> <p>* Remember rules without needing an adult to remind them.</p> <p>* Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>* Talk about their feelings using words like 'happy', 'sad',</p>	<p>* Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Autumn 2</p> <p>Question Year 1- Who is special to us?</p> <p>Question Year 2- What is bullying?</p> <p>Question Year 3 - What keeps us safe?</p>	<p>Ourselves and others; people who care for us; groups we belong to; families</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together <ul style="list-style-type: none"> • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<p>Relationships Behaviour; bullying; words and actions; respect for others</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal
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<p>* <i>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</i></p> <p>* <i>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</i></p> <p>* <i>Be increasingly able to talk about and manage their emotions.</i></p> <p>* <i>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</i></p> <p>* <i>Develop friendships with other children.</i></p> <p>* <i>Safely explore emotions beyond their normal range through play and stories.</i></p>	<p><i>‘angry’ or ‘worried’.</i></p> <p>* <i>Understand gradually how others might be feeling.</i></p> <p>* <i>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</i></p>		<p>Spring 1</p> <p>Question Year 1- <i>What helps us stay healthy?</i></p> <p>Question Year 2- <i>What jobs do people do?</i></p> <p>Question Year 3- <i>What are families like?</i></p>	<p>Health and wellbeing Being healthy; hygiene; medicines; people who help us with health</p> <ul style="list-style-type: none"> • <i>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</i> • <i>that things people put into or onto their bodies can affect how they feel</i> • <i>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</i> 	<p>Living in the wider world People and jobs; money; role of the internet</p> <ul style="list-style-type: none"> • <i>how jobs help people earn money to pay for things they need and want</i> • <i>about a range of different jobs, including those done by people they know or people who work in their community</i> • <i>how people have different strengths and interests that enable them to do different jobs</i> • <i>how people use the internet and digital devices in their jobs and everyday life</i> 	<p><i>with minor injuries e.g. scratches, grazes, burns</i></p> <ul style="list-style-type: none"> • <i>what to do in an emergency, including calling for help and speaking to the emergency services</i> <p>Relationships Families; family life; caring for each other</p> <ul style="list-style-type: none"> • <i>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</i> • <i>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</i> • <i>how people within families should care for each other and the different ways they demonstrate this</i> • <i>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</i>
			<p>Spring 2</p> <p>Question Year 1- <i>What can we do with money?</i></p> <p>Question Year 2-</p>	<p>Living in the wider world Money; making choices; needs and wants</p> <ul style="list-style-type: none"> • <i>what money is - that money comes in different forms</i> 	<p>Health and wellbeing Keeping safe; recognising risk; rules</p> <ul style="list-style-type: none"> • <i>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water</i> 	<p>Living in the wider world Community; belonging to groups; similarities and differences; respect for others</p>

<p><i>* Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</i></p> <p><i>* Learn to use the toilet with help, and then independently.</i></p>			<p>What helps us stay safe?</p> <p>Question Year 3 - What makes a community?</p>	<ul style="list-style-type: none"> • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want <ul style="list-style-type: none"> • how to keep money safe and the different ways of doing this 	<p>safety; in relation to medicines/ household products and online)</p> <ul style="list-style-type: none"> • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not <ul style="list-style-type: none"> • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
		<p>Summer 1</p> <p>Question Year 1 - Who helps to keep us safe?</p> <p>Question Year 2- What can help us grow and stay healthy?</p> <p>Question Year 3- Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing Keeping safe; people who help us</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people <ul style="list-style-type: none"> • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for 	<p>Health and wellbeing Being healthy: eating, drinking, playing and sleeping</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday <ul style="list-style-type: none"> • that there are different ways to learn and play; how 	<p>Health and wellbeing Being healthy: eating well, dental care</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods <ul style="list-style-type: none"> • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much 	

				<p><i>themselves or others; and the importance of keeping on asking for support until they are heard</i></p> <ul style="list-style-type: none"> <i>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</i> 	<p><i>to know when to take a break from screen-time</i></p> <ul style="list-style-type: none"> <i>• how sunshine helps bodies to grow and how to keep safe and well in the sun</i> 	<p><i>sugar/acidic drinks on dental health</i></p> <ul style="list-style-type: none"> <i>• how people make choices about what to eat and drink, including who or what influences these</i> <i>• how, when and where to ask for advice and help about healthy eating and dental care</i>
		<p>Summer 2</p> <p>Question Year 1- <i>How can we look after each other and the world?</i></p> <p>Question Year 2- How do we recognise our feelings?</p> <p>Question Year 3 - Why should we sleep well and keep active?</p>	<p>Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing</p> <ul style="list-style-type: none"> <i>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</i> <i>• the responsibilities they have in and out of the classroom</i> <i>• how people and animals need to be looked after and cared for</i> <i>• what can harm the local and global environment; how they and others can help care for it</i> <i>• how people grow and change and how people's needs change as they grow from young to old</i> <ul style="list-style-type: none"> <i>• how to manage change when moving to a new class/year group</i> 	<p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up</p> <ul style="list-style-type: none"> <i>• how to recognise, name and describe a range of feelings</i> <i>• what helps them to feel good, or better if not feeling good</i> <i>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</i> <i>• how feelings can affect people in their bodies and their behaviour</i> <ul style="list-style-type: none"> <i>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</i> <i>• how to recognise when they might need help with feelings and how to ask for help when they need it</i> 	<p>Health and wellbeing Being healthy: keeping active, taking rest</p> <ul style="list-style-type: none"> <i>• how regular physical activity benefits bodies and feelings</i> <i>• how to be active on a daily and weekly basis - how to balance time online with other activities</i> <i>• how to make choices about physical activity, including what and who influences decisions</i> <ul style="list-style-type: none"> <i>• how the lack of physical activity can affect health and wellbeing</i> <i>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</i> <i>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</i> 	