The Sequence of Learning:
PSHE

At St. Crispin's Infant School, we believe we are laying the foundations for learning and life by providing a curriculum that is purposeful and relevant. It is designed around our belief that each child is unique and can achieve their full potential as lifelong learners. The progressive structure of lessons allows children to explore, embed and develop expertise.

In PSHE (Personal, Social and Health Education) we aim for our children to become independent, confident, healthy and responsible members of today's society by developing the 'whole child's' intellectual, moral, social, creative and spiritual education. We enable this through carefully planned, progressive lessons incorporating the three core areas of Health and Well-Being, Relationships and Living in the Wider World. The curriculum is aimed at developing children's emotional literacy and equipping them with the language and tools to talk about feelings and know how and when to ask for help. We aim for the children to have the opportunity and willingness to try new things and persevere, to have a good understanding of how stay safe, healthy and develop good relationships and to have an appreciation of what it means to be a positive member of a diverse, multicultural society.

At St Crispin's Infant School we use the PSHE association to help map out our PSHE curriculum, this enables us to make sure we have met all the requirements of the following Government guidelines:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary

EARLY LEARNING GOAL	YEAR 1	YEAR 2
Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Personal, Social and Emotional Development (Self-Confidence and Self-Awareness) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk	Relationships • What they like/dislike and are good at. • What makes them special and how everyone has different strengths. • How their personal features or qualities are unique to them. • How they are similar or different to others, and what they have in common. • To use the correct names for the main parts of the body, including external genitalia; and those parts of bodies covered with underwear are private.	**Relationships** • How to make friends with others. • How to recognise when they feel lonely and what they could do about it. • How people behave when they are being friendly and what makes a good friend. • How to resolve arguments that can occur in friendships. • How to ask for help if a friendship is making them unhappy. • 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

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about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. **Personal, Social and Emotional Development (Managing Feelings and Behaviour)** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. **Physical Development (Health and Self-Care)** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. **Understanding the World (People and Communities)** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **Understanding the World (The World)** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and	• That family is one of the groups they belong to, as well as, for example, school, friends and 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. • That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried. **Health and Wellbeing** • What being healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor) • That things people put into or onto their bodies can affect how they feel. • How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy. • That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people.	if physical contact makes them uncomfortable or unsafe. • Why name-calling, hurtful teasing, bulling 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. **Health and Wellbeing** • How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • 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. • How to tell a trusted adult if they are worried for themselves or others, worried that

plants and explain why some things occur, and talk about changes.	• 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 themselves or others; and the importance of keeping on asking for support until they are heard. • 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	something is unsafe or if they come across something that scares or concerns them. • 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. • That there are different ways to learn and play; how to know when to take a break from screen-time. • How sunshine helps bodies to grow and how to keep safe and well in the sun. • How to recognise, name and describe a range of feelings. • What helps them to feel good, or better if not feeling good. • 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) • How feelings can affect people in their bodies and their behaviour. • Ways to manage big feelings and the importance of sharing their feelings with someone they trust. • How to recognise when they might need help with feelings and how to ask for help when they need it.
	<u>Living in the Wider World</u> • What money is - that money comes in different forms. • How money is obtained (e.g. earned, won, borrowed, presents)	**<u>Living in the Wider World</u>** • How jobs help people earn money to pay for things they need and want.

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	• 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. • How to keep money safe and the different ways of doing this. • How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively. • The responsibilities they have in and out of the classroom. • How people and animals need to be looked after and cared for. • What can harm the local and global environment; how they and others can help care for it. • How people grow and change and how people's needs change as they grow from young to old. • How to manage change when moving to a new class/year group.	• About a range of different jobs, including those done by people they know or people who work in their community. • How people have different strengths and interests that enable them to do different jobs. • How people use the internet and digital devices in their jobs and everyday life.

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PSHE KEY VOCABULARY

YEAR 1

Year 1 Progression in skills			
Relationships	**Families and friendship**	Roles of different people Families Feeling cared for	Friends, teachers, parents, sibling, grandparents, relatives, families
	Safe relationships	Recognising privacy Staying safe Seeking permission	feeling's, help, private, uncomfortable, safe, unsafe, permission
	Respecting ourselves and others	How behaviour affects others Being polite and Respectful	Behaviour, school, kind, feeling's, respect, polite, rules, sharing
Living in the wider world	**Belonging to a community**	What rules are Caring for others' needs Looking after the environment	Rules, care, environment, recycling, differences
	Media literacy and digital resilience	Using the internet and digital devices Communicating online	Internet, digital, devices, safety, online
	Money and work	Strengths and interests; jobs in the community	Strengths, interests, community, jobs, work
Health and Well Being	**Physical health and Mental wellbeing**	Keeping healthy Food and exercise, hygiene routines Sun safety	Healthy, hygiene, care, unhealthy, balance, safe
	Growing and changing	Recognising what makes them unique and special Feelings Managing when things go wrong	Unique, special, same, different, feelings, recognise
	Keeping safe	How rules and age restrictions help us Keeping safe online	Safe, restrictions, online, trust, feelings

YEAR 2

Year 2			
Relationships	**Families and friend**	Making friends Feeling lonely and getting help	Kindness, listening, honesty, friends, inclusion, arguments, help
	Safe relationships	Managing secrets Resisting pressure and getting help Recognising hurtful behaviour	Online, bullying, feelings, differences, secrets, uncomfortable, worried
	Respecting ourselves and others	Recognising things in common and differences Playing and working cooperatively Sharing opinions	Classmates, friends, common, differences, groups, situations, discussions, reasons
Living in the Wider World	**Belonging to a community**	Belonging to a group; roles and responsibilities Being the same and different in the community	Groups, roles, teams, faiths, responsibilities, community
	Media, literacy and digital resilience	The internet in everyday life Online content and information	Internet, purpose, value, content, recognise
	Money and work	What money is Needs and wants Looking after money	Currency, jobs, banks, savings, money, spending
Health and Well Being	**Physical health and Mental wellbeing**	Why sleep is important Medicines and keeping healthy Keeping teeth healthy Managing feelings and asking for help	Routines, mental health, growing, changing, teeth, dentist, feelings, bereavement
	Growing and changing	Growing older Naming body parts Moving class or year	life cycle, human, bodies, responsibilities, goals, changes
	Keeping Safe	Safety in different environments Risk and safety at home Emergencies	Medicines, safety, unsafe, danger, accident, emergency