

Key Stage 1 – PSHE Curriculum

	Year 1	Year 2
Health and Wellbeing	<ol style="list-style-type: none"> 1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 2. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings about change and loss and the associated feelings (including moving home, losing toys, pets or friends) 3. the importance of and how to maintain personal hygiene 4. about the process of growing from young to old and how people’s needs change 5. about growing and changing and new opportunities and responsibilities that increasing independence may bring 6. rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets) 7. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 	<ol style="list-style-type: none"> 1. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences 2. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals 3. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others 4. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 5. that household products, including medicines, can be harmful if not used properly 6. rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets) 7. 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’

<p style="text-align: center;">Relationships</p>	<ol style="list-style-type: none"> 8. to communicate their feelings to others, to recognise how others show feelings and how to respond 9. to recognise how their behaviour affects other people 10. to recognise what is fair and unfair, kind and unkind, what is right and wrong 11. to identify and respect the differences and similarities between people 12. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 13. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 14. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 15. that there are different types of teasing and bullying, that these are wrong and unacceptable 16. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<ol style="list-style-type: none"> 8. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 9. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 10. to recognise what is fair and unfair, kind and unkind, what is right and wrong 11. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 12. to offer constructive support and feedback to others 13. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 14. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 15. that there are different types of teasing and bullying, that these are wrong and unacceptable 16. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
<p style="text-align: center;">Living in the Wider World</p>	<ol style="list-style-type: none"> 17. how to contribute to the life of the classroom 18. to help construct, and agree to follow, group and class rules and to understand how these rules help them 19. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) 20. that they belong to various groups and communities such as family and school 	<ol style="list-style-type: none"> 17. what improves and harms their local, natural and built environments and about some of the ways people look after them 18. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 19. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices