

PSHE KNOWLEDGE AND BREADTH TRACKER

Reception	1 Me and my relationships	2 Valuing difference	3 Keeping myself safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
Term 1 Who am I?	<p>Talk about similarities and differences. Name special people in their lives. Describe different feelings Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.</p> <p>I can recognise and be sensitive to the differences of others. I can name people who help me and describe ways to help others. I can talk about feelings and what can cause them. I can tell you which trusted adults I can ask for help. I can help a friend if they are sad or worried.</p> <p>special family feelings practice favourite help friends happy helpful effort same people help sad kind same different emoji's</p> <p>Links to Protective behaviours framework Theme 2</p>					
Term 2 Can you tell me a story?		<p>Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>				

		<p>I can celebrate our differences. I can talk about my family life. I can listen and be polite to what others tell me about their lives. I can be kind, caring and helpful to others. I can show good listening</p> <p>special same kind new friend likes different kindness friendship dislikes family home favourite unkind</p> <p>Links to Protective behaviours framework Theme 2</p>				
<p>Term 3 Who helps us?</p>			<p>Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p> <p>I can tell you what my body needs to stay healthy. I can make safe decisions around medicines and things I don't know. I can name some things that can be dangerous inside and outside. I can tell you what is safe to play online and who to talk to if I feel worried. I can name the adults who keep me safe and when I might need their help.</p> <p>Clean sleep safe water unsafe unsafe worried food detective tummy feelings tell fresh air uncomfortable adult cuddle trust medicine address chemist doctor grown up</p> <p>Links to Protective behaviours framework Theme 1</p>		<p>Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p> <p>I can make my own healthy food choices. I can make healthy sleep and exercise choices.</p> <p>energy exercise heart calm grow sleep muscles healthy wash fruit vegetable energy dairy grow food exercise routine</p>	
<p>Term 4 Have you been down</p>					<p>Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions.</p>	

to the woods today?					<p>Learn and use strategies or skills in approaching challenges.</p> <p>I can keep trying if the way I choose doesn't work. I can talk about the different types of feelings we have. I can have a go at something new.</p> <p>bounce back try encourage try again</p> <p>Links to Protective behaviours framework Theme 1</p>	
Term 5 How does your garden grow?				<p>Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p> <p>I can help my family. I can help to clean and tidy my home and classroom. I can tell you some ways to look after our world. I can be kind to friends and others. I can talk about looking after money.</p> <p>family friends working together environment money look after responsibility litter shop save help each other helpful electricity buy safe place be alone caring pollution cost recycling pay</p> <p>Links to Protective behaviours framework Theme 1</p>		
Term 6 Shall we go on a journey?						<p>Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>

						<p>I can describe the life cycle of an animal. I can describe how a baby grows to an adult and what they might need. I can tell you the scientific names for my body parts. I can tell you the PANTS rule.</p> <p>seasons growing baby family baby private parts spring life cycles child baby summer teenager love autumn care adult winter old age grow cycle Links to Protective behaviours framework Theme 1</p>
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Year 1	1 Me and my relationships	2 Valuing difference	3 Keeping myself safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<p>TERM 1 Are fairytale characters like you and me?</p>	<p>Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how.</p> <p>I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.</p> <p>rules feelings hurt family friendship listening</p>					

	<p>safe body language behaviour help special people making up responsibility emotions feelings work together safe heal support</p> <p>Links to Protective behaviours framework Theme 2</p>					
<p>TERM 2</p> <p>Do all Superheroes wear capes?</p>		<p>To know the key differences between teasing, being unkind and bullying.</p> <p>To recognise that everyone is different and will have different thoughts and ideas.</p> <p>To celebrate and begin to show empathy for those who are different.</p> <p>To identify ways in which we can show kindness towards others and how that makes them feel.</p> <p>To identify those who are special to them (and their special qualities).</p> <p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not to me.</p> <p>I can talk about what bullying is.</p> <p>I can say ways to show kindness towards others.</p> <p>same unkind rules special people fair different unkindness safe qualities unfair difference tease fair feelings kind respect teasing unkind bully bullying behaviour</p> <p>Links to Protective behaviours framework Theme 2</p>				
<p>TERM 3</p> <p>Should we explore north south, east or west?</p>			<p>To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.</p> <p>To recognise emotions and physical feelings associated with feeling unsafe.</p> <p>To learn the PANTS rule and which parts of my body are private.</p>			

			<p>To understand that medicines can sometimes make people feel better when they're ill. To talk about safety and responsibility around medicines.</p> <p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) I can say what I can do if I have strong, but not so good feelings, to help me stay safe I can say 'no' to unwanted touch and ask for help from a trusted adult. I can say when medicines can be helpful or might be harmful. I can tell you how to stay safe around medicine.</p> <p>sleep feelings medicine private rest worried emotions safe trust grow nervous loss harmful privates tired scared lost responsibility support unsafe Links to Protective behaviours framework Theme 1</p>			
<p>TERM 4</p> <p>Why should we care about nature?</p>			<p>To identify ways of taking care of their health. To identify how others take care of their environment. To take care of something or someone else. To learn what to do when someone is injured. To talk about the importance of looking after money.</p> <p>I can wash my hands correctly. I can name ways to look after my home and school. I can look after a special person or thing. I can tell you some things that money is spent on. I can get help if someone has hurt themselves.</p> <p>hygiene environment needs money first aid routine responsibility responsible cost bank risk clean</p>			

				bills coin accident rules spending note danger afford worth hazard saving kettle safe burn scald accident emergency		
TERM 5 What did it feel like to be on the Titanic?					<p>To recognise how a healthy variety of food can make us feel great. Recognise that learning a new skill requires practice and the opportunity to fail, safely To identify strategies to resolve conflict. To give and receive praise</p> <p>I can choose a healthy meal with different food groups. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I find something difficult. I can help my friends when they fall out. I can explain why praise helps me to keep trying.</p> <p>starchy healthy germs learning praise behaviour dairy fruit disease practice support consequences protein vegetables hygiene make mistakes feedback special person fruit dairy spread confidence encourage promise vegetables meat achievement feeling vitamins sugar portion salt cereal</p>	
TERM 6 Can a meerkat live in the north pole?						<p>To think of what babies need to stay happy and healthy. To identify the changes they have made since they were a baby. To identify some internal organs and systems and those body parts which are private. To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.</p>

						organ caring change unkind surprise privates heart love growing unkindness secret private lungs attention tease uncomfortable intestines teasing brain bully hygiene stomach bullying oxygen witness digested experience getting help Links to Protective behaviours framework Theme 1
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PSHE KNOWLEDGE AND BREADTH TRACKER

Year 2	1 Me and my relationships	2 Valuing difference	3 Keeping myself safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
Term 1 Is a healthy diet all you need to thrive?	<p>Recognise that people have different ways of expressing their feelings To identify different ways to respond to the feelings of others.</p> <p>To recognise the differences between bullying, unkind behaviour or teasing.</p> <p>To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.</p> <p>To recognise a healthy friendship and its qualities.</p> <p>I understand we have different ways to express our feelings.</p> <p>I can express my feelings in a safe, controlled way.</p> <p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can tell someone how they are making me feel.</p> <p>I can give you lots of ideas about being what makes a good friend</p>		<p>To explain simple issues of safety and responsibility about medicines and their use. (History/Science)</p> <p>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</p> <p>medicines sleep safety</p>	<p>To name ways to stay safe when using the internet. (Computing)</p> <p>I can ask for help from a trusted adult.</p>	<p>To understand the importance of good hand and dental hygiene.</p> <p>To recognise what the body needs to have energy and stay well.</p> <p>To identify parts of the body that process food and create energy.</p> <p>I can explain how hand hygiene stops viruses and germs from spreading.</p> <p>I can give examples of what I can do and give to my body to stay healthy.</p> <p>I can name different parts of my body that are inside me and help to turn food into energy.</p> <p>practice choose vaccination teeth oxygen brain encourage choices injection dental water heart goal healthy disease hygiene food lungs achieve unhealthy hygiene exercise stomach challenge</p>	

	<p>and also tell you how I try to be a good friend.</p> <p>happy rules feelings bullying friendly safe showing teasing help repeated friendship caring don't do that regular Links to Protective behaviours framework Theme 2</p>				<p>germs rest small intestine large intestine food water</p>	
<p>Term 2 What is it like to live in Kenya?</p>		<p>To identify differences and similarities between others. Recognise and explain how a person's behaviour can affect other people. To learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. To recognise and talk about acts of kindness and how they can impact others.</p> <p>I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends.</p> <p>unique special people feelings kind listening respect behaviour help cooperate kindness being listened to calm unkind listen aggressive feelings problem solve Links to Protective behaviours framework Theme 2</p>				
<p>Term 3 Will we ever get to Mars?</p>			<p>To identify situations in which they would feel safe or unsafe To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation "To identify safe secrets (including surprises) and unsafe secrets and</p>			

			<p>recognise the importance of telling someone they trust about a secret. "</p> <p>To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</p> <p>I can say what I do and don't like and who to ask for help.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>safe touch surprise unsafe feelings hurt secret safety feelings uncomfortable safe worried getting help unsafe private tell private parts consent permission secret someone you trust</p> <p>Links to Protective behaviours framework Theme 1</p>			
<p>Term 4</p> <p>Where would you build a home, somewhere metropolitan, urban or rural?</p>				<p>To identify strategies in cooperation.</p> <p>To identify strategies in self-regulation.</p> <p>To name ways to stay safe when using the internet.</p> <p>To learn about saving and spending money.</p> <p>I can make choices that help me play and work well with others.</p> <p>I can use some strategies when I feel upset or angry.</p> <p>I can ask for help from a trusted adult.</p> <p>I can make choices with money.</p> <p>Safe money help control unsafe spending</p>		

				share erupt uniform saving take turns ask for help listen feelings Links to Protective behaviours framework Theme 1		
Term 5 Where would you build a home, somewhere metropolitan, urban or rural?					Explain the stages of the learning line showing an understanding of the learning process. I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. Practice achieve encourage Goal challenge	
Term 6 Where will my coke bottle end up?				To recognise that they have a responsibility to help care for their immediate and broader environment. I can name some ways I can look after my environment. responsibility environment	To give positive feedback to someone. To recognise the range of feelings associated with loss and to discuss things people can do to feel better. To identify the different stages of growth and what people are able to do at these different stages. To explain who can see someone's private part, what consent means and how to protect privacy. I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private. help change growing unique first aid support loss food special risk supportive feelings rest accident emotions sleep private danger frightened care privacy hazard nervous learning consent kettle	

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