



**Our Intent is: What does it mean to be a safe, responsible and productive citizen, not just in our country, but the wider world as well?**

**PSHE**

**Nicky Nook Year A**

**Building on Previous Learning From EYFS:**

**Key Learning linked to Culture and Beliefs**

**Communication** - express feelings, give opinions and reasons, comment on significant events in their own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or non-verbally.

**Respect** – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.

**Observe** – look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.

**Describe** – themselves, friends, family, other people, significant places, events, objects or artefacts.

**Research** – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.

**Vocabulary** – language of tolerance, respect and co-operation

**Building on Previous Learning When A follow B:-**

RELATIONSHIPS What makes a good friend?	RELATIONSHIPS What is bullying?	HEALTH AND WELL BEING What helps us grow and stay healthy?	LIVING IN THE WIDER WORLD What jobs do people do?	HEALTH AND WELL BEING What helps us to stay safe?	HEALTH AND WELL BEING How do we recognise our feelings?
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RELATIONSHIPS	RELATIONSHIPS	HEALTH AND WELL BEING	LIVING IN THE WIDER WORLD	HEALTH AND WELL BEING	LIVING IN THE WIDER WORLD
What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?

**Key Skills**

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 H25. to name the main parts of the body including external genitalia (e.g. vulva,	L4. about the different groups they belong to. 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	H1. about what keeping healthy means; different ways to keep healthy H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that	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	H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R15. strategies for recognising and managing	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 R21. about what is kind and unkind behaviour, and how this can affect others
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<p>vagina, penis, testicles)  <b>R13.</b> the importance of seeking support if feeling lonely or excluded  <b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns  <b>L6.</b> to recognise the ways they are the same as, and different to, other people  <b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p><b>R3.</b> about different types of families including those that may be different to their own  <b>R4.</b> to identify common features of family life  <b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>support allergic reactions) can help people to stay healthy  <b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  <b>H10.</b> about the people who help us to stay physically healthy  <b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p>	<p>sometimes people may not always be able to have the things they want  <b>L13.</b> that money needs to be looked after; different ways of doing this</p>	<p>peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  <b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  <b>L5.</b> about the different roles and responsibilities people have in their community</p>	<p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous  <b>R24.</b> how to listen to other people and play and work cooperatively  <b>R25.</b> how to talk about and share their opinions on things that matter to them  <b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them  <b>L3.</b> about things they can do to help look after their environment</p>
<p><b>Enhancements:</b></p>	<p>Life Education Van</p>				