



## Crawley Ridge Infant School – Progression in PHSE



### (Key Vocabulary, Knowledge and Skills)

#### Spring 1

	<u>Year N</u>	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>
Curriculum Links *See below codes		MW3, HP4, HP5, BS2, BS3, BS4, BS5, BS6, BS7, BS8, HE3, HP3, PHF4, DAT1, FPC1, FPC2, FPC6, RR8, OR3	HP3, FPC6, CF2, CF3, CF4, RR5, RR6, RR8, BS1, BS2, BS5, BS6, BS7, BS8, MW2, MW8, OR1, OR2, OR3, OR4, OR5, ISH1, ISH3, ISH5, ISH7, DAT1	MW2, MW3, MW5, DAT1, BS1, BS2, BS3, BS4, BS5, RR8
Key Experience	Asking for help. Staying safe at home.	Asking for help. Keeping healthy. Staying safe around medicines.	How our feelings can keep us safe. Keeping healthy. Medicine safety.	Safe and unsafe secrets. Appropriate touch. Medicine safety.
Key Knowledge <i>To demonstrate their understanding pupils will :</i>	Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Learn the importance of keeping safe around medicines and unknown products	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.	Know that our bodies need healthy foods, exercise, oxygen and sleep for energy. Recognise emotions and physical feelings associated with feeling unsafe. Learn the PANTS rule and which parts of my body are private. Understand that medicines can sometimes make people feel better when they're ill. Talk about safety and responsibility around medicines.	Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. Identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. Identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.
Key Skills	Tell you who I can ask for help. Tell you some dangers and how I keep myself safe from them.	Tell you what my body needs to stay healthy.	Talk about the things my body needs to stay well (exercise, sleep, healthy foods).	Keep myself safe around medicines.

<p><i>To demonstrate their understanding pupils will:</i></p>	<p>Tell you what is safe and unsafe for me to touch and use.</p>	<p>Make safe decisions around medicines and things I don't know. Name some things that can be dangerous inside and outside. Tell you what is safe to play online and who to talk to if I feel worried. Name the adults who keep me safe and when I might need their help.</p>	<p>Say what I can do if I have strong, but not so good feelings, to help me stay safe. Say 'no' to unwanted touch and ask for help from a trusted adult. Say when medicines can be helpful or might be harmful. Tell you how to stay safe around medicine.</p>	<p>Explain that they can be helpful or harmful, and say how they can be used safely. Say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. Say what I do and don't like and who to ask for help. Give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. Give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something.</p>
<p>Key Vocabulary</p>	<p>Safe, who can help, grown up, unsafe, careful, medicines</p>	<p>Unsafe, detective, tummy feelings, uncomfortable, worried, trust, address</p>	<p>Air, sleep, exercise, stop, unsafe, share, nervous, internet, uncomfortable, medicine, body, feelings, food, water, safe, healthy, private, worried, scared</p>	<p>Medicines, feelings, tell, safe, touch, worried, secret, surprise, unsafe, private, uncomfortable, someone you trust</p>

**\*DfE topics and related codes:**

<p><b>Relationships Education</b>  Families and people who care for me  Caring friendships  Respectful relationships  Online relationships  Being safe</p>	<p><b>Code</b>  <b>FPC</b>  <b>CF</b>  <b>RR</b>  <b>OR</b>  <b>BS</b></p>	<p><b>Health Education</b>  Mental wellbeing  Internet safety and harms  Physical health and fitness  Healthy eating  Drugs, alcohol and tobacco</p>	<p><b>Code</b>  <b>MW</b>  <b>ISH</b>  <b>PHF</b>  <b>HE</b>  <b>DAT</b></p>
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		<b>HP</b> <b>BFA</b> <b>CAB</b>
Families and people who care for me (FPC)	<p>Health and prevention Basic first aid Changing adolescent body</p> <ol style="list-style-type: none"> <li>1. that families are important for children growing up because they can give love, security and stability.</li> <li>2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol>	
Caring friendships (CF)	<ol style="list-style-type: none"> <li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ol>	
Respectful relationships (RR)	<ol style="list-style-type: none"> <li>1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>	
Online relationships (OR)	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>	
Being safe (BS)	<ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ol>	

	<ol style="list-style-type: none"> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>
Mental wellbeing (MW)	<ol style="list-style-type: none"> <li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ol>
Internet safety and harms (ISH)	<ol style="list-style-type: none"> <li>1. that for most people the internet is an integral part of life and has many benefits.</li> <li>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>4. why social media, some computer games and online gaming, for example, are age restricted.</li> <li>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>7. where and how to report concerns and get support with issues online.</li> </ol>
Physical health and fitness (PHF)	<ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
Healthy eating (HE)	<ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>
Health and prevention (HP)	<ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ol>

	<ol style="list-style-type: none"> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
Basic first aid (BFA)	<ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary.</li> <li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
Changing adolescent body (CAB)	<ol style="list-style-type: none"> <li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>