

CURRICULUM PROGRESSION GRID: PERSONAL, SOCIAL & HEALTH EDUCATION

KEY STAGE 1

Health and Wellbeing	Relationships	Living in the Wider World
<p>NC Link</p> <ul style="list-style-type: none"> -what is meant by a healthy lifestyle -how to maintain physical, mental and emotional health and wellbeing -how to manage risks to physical and emotional health and wellbeing -ways of keeping physically and emotionally safe -about managing change, including puberty, transition and loss -how to make informed choices about health and wellbeing and to recognise sources of help with this -how to respond in an emergency -to identify different influences on health and wellbeing 	<p>NC Link</p> <ul style="list-style-type: none"> -how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts -how to recognise and manage emotions within a range of relationships -how to recognise risky or negative relationships -including all forms of bullying and abuse -how to respond to risky or negative relationships and ask for help -how to respect equality and diversity in relationships. 	<p>NC Link</p> <ul style="list-style-type: none"> -about respect for self and others and the importance of responsible behaviours and actions -about rights and responsibilities as members of families, other groups and ultimately as citizens -about different groups and communities -to respect equality and to be a productive member of a diverse community -about the importance of respecting and protecting the environment -about where money comes from, keeping it safe and the importance of managing it effectively -how money plays an important part in people's lives -a basic understanding of enterprise.
Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
<p>Builds on ELGs</p> <p>Children know the importance for good health of physical exercise and a healthy diet and they talk about ways to keep healthy and safe.</p> <p>Children talk about how they and other 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.</p>	<p>Builds on ELGs</p> <p>Children play cooperatively, 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.</p>	<p>Builds on ELGs</p> <p>Children talk about events in their own lives and 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.</p>

<p>Intent</p> <p>-Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.</p> <p>-Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <p>Extended Write write an advice leaflet/poster about keeping healthy Write a story about a character's different feelings</p>	<p>Intent</p> <p>-Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p> <p>-Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals</p> <p>Extended Write write about their family and people special to them. A letter to a bully/from someone being bullied.</p>	<p>Intent</p> <p>-Children can explain different ways that family and friends should care for one another.</p> <p>-Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p> <p>Extended Write Write about what they want to be when they are older.</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Healthy, unhealthy, fat, sugar, active, exercise, sleep, rest, relax, hygiene, germs, teeth, dentist, brush, medicine, allergic, • feelings, happy, angry, upset, sad, disappointed, proud, lonely, mood, loss, change, special, unique, like, dislike, • body parts – head, neck, body, leg, feet, arm, hands, penis, vagina, grow, old, safe, harm, unsafe, doctor, police, paramedic, accident, emergency • Online, internet, behaviour, safe, unsafe, trusted adult, bully, bullying 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Friends, relatives, care for, family, mum, dad, step mum, step dad, sister, brother, auntie, uncle, grandad, grandma, trusted adult, • lonely, argument, bullying, bully, teasing, name-calling, private, permission, secret, kind, unkind, polite, manners, respect, same, different, • Online, internet, behaviour, safe, unsafe, trusted adult, bully, bullying 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Rules, needs, responsibility, environment, group, community, same as, different, • money, save, spend, need, want, earn, job, career • Online, internet, behaviour, safe, unsafe, trusted adult, bully, bullying