



Woolston Infant School – PSHE including RSE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>PSSED Unit 1: Following Rules</p>	<p>UW Unit 2: Christmas</p>	<p>PSSED Unit 3: Feelings and needs</p>	<p>PSSED Unit 4: Family and friends</p>	<p>PSSED Unit 5: Emotions Unit 6: Keeping Safe Road</p>	<p>PSSED Unit 7: Changes and challenges</p>
	<i>ELG Self-Regulation</i>	<i>ELG People, Culture and Communities</i>	<i>ELG Managing Self</i>	<i>ELG Building relationships</i>	<i>ELG Self-regulation</i>	<i>ELG Managing Self</i>
Year 1	<p>PSHE Unit 1: Respecting ourselves and others <i>Relationships</i></p>	<p>PSHE Unit 3: Families and friendships and Safe relationships <i>Relationships</i></p>	<p>PSHE Unit 4: Media literacy and Digital resilience <i>Living in the Wider World</i></p>	<p>PSHE Unit 5: Physical health and Mental wellbeing <i>Health and Wellbeing</i></p>	<p>PSHE Unit 6: Belonging to a community <i>Living in the Wider World</i></p>	<p>PSHE Unit 7: Growing and changing <i>Health and Wellbeing</i></p>
	<p>PSHE Unit 2: Money and work <i>Living in the Wider World</i></p>		<p>PSHE Unit 8: Keeping Safe Water & Sun <i>Health and Wellbeing</i></p>			
Year 2	<p>PSHE Unit 9: Physical health and Mental wellbeing <i>Health and Wellbeing</i></p>	<p>PSHE Unit 11: Keeping Safe Home & Fire <i>Health and Wellbeing</i></p>	<p>PSHE Unit 12: Respecting ourselves and others <i>Relationships</i></p>	<p>PSHE Unit 13: Belonging to a community <i>Living in the Wider World</i></p>	<p>PSHE Unit 14: Families and friendships and Safe relationships <i>Relationships</i></p>	<p>PSHE Unit 15: Growing and changing <i>Health and Wellbeing</i></p>
	<p>PSHE Unit 10: Keeping Safe People I don't know <i>Health and Wellbeing</i></p>		<p>PSHE Unit 16: Keeping Safe Rail & Sun <i>Health and Wellbeing</i></p>			



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Unit: PSED Unit 1 – Nursery Rhymes	
Future learning	The learning in this unit will lead onto children’s understanding of their own and other people feelings and to learn how to be able to regulate their behaviour accordingly
EYFS objectives	Key knowledge
	<p>Following Rules</p> <ul style="list-style-type: none"> • know that they need to focus attention to what the teacher says • respond appropriately even when engaged in an activity • show ability to follow instructions involving several ideas or actions • set and work towards simple goals • know to wait for what they want • control immediate impulses when appropriate and moderate their feelings socially and emotionally
Key Vocabulary	Willow class, Cedar class, class rules, taking turns, Golden rules, instructions, goal, waiting for a go



Unit: Understanding the World Unit 2 – All about me	
Prior learning	This unit will build upon learning about the importance of having and following rules, listening attentively and following instructions. Children have started to learn how to respond appropriately and wait for their turn.
Future learning	The learning in this unit will lead onto exploring different religious and cultural beliefs in KS1
EYFS objectives	Key knowledge
	<p>Christmas</p> <ul style="list-style-type: none"> • know that people have different beliefs and celebrate special times in different ways • understand that some places are special to the members of their community • know some similarities and differences between different religious and cultural communities in this country • know and in simple terms talk about what happened in Nativity • know places of worship in our community
Key Vocabulary	Christmas, Jesus, religion, Christianity, church, Nativity, community



Unit: PSED Unit 3 – Traditional Tales	
Prior learning	This unit will build upon learning about recognising and regulating own feelings and learning about similarities and differences between people
Future learning	The learning in this unit will lead onto learning about respecting ourselves and others and onto further exploring physical and mental wellbeing in KS1
EYFS objectives	Key knowledge
	<p>Feelings and needs</p> <ul style="list-style-type: none"> • know and be able to explain reasons we have rules • know right from wrong and try to behave accordingly • know that other people might have a different perspective and think about this • recognise a range of feelings and emotions • use the stories read to them to discuss how the characters might feel   <ul style="list-style-type: none"> • manage own basic hygiene and personal needs • know how to dress, go to the toilet themselves • understand the importance of healthy food choices • know the importance of physical and mental health and wellbeing and how to achieve it
Key Vocabulary	Traditional tales, characters, rules, right, wrong, wellbeing

Unit: PSED Unit 4 – Bear Hunt	
Prior learning	This unit will build upon learning to recognise that other people might have different perspective, feel differently or have different needs.
Future learning	The learning in this unit will lead onto understanding the diversity in families and learning about friendships in KS1
EYFS objectives	Key knowledge
	<p>Family and friends</p> <ul style="list-style-type: none"> • Know how to work cooperatively with others • Know how to play with others and the importance of taking turns • Know how to form positive relationships and attachments with adults • Know how to be a good friend and form friendships with peers • Know that other people might have different needs and consider these • Know that play often involves sharing and listening to others • Know how to show sensitivity to other people's needs 
Key Vocabulary	Family, friends, friendship, needs, sharing, cooperate

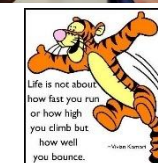
Unit: PSED Unit 5 – New Life	
Prior learning	This unit will build on Unit 1 when children began to learn about their own feelings and how to moderate them accordingly and Unit 3 when they learned about a wider range of feelings and emotions
Future learning	The learning in this unit will lead onto learning about belonging to a community in Key Stage 1.
EYFS objectives	Key knowledge
	<p>Emotions</p> <ul style="list-style-type: none"> • Show understanding of a wider range of feelings and emotions themselves and other people experience • Know the names, accompanying facial and body expressions of these feelings and emotions e.g.: envious, brave, embarrassed, worried, shy, jealous, angry etc. • Know that kind and considerate are examples of positive behaviours • Know the ways in which feeling upset or distressed can be regulated
Key Vocabulary	Feelings, emotions, jealous, embarrassed, worried, shy, angry, upset



Unit: PSED Unit 6 – New Life	
Future learning	The learning in this unit will lead onto learning about rail, water, internet, fire safety, about safety at home and about safety around people we don't know in Key Stage 1.
EYFS objectives	Key knowledge
	<p>Keeping safe – Road safety</p> <ul style="list-style-type: none"> • Know the difference between the footpath and the road • Know to walk with a grown up and hold hands when near or crossing a road • Know we need to Stop, Look and Listen when crossing a road • Know that children use car seats and seat belts when in a moving car • Know we need to wear bright clothing to be seen in the dark • Know where and how it is safe to cycle, use the bicycle or a scooter
Key Vocabulary	Road, footpath, traffic, Stop, Look and Listen, seat belt, car seat



Unit: PSED Unit 7– The Farm	
Prior learning	This unit will build on Unit 3 – Managing Self - when children learned to manage basic personal needs independently and discussed rules and appropriate behaviours
Future learning	The learning in this unit will lead onto learning about Growing and Changing and digital resilience in Key Stage 1.
EYFS objectives	Key knowledge
	<p>Changes and challenges</p> <ul style="list-style-type: none"> • Know that changes happen to all people • Know that after the Reception year, children will continue learning in Year 1 • Know the names of the staff in our school, including the new adults in Year 1 • Be confident to try new activities • Know how to be independent • Know what resilience means • Persevere when facing a challenge
Key Vocabulary	Change, independent, resilient, persevere, challenge



Unit: PSHE Unit 1 - Funnybones	
Prior learning	Children have been learning about own and other people's feelings, different perspectives and needs, how to respond appropriately and to follow instructions
Future learning	The learning in this unit will lead onto understanding of and respecting different communities, understanding responsibilities and valuing what makes us special and unique
NC objectives*	Key knowledge
<p>By the end of primary school pupils should know:</p> <ul style="list-style-type: none"> - the convention of courtesy and manners - about personal hygiene and germs incl. bacteria, viruses, how they are spread and treated, and the importance of handwashing - that person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact 	<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • Know that our behaviour affects others • Know what 'polite' means, how to be polite and why • Know how to be respectful and why it is important • Know the name of our body parts • Know the parts of the human life cycle and varying needs at each stage • Know the similarities and differences between animals and humans • Know how to maintain personal hygiene • Know that diseases can spread and can be controlled
Key Vocabulary	Behaviour, polite, respectful, human, life cycle



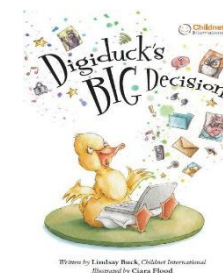
Unit: PSHE Unit 2 - Funnybones	
Prior learning	This unit will build upon the work in PSED Unit 4 when children discussed family and friends, their role in their family and roles of the family members
Future learning	The learning in this unit will lead onto learning about what money is, the needs and wants and how to look after money. Children will continue to learn about belonging to a community and the rights and responsibilities within a community. They will learn about jobs, careers and ambitions.
NC objectives*	Key knowledge
<p>By the end of primary school pupils should know:</p> <ul style="list-style-type: none"> - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>Money and work</p> <ul style="list-style-type: none"> • Know that people work to contribute to society and to get money • Know examples of jobs people do • Know which jobs are there in our community e.g. teacher, cleaner, dinner lady, librarian, shop assistants, baker, hairdresser, builder, doctor, fire man etc. • Know that 'nurse' is a profession and talk about what does a nurse do • Know that medicines can be harmful if not used properly and need to be stored safely
Key Vocabulary	Job, profession, nurse, society, money, community



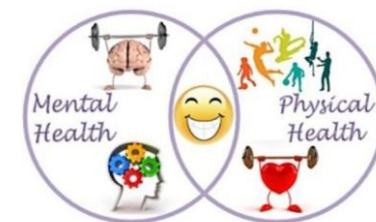
Unit: PSHE Unit 3 – Man on the Moon	
Prior learning	This unit will build upon the work in PSED Unit 4 Friends and family and learning about how to build and maintain friendships and relationships with peers and adults
Future learning	The learning in this unit will lead onto understanding the characteristics of a healthy, positive relationships, including family and understanding that friendships and families sometimes face difficulties
NC objectives*	Key knowledge
By the end of primary school pupils should know: <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability the characteristics of healthy family life, commitment to each other, incl. times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>Families and friendships and Safe relationships</p> <ul style="list-style-type: none"> Know the roles of people in their families Know that families vary, are different and diverse Understand that families are important and special Know that we all have different families Know how people look after us and keep us safe Know we all don't feel the same way Build on recognising a range of feelings and emotions with new words e.g. frustrated, exhausted, thrilled, joyous etc. Know what it means to be cared for Know there are special times when families spend time together Recognise what is fair, unfair, kind, unkind, right or wrong Know that people's bodies and feelings can be hurt Know how to respond when people are being unkind to them or others
Key Vocabulary	Role, family, diverse, cared for, special, kind, unkind, fair, unfair, right, wrong



Unit: PSHE Unit 4 – Fabulous Fairy Tales	
Prior learning	This unit will build upon the work in PSED Unit 6 when children started to learn about keeping safe. They explored the road safety.
Future learning	The learning in this unit will lead onto learning about rail, water, fire safety, safety at home safety around people we don't know
NC objectives*	Key knowledge
By the end of primary school pupils should know: <ul style="list-style-type: none"> that people sometimes behave differently online, incl. by pretending to be someone they are not 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 where and how to report concerns and get support with issues online 	<p>Media literacy and Digital resilience, Keeping safe online</p> <ul style="list-style-type: none"> Know that internet and other digital devices can be used to communicate with others Know how to keep safe when communicating online and why it is important Know that online experiences can be fun and enjoyable there can also be times when a young person can feel upset, not good enough or left out Know how to help themselves and their friends if they are having a difficult time online know that digital resilience is the ability to bounce back from difficult times online over time know that to be digitally resilient we might need a break, support network, make lifestyle changes and look after our physical health
Key Vocabulary	Internet, digital devices, communicate, online, digital resilience



Unit: PSHE Unit 5 - Victorians	
Prior learning	This unit will build upon the work in PSED Unit 4 when children discussed family and friends, their role in their family and roles of the family members
Future learning	The learning in this unit will lead onto learning about what money is, the needs and wants and how to look after money. Children will continue to learn about belonging to a community and the rights and responsibilities within a community. They will learn about jobs, careers and ambitions.
NC objectives*	Key knowledge
<p>By the end of primary school pupils should know:</p> <ul style="list-style-type: none"> - The benefits of physical exercise, time outdoors - simple self-care techniques incl. the importance of rest, time spent with friends and family and the benefits of hobbies and interests - about the concept of privacy and the implications of it for both children and adults incl. that it is not always right to keep secrets if they relate to being safe 	<p>Physical health and mental wellbeing</p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves daily, incl. rest, time with family and friends, hobbies and interests • know basic hygiene routines, e.g. brushing teeth • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • which body parts are 'private' and what is not safe
Key Vocabulary	hobbies, private, safe, not safe, physical health, mental wellbeing



Unit: PSHE Unit 6 – A Tiny Seed	
Prior learning	This unit will build upon the work in PSHE Unit 1 when children learned about respecting ourselves and others and PSHE Unit 2 about communities and which jobs there are in our community
Future learning	The learning in this unit will lead onto PSHE Unit 13 when children will be learning about our roles and responsibilities in the community and being the same and different in the community
NC objectives*	Key knowledge
<ul style="list-style-type: none"> - how to care for other's needs - looking after the environment - explain how we changed since we were born and how we will change in the future - identify who our special people are and how we show care for each other 	<p>Belonging to a community</p> <ul style="list-style-type: none"> • Know that all people are different and have different needs • Know that our needs change as we grow • Know how to care for others and their needs • Know who our special people are and how we can show our care for them • Know that looking after our environment is part of living in a community • Know how to grow and nurture plants by meeting their needs: water, light, air, nutrients
Key Vocabulary	needs, care, environment, nurture, nutrients



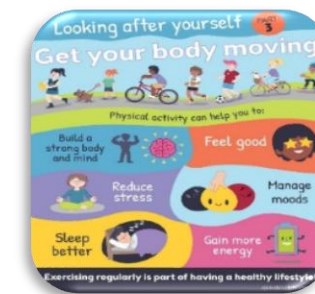
Unit: PSHE Unit 7 – Sailing the Seas	
Prior learning	This unit will build upon the work in PSED unit 7 Changes and Challenges and PSHE Unit 5 Physical Health and Wellbeing when children learned about the importance of physical and mental health, how to maintain them. They learned about people who help us to stay healthy.
Future learning	The learning in this unit will lead onto PSHE Unit 15 Growing and Changing where the children will be learning about aims and ambitions for the future, transitioning to a junior school and changes associated with it.
NC objectives*	Key knowledge
<ul style="list-style-type: none"> - Recognising what makes us unique and special - Recognising and managing our feelings - Managing when things go wrong 	<p>Growing and changing</p> <ul style="list-style-type: none"> • Know what makes us unique and special • Know what being good friends means • Know how to keep friendships positive and healthy • Know that kind and unkind behaviour impact other people
Key Vocabulary	unique, special, care, positive, unkind



Unit: PSHE Unit 8 – Sailing the Seas	
Prior learning	This unit will build upon the work in PSED Unit 5 and PSHE Unit 4 when children learned how to keep safe on the road, and how to keep safe online. These form part of our Health and Wellbeing.
Future learning	The learning in this unit will lead onto PSHE Units 10, 11 and 16 when children will continue learning about how to keep safe. They will explore how to keep safe around people we don't know, fire and home safety, digital resilience and how to keep safe near railways.
NC objectives*	Key knowledge
	<p>Keeping safe – Water and Sun</p> <ul style="list-style-type: none"> • Know how to be safe near and in the water • Know to stop and think, stay together, float and call 999 or 112 when something goes wrong near or in the water • Know the importance of keeping safe in the sun • Know that being in the sun can be good and not so good for our health • Know different ways how to protect from the sun damage: <ul style="list-style-type: none"> ➤ stay in the shade ➤ wear a hat and a shirt ➤ put on a sunscreen ➤ wear sunglasses
Key Vocabulary	protect, lifeguard, lifeboat, sun damage, sunscreen, harmful



Unit: PSHE Unit 9 – Into the Forest	
Prior learning	This unit will build upon the work in PSHE Unit 5 where the children learned about different types of feelings and emotions, what it means to be healthy and different way of keeping healthy.
Future learning	The learning in this unit will lead onto learning in KS2 about how to make choices to improve health and wellbeing and what is and what is not healthy in a relationship.
NC objectives*	Key knowledge
<ul style="list-style-type: none"> - why sleep is important - medicines and keeping healthy - keeping teeth healthy - managing feelings and asking for help - understand different ways to stay healthy physically and mentally - explore how to develop a healthy balanced lifestyle and the consequences of habits and choices 	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> • Know that mental health is part of feeling healthy • Remember that brushing teeth is important for our health • Know the importance of sleep to feel well and be healthy • Know that medicines make us better but can be dangerous if not used and stored properly • Know what to do when not feeling well physically or mentally • Know who to talk to and ask for help when managing my feelings
Key Vocabulary	dentist, healthy, physical health, mental health, manage



Unit: PSHE Unit 10 – Into the Forest	
Prior learning	This unit will build upon the work in PSHE Units 4 and 7 when children learned about safety online, near water and in the sun. In PSED Unit 5 they learned about how to keep safe near the road.
Future learning	The learning in this unit will lead onto PSHE Units 11 and 16 when children will continue learning about how to keep safe. They will explore fire and home safety, digital resilience and how to keep safe near railways.
NC objectives*	Key knowledge
-	<p>Keeping Safe – People I don't know</p> <ul style="list-style-type: none"> • Realise that most people we don't know will actually help children • Know that not all strangers are dangerous • strangers such as police, doctors, teachers, shop keepers help people • knowing a simple rule of not going with anyone you are not expecting or if it hasn't been arranged • recognise when we don't feel safe in a situation • know what to do when someone asks you to go with them: <ul style="list-style-type: none"> ➤ firmly say 'NO' ➤ shout for help ➤ run away ➤ ask parent, helper first ➤ report to a trusted adult
Key Vocabulary	expect, arrange, stranger, rule, signal



Unit: PSHE Unit 11 – The Great Fire of London	
Prior learning	This unit will build upon the work in PSHE Units 4 and 7 when children learned about safety online, near water and in the sun. In PSED Unit 5 they learned about how to keep safe near the road. In PSHE Unit 10, children learned how to stay safe when someone asks you to go with them.
Future learning	The learning in this unit will lead onto PSHE Units 12 and 16 when children will continue learning about how to keep safe. They will explore digital resilience and how to keep safe near railways.
NC objectives*	Key knowledge
<ul style="list-style-type: none"> - safety in different environments - risk and safety at home - emergencies - recognise safe and unsafe situations - be aware of how household products and medicines can be safe or unsafe 	<p>Keeping Safe – Home and Fire – know:</p> <ul style="list-style-type: none"> • how to keep safe at home by staying away from hot or sharp things, cleaning products and electrics • that fire can be helpful and used for different things such as cooking, celebrating and keeping warm • that fire can be dangerous if it gets out of control • a simple rhyme: ‘Matches and lighters, never touch, they can hurt you very much’ • these simple rules of fire safety: <ul style="list-style-type: none"> ➢ never play with fire or matches ➢ stop, drop and roll if you catch fire ➢ don’t hide, stay low and call 999
Key Vocabulary	firefighters, smoke, fire alarm, emergency, matches



Unit: PSHE Unit 12 – Journeys	
Prior learning	This unit will build upon the work in PSHE Units 4 and 7 when children learned about safety online, near water and in the sun. In PSED Unit 5 they learned about how to keep safe near the road. In PSHE Unit 10, children learned how to stay safe when someone asks you to go with them.
Future learning	The learning in this unit will lead onto PSHE Units 12 and 16 when children will continue learning about how to keep safe. They will explore digital resilience and how to keep safe near railways.
NC objectives*	Key knowledge
-	<p>Respecting ourselves and others - Rights</p> <ul style="list-style-type: none"> • what it means to have rights • that we all have the same rights no matter who we are or where we are from • how we can show respect for the rights of others • that showing respect for others will help them feel safe, happy, loved and cared for • Keeping Safe – Safer Internet Day: <ul style="list-style-type: none"> ➢ how to use internet safely, responsibly and positively
Key Vocabulary	rights, respect, responsible, positive



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