



Singleton Church of England Primary School

Progression of Skills and Knowledge

PSHE - Y1



Year 1 Cycle B	Valuing Difference	Rights and Respect	Growing and Changing
KNOWLEDGE ORGANISERS	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
KEY VOCAB	Being yourself, respect, tolerance, relationships, friendships, unkind, teasing, bullying, special people, families, mean, positive, negative, rules.	Independence, hygiene, routine, germs, bacteria, virus, first aid, injury, money, budget, health.	Body parts, health com asleep, grow, love, attention, relationships, bullying, secret's, safe, unsafe, appropriate, private parts.
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none">Identify the differences and similarities between people;Empathise with those who are different from them;Begin to appreciate the positive aspects of these differences.Explain the difference between unkindness, teasing and bullying;Understand that bullying is usually quite rare.Explain some of their school rules and how those rules help keep everybody safe.Identify some of the people who are special to them;Recognise and name some of the qualities that make a person special to them.Recognise and explain what is fair and unfair, kind and unkind;Suggest ways they can show kindness to others.	<ul style="list-style-type: none">Recognise the importance of regular hygiene routines;Sequence personal hygiene routines into a logical order.Identify what they like about the school environment.Recognise who cares for and looks after the school environment.Demonstrate responsibility in looking after something (e.g. a class pet or plant);Explain the importance of looking after things that belong to themselves or to others.Explain where people get money from;List some of the things that money may be spent on in a family home.Recognise that different notes and coins have different monetary value;Explain the importance of keeping money safe;Identify safe places to keep money;Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).	<ul style="list-style-type: none">Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);Understand and explain the simple bodily processes associated with them.Understand some of the tasks required to look after a baby;Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.Identify things they could do as a baby, a toddlers and can do now;Identify the people who help/helped them at those stages.Explain the difference between teasing and bullying;Say who they could get help from in a bullying situation.Explain the difference between a secret and a nice surprise;Identify situations as being secrets or surprises;Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.Identify parts of they body that are private;Describe ways in which private parts can be kept private;Identify people they can talk about to about their private parts.
MAKING CONNECTIONS	<p>EYFS – Valuing Difference To know how to:</p> <ul style="list-style-type: none">Describe their own positive attributesShare their likes and dislikesListen to and respect the ideas of othersRecognise the similarities and differences amongst their peers.Discuss why difference should be celebrated.Retell a story.Talk about their family, customs and traditions.Listen to others talk about their experiences.Compare their own experiences with those of others.Recognise the similarities and differences between their home and those of others.Talk about what makes their home feel special and safe.Be sensitive towards others.Suggest ways in which we can be kind towards others.Demonstrate skills in cooperation with others.Show friendly behaviour towards a peer.Build relationships with others. <p>Year 2 – Valuing Differences</p> <ul style="list-style-type: none">Identify some of the physical and non-physical differences and similarities between people;Know and use words and phrases that show respect for other people.Identify people who are special to them;Explain some of the ways those people are special to them.Recognise and explain how a person's behaviour can affect other people.Explain how it feels to be part of a group;Explain how it feels to be left out from a group;Identify groups they are part of;Suggest and use strategies for helping someone who is feeling left out.Recognise and describe acts of kindness and unkindness;Explain how these impact on other people's feelings;Suggest kind words and actions they can show to others;Show acts of kindness to others in school.	<p>EYFS – Rights and Responsibilities To know how to:</p> <ul style="list-style-type: none">Name the special people in their lives.Understand that our special people can be different to those of others.Talk about why friends are important and how they help us.Identify ways to care for a friend in need.Identify ways to help others in their communityIdentify ways in which they help at home.Recognise the importance of taking care of a shared environment.Name ways in which they can look after their environment.Think about what makes the world special and beautiful.Names ways in which they can take care of the environment, e.g. recycling, saving energy, wasting less.Talk about can happen to living things if the world is not cared forRecognise coins and other items relating to moneyIdentify the uses of money.Talk about why it's important to keep money safe.Identify ways to save money.Talk about why we save money. <p>Year 2 – Rights and Responsibilities</p> <ul style="list-style-type: none">Describe and record strategies for getting on with others in the classroom.Explain, and be able to use strategies for getting on with others in the classroom.Identify special people in the school and community who can help them to keep safe;Know how to ask for help.Identify what they like about the school environment (e.g., things needing repair);Make suggestions for improving the school environment;Recognise that they all have a responsibility for helping to look after the school environment.Understand that people have choices about what they do with their money;Know that money can be saved for a use at a future time;	<p>EYFS – Growing and Changing To know how to:</p> <ul style="list-style-type: none">Name the different seasons and describe their differences.Explain the changes that occur as seasons change.Talk about how they have grown in resilience.To understand that animals and humans change in appearance over time.Use relevant vocabulary such as egg, see, baby, grow, change, old, young (and the names for young animals).Make observations and ask questions about living things.Retell a story and respond to questions about it.Use the language and describe the different life stages of: baby, child, teenager, adult, older age.Talk about their own experience of growing up.Explain that a baby is made by a woman and man, grows inside a mother's tummy.Understand that every family is different.Talk about similarities and differences between themselves and others.Talk about how they have changed as they have grown.Explain the differences between babies, children, and adults.Understand that we are all unique.Name parts of the body (including reproductive parts) using the correct vocabulary.Explain which parts of their body are kept private and safe and why.Tell or ask an appropriate adult for help if they feel unsafe. <p>Year 2 – Growing and Changing</p> <ul style="list-style-type: none">Demonstrate simple ways of giving positive feedback to others.Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close toIdentify different stages of growth (e.g. bay, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.Identify which parts of the human body are private;Understand that humans mostly have the same body parts but they can look different from person to person.

	<ul style="list-style-type: none">• Demonstrate active listening techniques 9making eye contact, nodding head, making positive noises, not being distracted);• Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	<ul style="list-style-type: none">• Explain how they might feel when that spend money on different things.• Recognise that money can be spent on items which are essential or non-essential;• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	<ul style="list-style-type: none">• Explain what privacy means;• Know that you are not allowed to touch someone’s private belongings without their permission;• Give example of different types of private information.
KEY SKILLS	<ul style="list-style-type: none">• I can say how people are different• I can say what is fair or unfair• I can say ways in which people are similar as well as different.• I can say why things sometimes seem unfair, even if they are not.• I can give examples of differences that are something to be valued and celebrated.• I can explain why sometimes things seem unfair to other people.	<ul style="list-style-type: none">• I can tell you how medicines can help a person• I can explain something that I can do to look after myself. I can also say something that I can do to look after my environment.• I can say when medicines might be harmful (e.g. Overdose, if not needed, and other persons medicine, etc)• I can give some examples of how I look after myself in my environment- at school or at home.• I can say some ways that we look after money.• I can explain why medicines need to be kept out of reach and site of children.• I can give a variety of examples of something that I’ve helped to look after at school or at home and how I felt about this.	<ul style="list-style-type: none">• I can identify an adult who I can talk to, either at home or at school, if I need help.• I can tell you somethings that I can do now that I couldn’t do when I was a baby.• I can name somebody parts which are inside my body and some which are outside.