

Norton Infant School PSHE Curriculum Coverage

Foundation Stage	Year One	Year Two
<p>Making Relationships 22-36 months Interested in others play and starting joining in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special relationship with another child.</p> <p>Making Relationships 30-50 months Can play in a group extending and elaborating play ideas. Eg building up a role play activity with other children. Initiate play offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Making Relationships 40-60 months Initiates conversations attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others. Takes steps to resolve conflicts with other children eg finding compromise</p> <p>Early Learning Goals Children play cooperatively, taking turns with others. They take into account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form relationships with adults and other children.</p>	<p>Health and Wellbeing</p> <p>Me and My Healthy Life style Can describe how healthy people look and feel. Can identify some 'healthy messages' Can describe some of the things that healthy people do to keep healthy. Know what activities could make a healthy day. Identify some of the things that they do to keep healthy during their days. Can identify people who help them to stay healthy and describe what they do Know the importance of taking care in the sun. Describe ways that they can take care of themselves in the sun. Know why it is important to exercise their bodies. Describe the kinds of exercise they do to keep healthy.</p> <p>Me growing and changing Identify some of the differences between babies and children. Talk about things that have helped them to grow from babies into children. Talk about some of the people who have helped them to grow. Listen to others. Talk about their memories of a time when they found they could do something for the first time. Share their feelings. Demonstrate some strategies for learning new things, including asking for help and managing feelings.</p> <p>Me Medicines and Drugs Talk about when and why they have taken medicines . Know which adults can give them medicines. Talk about where medicines come from and know the 'medicine wise' rules. Know that some people need to take medicines regularly to stay well.</p>	<p>Health and Wellbeing</p> <p>Me and My Healthy Life style Know that the importance of eating a range and balance of foods. Can talk about what healthy eating means to them. Know that the recommended intake of fruit and vegetables is five portions a day. Identify some examples of fruit and vegetable choices that they can make as part of a healthy diet. Identify some choices they can make about their health. Identify when they can make choices for themselves and when they need adult support. Identify a range of things which help to keep them healthy. Know where to look for information about keeping healthy and how to ask for help Can reflect on their own day and identify simple goals for themselves for a healthy lifestyle.</p> <p>Me growing and changing Can identify some of the things they can do now, that they couldn't do when they were 1/2/3/4/5. Talk positively about their achievements. Talk about some of the skills that they will need as they are growing up and becoming independent. Can identify people who can help them to develop their skills and ways they can take responsibility. Identify ways that they are responsible now that they are bigger and more skilful. Describe some of the ways they have changed and developed since they were babies and some of the further changes that will take place as they grow to adulthood.</p> <p>Me growing and changing Share their perceptions of how people's needs change at different stage of the human lifecycle.</p> <p>Me Medicines and Drugs Can group the things that go into their bodies into safe and unsafe things.</p>

<p>Self -Confidence and self-awareness 22-36 months Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>Self confidence and awareness 30-50 months Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys taking responsibility for carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help. Self confidence and self awareness 40-60 months Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>Early Learning Goals</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Demonstrate how to get the attention of an adult. Talk about how to stay safe around medicines and household substances. Have ways of dealing with pressure and persuasion saying "No I won't," "It's dangerous," "I'll ask someone." Can recognise how they feel when they are getting better. Living in the wider world Me and making a positive contribution. Know that they belong to different groups and communities. Help construct, and agree to follow, group and class rules and to understand how these rules help them. Can identify and describe some basic human animal needs. Demonstrate awareness of the responsibilities they would have if they were caring for a pet. Can describe the needs of some familiar wild animals and how these can be met. Can describe how caring for pets is different to caring for wild animals. Understand ways that they can help wild animals. Can express an opinion on the environmental issue of the destruction of animal habitats. Can give simple examples of the interdependence of living things and the environment. Recognise that money comes from different sources. Recognise that money can be used for different purposes, including the concepts of spending and saving . Relationships Me and keeping safe Can say who they are and where they live. Can identify "Safe" people in their community, talk about how they recognise them and what they might say to get them to help. Suggest some ways to keep safe around the home (eg not touching, switching, playing about, jumping, running.) Identify people, places and things which might be dangerous in their outdoor world. Can suggest some key questions and rules which will help them to keep them safe. Can identify their own special places and people. Can recognise people behaviours that might threaten their</p>	<p>Know who to ask if they are unsure. Can explain the reasons why people have injections. Talk about their experiences of injections and why they have had them. Know the safety rules for syringes. Identify ways in which they can be responsible for keeping themselves healthy, including confidently dealing with persuasion and telling a grown up. Know who can help them. Demonstrate some strategies for getting the attention of a grown up, including what words to use. Can identify some things that help them to feel better about themselves. Living in the wider world Me and making a positive contribution. Help construct, and agree to follow, group and class rules and to understand how these rules help them. Understand the meaning of "community" as people with shared connections. Talk about belonging to their class/school community. Identify the different communities to which they belong. Talk about how life in smaller community would be the same/different to their own. Identify features of a large city community and how might be similar/different to their local community. Can suggest ways that they could contribute to their school and local community. Take part in discussions and work together to improve the school community. Identify ways in which they are connected to people and places throughout the world. Can talk about similarities and differences between communities in other parts of the world and their own. Recognise that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. Relationships Me and keeping safe Can identify people, places and things which could potentially pose a threat to their safety.</p>
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<p>Managing Feeling and Behaviour 22-36 months Seeks comfort from familiar adults when needed. Can express their feelings such as happy, sad, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours eg stop themselves from doing something they shouldn't do. Growing ability to distract self when upset eg by engaging in new play.</p> <p>Managing Feelings 30-50 months Aware of own feelings and knows that some actions and words hurt others feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately being met and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Managing Feelings 40-60 months Understands that own actions affect other people eg becomes upset and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression eg when someone has taken their toy.</p> <p>Early Learning Goals Children talk about how they and others 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>safety. Can suggest some strategies for dealing with these dangers.</p> <p>Me and My relationships Identify feelings they have in common with others in the class. Identify and value the ways in which they are unique. Have some strategies for managing feelings of "being left out." Know that difference is not an excuse for bullying. Talk about ways they that they are/can be good friends. Can identify some to the things needed for effective teamwork and cooperation. Talk about the ways in which they can show support and care for each other.</p>	<p>Can differentiate between hazards which they themselves cause and hazards that are caused by others. Know the three main safety rules of Say no; Stop and think; Ask someone for help; Identify some simple ways that they can contribute to keeping themselves safe. Can name some to the people in their community who help to keep them safe. Can suggest ways that they can make the job of keeping themselves safe easier for these people. Identify some dangers of road use. Demonstrate the skills of crossing the road safely. Identify situations when they can be in charge and when others are in charge.</p> <p>Me and keeping safe Can identify people, places and things which could potentially pose a threat to their safety. Can differentiate between hazards which they themselves cause and hazards that are caused by others. Know the three main safety rules of Say no; Stop and think; Ask someone for help; Identify some simple ways that they can contribute to keeping themselves safe. Can name some to the people in their community who help to keep them safe. Can suggest ways that they can make the job of keeping themselves safe easier for these people. Identify some dangers of road use. Demonstrate the skills of crossing the road safely. Identify situations when they can be in charge and when others are in charge.</p>
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