

Autumn 1: Self-Awareness

	Things we are good at	Kind and unkind behaviours	Playing and working together	People who are special to us	Getting on with others
Encountering	<p>Respond with curiosity to stimuli about the ways in which we are special</p> <p>Respond with curiosity to stimuli about our family</p>	<p>Respond with curiosity to stimuli about what being angry feels like</p> <p>Respond to stimuli about what feeling upset means</p>	<p>Respond to an adult modelling how we can show we are ready to participate in an activity</p> <p>Respond with curiosity to modelling of 'good listening'</p> <p>Respond to 'taking turns' as modelled by both adults and peers</p>	<p>Respond with anticipation to stimuli depicting people who are special to us</p>	<p>Respond to stimuli about different feelings we or others may experience</p>
Foundation	<p>Describe ourselves – recognising that there is self and there are others</p>	<p>Describe what feeling angry means</p> <p>Describe what feeling upset means</p> <p>Recognise that behaviour which hurts others' bodies or feelings is wrong</p>	<p>Demonstrate being alert and ready to listen</p> <p>Demonstrate good listening and describe how to listen to other people</p> <p>Describe times when we take turns in school</p>	<p>Identify people who are special to us</p> <p>Give some examples of ways we might let them know they are special to us</p> <p>Recognise what it meant by 'family'</p>	<p>Describe times when we may feel unhappy without friends or family members</p> <p>Demonstrate positive ways we could let others know how we are feeling</p>
Core	<p>Identify things we are good at</p> <p>Describe the ways in which we are special and unique</p>	<p>Identify when people are being kind or unkind – either to us or to others</p> <p>Give examples of how our feelings can be hurt</p> <p>Describe how this may make us feel angry, worried or upset</p>	<p>Identify reasons why it is important to listen to other people</p> <p>Identify some actions / behaviours that show we are being polite and courteous to other people</p> <p>Demonstrate ways of playing and working cooperatively</p> <p>Explain what we mean by 'being fair' to one another</p>	<p>Describe what makes our family, friends, teachers, carers special to us</p> <p>Identify the people who make up our family</p>	<p>Describe ways in which friends, classmates, family members may disagree and 'fall out'</p> <p>Demonstrate some ways of 'making up' after falling out</p>

Autumn 2: Self-Care, Support and Safety

	Taking care of ourselves	Keeping safe	Trust	Keeping safe online	Public and private
Encountering	Respond to stimuli about the people who look after us	Respond to stimuli about keeping physical safe Respond with curiosity to stimuli about the adults who are responsible for keeping us safe	Respond to stimuli about the different ways we can communicate with adults in school Respond to stimuli about ways of asking for help Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise	Respond with curiosity to adult modelling of different ways that people communicate with each other	Respond to stimuli about things that belong to us Respond to stimuli about what it meant by the world private Respond to stimuli about things we might do with other people and things we would do on our own
Foundation	Identify people who look after us and help us to take care of ourselves	Describe some simple ways we can help keep ourselves physically safe in school	Identify trusted adults in school Recognise thing we would call 'personal' and things we would call 'private' Recognise what keeping something secret means Identify someone who can help us if we're worried or afraid	Describe some ways that we use to communicate, including online	Identify and recognise some personal belongings Recognise the difference between something that is public and something that is private Explain that we have a right to keep our bodies private
Core	Identify some of the ways in which we may be cared for by our families, friends and other adults Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed)	Give simple reasons why it is important to help keep ourselves physically safe Describe ways to help keep ourselves physically safe out of school, on the way to school, and when out with family, carers or friends Explain how we know when we might need to ask for help Identify people who are responsible for keeping us physically safe	Explain why 'trust' is not the same as 'like' Give examples of what is meant by trust Identify how we feel when we trust someone Identify some reasons for keeping personal information private Identify the difference between a 'surprise' and a 'secret' Recognise that people do not have to keep secrets' that it is important to tell or show someone if we are worried, afraid or sad. Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel worried or frightened	Demonstrate simple ways of communicating our choices to others Give examples of how people might use technology to communicate with others Identify some risks of communicating online	Describe ways we take care of personal belongings Identify places that are public and places that are private Identify some of the places / times / situations which we or others would expect to be 'private' Give examples of some things we might do in private but never in public

Spring 1: Managing Feelings

	Identifying and expressing feelings	Managing strong feelings			
Encountering	<p>Respond with curiosity to stimuli about different emotions</p> <p>Respond with curiosity to stimuli which depict facial expressions representing different emotions / feelings</p>	<p>Respond to stimuli about some of the different ways we can communicate our feelings and needs to others</p>			
Foundation	<p>Describe different kinds of feelings we may have experienced; those we like and those we don't like</p> <p>Identify things that make us feel happy</p> <p>Identify things that may make us cry / feel sad</p> <p>Identify what makes us feel upset, worried, anxious or frightened</p>	<p>Identify some different ways of communicating feelings and needs to others</p>			
Core	<p>Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel</p> <p>Recognise that when we experience a change or a loss we may feel sad or unhappy</p> <p>Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling</p>	<p>Demonstrate vocabulary / communication skills to express a range of different feelings</p> <p>Recognise ways we can help ourselves to feel better if we are feeling sad or upset</p>			

Spring 2: Changing and growing

	Baby to adult	Changes at puberty	Dealing with touch	Different types of relationship	
Encountering	Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby	Respond with curiosity to adult prompting of the names for body parts and changes of puberty	Respond with interest to stimuli about different kinds of daily physical contact we experience	Respond to stimuli about some of the different kinds of relationships there are within families	
Foundation	Identify some of the differences between a baby, child and adult.	Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation	Identify some of the ways trusted adults / family members may physically touch us as part of our daily care, during play, or to show affection	Give examples of different types of relationships Identify the people who make up our family	
Core	Describe how our needs have changed since we were a baby Respond to adult modelling / visual stimuli for how to show through our responses if we are unhappy / uncomfortable with the way someone is touching us	Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate) Identify whom we can talk to about growing and changing Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched	Explain that our bodies belong to us and that we have a right to feel safe Recognise the need to respect other people's bodies and ask for permission before we touch them Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it) Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment	Identify different types of family Recognise others' families in school may be different from their family	

Summer 1: Healthy Lifestyles

	Healthy eating	Taking care of physical health	Keeping well		
Encountering	Respond to different stimuli about what it means to be 'healthy'	Respond with curiosity to adult modelling / sensory stimuli about ways we take care of our bodies	Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain Respond with curiosity to stimuli about the people who help us when we are feeling unwell		
Foundation	Identify food that we like and dislike to eat	Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth)) Recognise the importance of simple rules for sun safety Recognise how we feel if we have not had enough sleep	Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to a hospital. Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse / doctor / parent		
Core	Identify some examples of healthy foods Identify some examples of foods that should only be eaten once in a while	Describe or demonstrate simple hygiene routines Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally) Describe some simple ways of staying safe in the sun Recognise that sleeping well is one way we can stay healthy	Explain what it means to be hurt, unwell, uncomfortable or in pain Identify medication that can help people to keep well; give examples of when this might be used Identify the difference between things that go on our body (creams) and things that go in our body (injection, medicines) Identify some substances or chemicals around the home that we should never taste or swallow' and where we might come across them		

Summer 2: The World I Live In

	Respecting differences between people	Jobs people do	Taking care of the environment	Belonging to a community	Money
Encountering	Respond to stimuli with awareness and curiosity about the physical differences between people	Respond to stimuli about the different jobs adults in school do	Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults Respond to stimuli about the different pets people have and ways of caring for them	Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith)	Respond with curiosity to stimuli about what money looks like Respond with curiosity to stimuli about different items that shops sell Respond with curiosity to stimuli about some of the uses of money
Foundation	Identify some differences and similarities between people	Identify some different jobs that people we know do	Identify simple ways in which we may take care of people and animals	Identify some different groups that we may belong to (e.g. family, school, clubs, faith)	Recognise money (e.g. coins and notes) and what it is used for Identify items in shops that are sold for money (including online)
Core	Describe things that all people have in common Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc (protected characteristics in the equality act 2010)	Identify some of the different ways in which different adults who work in school contribute to school life	Give reasons why it is important to take care of people, animals and all living things	Describe things we do in the groups we belong to	Identify places or situations where money is used to pay for things (e.g. shops, cafes, bus) Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment) Explain some different ways of keeping money safe

*All information above has been taken from “PSHE Education Planning Framework for Pupils with SEND”, published by the PSHE association in 2020. Key stage 1 & 2.