

# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: EYFS

Term: Spring 1



Unit: Identify and Diversity



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>same</b> – being identical</p> <p><b>similar</b> – having a resemblance or likeness</p> <p><b>different</b> – not the same</p> <p><b>family</b> – a group of people who are related to each other</p> <p><b>important</b> – having great meaning</p> <p><b>activities</b> – doing something</p> <p><b>celebrate</b> - to make special or honour with gifts, parties, or activities</p> <p><b>belief</b> – what someone thinks about something.</p>	<p>How to name and describe themselves and people in their class and notice how they are similar and different.</p> <p>How to name and describe their family and show interest in other people's families.</p> <p>How to name and describe things which are important to them and their family.</p> <p>How to recognise similarities and differences between classmates' everyday activities at home.</p> <p>How to notice and describe some features of life in other countries.</p>	<p>How they can be similar and different from others in their class.</p> <p>The different types of families that there can be.</p> <p>What important means and what is important to them.</p> <p>What activities and that different people enjoy and carry out different activities.</p> <p>What a country is and that life can be different in other countries.</p>	<p><b>ELG: People, Culture and Communities</b></p> <p><b>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</b></p> <p><b>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></p> <p>Describe some aspects of their identity, and recognise some</p>

<p><b>country</b> - a large area of land where people live under the same government or have the same culture; nation.</p>	<p>How to show interest in, and equally value, a range of people and the variety of ways they live their lives.</p> <p>How to understand different ways that people and families celebrate their beliefs.</p>	<p>How to show interest in, and equally value, a range of people and the variety of ways they live their lives.</p> <p>What celebrations are and that different families celebrate different celebrations in different ways</p>	<p>similarities and differences between themselves and others.</p> <p>Name things which are important to them and their families.</p> <p>Describe aspects of their daily family life and note differences in their peers' families.</p> <p>Describe some aspects of life in other countries and how this is different to their way of life.</p> <p>Talk about someone else's family or daily life with interest.</p> <p>Describe a different way of celebrating a significant event or belief.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: EYFS

Term: Spring 1



Unit: Me and My World



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>care</b> – look after</p> <p><b>neighbourhood</b> – a small area in a city or town</p> <p><b>job</b> – an activity someone does to earn money</p> <p><b>environment</b> - all the things together that surround animals and humans in the natural world</p> <p><b>pay</b> – use money to buy something</p>	<p>Some of the people who look after them and their school.</p> <p>Some ways that they can help to look after their school.</p> <p>Some things they can do to show care for things at home.</p> <p>The places and features of their neighbourhood.</p> <p>And understand the jobs that people have in their neighbourhood, including people who help them</p> <p>Some ways of looking after the local environment to keep it special for everyone.</p>	<p>Who the people are in school who help to look after them.</p> <p>Who the people are at home who help to look after them.</p> <p>How they can care for things and people</p> <p>What their neighbourhood is and what is in it</p> <p>Possible jobs that people may have and who the people are who help them.</p> <p>How they can look after the local environment. What the local environment is.</p>	<p><b>ELG: Understanding the World:</b>  <b>PP - Past and Present</b>  <b>PCC - People, Culture and Communities</b></p> <p>Name some of the people who keep them safe in school</p> <p>Describe things that they like about the environment, and suggest ways to take care of it.</p> <p>Talk about or demonstrate how they and their family look after a home or outdoor space.</p> <p>Identify and describe features of their local neighbourhood.</p>

	<p>What a plant or animal needs to live, and know some ways for caring for them.</p> <p>The sorts of things people have to pay for and how they pay for them</p>	<p>How to care for plants and animals.</p> <p>What sorts of things people buy and how to pay for things.</p>	<p>Identify people who work in the neighbourhood, and how they help others in their job.</p> <p>Observe the natural environment and suggest how they can look after it.</p> <p>Say what a plant and an animal need to survive.</p> <p>Say what people use money for, and how they may spend it.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: EYFS

Term: Spring 2



Unit: Keeping Safe



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>secret</b> – information that you don't tell some other people</p> <p><b>safe</b> – protecting from being hurt or harmed</p> <p><b>unsafe</b> – dangerous, not safe</p> <p><b>touch</b> - to put your hand or fingers on in something to feel it</p> <p><b>medicine</b> - a drug or other substance used to treat a disease, injury, pain, or other symptoms</p> <p><b>trusted adult</b> – a grown-up who you trust to help you</p>	<p>How to recognise the clues their body gives them when they are feeling unsafe or unsure.</p> <p>How to identify trusted adults who they could talk to and ask for help.</p> <p>How to use an assertive voice and body language.</p> <p>How to identify how and when to talk to a trusted adult.</p> <p>How to assess risks in the school and in its grounds.</p> <p>How to develop a strategy to keep safer if I am lost.</p> <p>How to identify safer places to play.</p>	<p>What they might feel if they are possibly unsafe or unsure.</p> <p>Who their trusted adults are when they should talk to them about worries.</p> <p>What risks are and how to identify them at school.</p> <p>What it means to be lost and what they should do.</p>	<p><b>ELG: Self-Regulation</b>                      - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; (also covered in ME F My Emotions and BB F Beginning and Belonging).  <b>ELG: Managing Self</b>                      - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; (also covered in ME F My Emotions)                      - Explain the reasons for rules, know right from wrong and try to behave accordingly; (also covered in BB F Beginning and Belonging)</p>

	<p>How to understand basic road safety skills.</p> <p>How to plan ahead to keep safer and apply safety rules in different contexts (e.g. sun, water, fire, railways)</p> <p>The different parts of the body, including external sexual parts.</p> <p>What safe and unsafe touch is.</p> <p>What a secret is and to know that I can tell a trusted adult if I am worried about a secret.</p> <p>What goes on to and in to my body.</p> <p>What medicines are and why some people need medicines</p> <p>How to be safe with medicine and who are the trusted people who help them take medicine.</p>	<p>That they should choose safe places to play in and how to do this.</p> <p>Why safety rules are so important.</p> <p>The different parts of the body, including external sexual parts.</p> <p>What safe and unsafe touch is</p> <p>When it is ok to keep a secret and when they should tell a trusted adult</p> <p>What medicines and how they can help people. The need to stay safe when using medicines.</p>	<p><b>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices; (also covered in HL F Healthy Lifestyles and BG F My Body and Growing Up). ELG: Past and Present</b></p> <p><b>-Talk about the lives of the people around them and their roles in society; (also covered in MW F Me and My World).</b></p> <p>Make simple suggestions about how to keep themselves safer in a range of familiar situations</p> <p>Understand simple safety rules at home, at school and when out and about</p> <p>Say 'No!' if they feel unsafe or unsure about something</p> <p>Tell people who care for them if they feel worried or upset</p> <p>Name some trusted adults who can help to keep them safe</p> <p>Understand some reasons why people use medicines</p> <p>Give some safety rules relating to medicines.</p>
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