

# Hatherley Infant School

Teaching and learning intent for PSHE

	Reception	Year 1	Year 2
Health and Wellbeing	<p><b>SEAL</b></p> <ul style="list-style-type: none"> <li>- <b>New beginnings</b> <i>To explore the feelings of fear and sadness.</i></li> <li>- <b>Going for goals</b> <i>To explore when they have felt anger and proudness when they have achieved a goal.</i></li> <li>- <b>Good to be me</b> <i>To explore what makes me happy.</i></li> <li>- <b>Changes</b> <i>To explore how change feels and why it might happen.</i></li> </ul> <p><b>Mindfulness</b> <i>To understand how to calm their minds, to focus on the present, stop angry feelings.</i></p> <p><b>Facts 4 life</b> <i>Understand that we all get ill, that's normal.</i></p>	<p><b>SEAL</b></p> <ul style="list-style-type: none"> <li>- <b>New beginnings</b> <i>To explore and describe the feelings of fear and sadness.</i></li> <li>- <b>Going for goals</b> <i>To describe when they have felt anger and proudness when they have achieved a goal.</i></li> <li>- <b>Good to be me</b> <i>To describe when I have felt happy and worried.</i></li> <li>- <b>Changes</b> <i>To understand the reasons for change and when it has happened.</i></li> </ul> <p><b>Mindfulness</b> <i>To understand how to calm their minds, to focus on the present, stop angry feelings. + To understand how these thoughts can sabotage their learning. To recognise when they may need to be more mindfulness.</i></p> <p><b>Facts 4 life</b> <i>Understand that we all get ill, that's normal.</i></p>	<p><b>SEAL</b></p> <ul style="list-style-type: none"> <li>- <b>New beginnings</b> <i>To describe and identify the feelings of fear and sadness.</i></li> <li>- <b>Going for goals</b> <i>To identify a time when they have felt anger and proudness when they have achieved a goal.</i></li> <li>- <b>Good to be me</b> <i>To identify when I have felt happy and when I have felt worried and why.</i></li> <li>- <b>Changes</b> <i>To identify a time when changed has happened and how it made them feel.</i></li> </ul> <p><b>Mindfulness</b> <i>To understand how to calm their minds, to focus on the present, stop angry feelings. + To understand how these thoughts can sabotage their learning. To recognise when they may need to be more mindfulness.</i></p> <p><b>Counting Sleep</b> <i>To understand and recognise the importance of sleep and to know how</i></p>

*Understand that most of the time our bodies will get better from most illnesses on their own.*  
*Understand simple things that we can do to support our own good health.*  
*Value our bodies and its capabilities.*  
*Know what makes us unique and special.*  
*Use correct names for body parts.*  
*Be aware of what the body needs and take responsibility for themselves.*  
*(brushing teeth / hygiene)*

**Sun smart**

*To understand how to stay safe in the sun and what this includes e.g. sunscreen, hat, staying in the shade.*

*Understand that most of the time our bodies will get better from most illnesses on their own.*  
*Understand simple things that we can do to support our own good health.*  
*Value our bodies and its capabilities.*  
*Know what makes us unique and special.*  
*Use correct names for body parts.*  
*Be aware of what the body needs and take responsibility for themselves. (brushing teeth / hygiene)*  
*Begin to understand about the importance of diet, exercise and rest.*  
*Recognise that feelings can affect the way we behave and who we can talk to.*  
*To understand the use of drugs and the personal safety with these.*  
*To know where they can go to feel safe and who they can go to.*

**Resilience**

*To understand what resilience is and to be able to write a definition of what it means.*  
*To identify the characteristics of resilience.*  
*To identify a negative thought they may have had a turn it into a positive one.*

*many hours they should be getting a night.*  
*To recognise what they can do to have a good night's sleep and the changes they can implement.*

**Resilience**

*To understand what resilience is and to be able to write a definition of what it means.*  
*To identify the characteristics of resilience.*  
*To identify a negative thought they may have had a turn it into a positive one.*  
*(Cont from YR1)*  
*+ To understand what a negative thought is and how these stop us from learning.*  
*To have a bank of positive phrases to use in times of needs.*

	<p><b>Drug Education</b>  <i>To understand what a medicine is.  To know who looks after medicines for them.</i></p> <p><b>Physical activity and healthy lifestyles</b>  <i>To value their bodies and its capabilities.  To be aware of what our bodies need e.g. water, sleep, exercise etc.  To know the importance of hygiene, brushing teeth and keeping fit.</i></p>	<p><b>Drug Education</b>  <i>To begin to think about drugs and their uses.  To be able to identify medicines.  To learn that all medicines are drugs but not all drugs are medicines.  To learn about the role of medicines in keeping us healthy.  To know that medicines have to be taken safely.</i></p>	<p><b>Drug Education</b>  <i>To know that common household substances have to be used safely and stored safely.  To identify situations where risky substances are available and to consider what to do to keep themselves safe.  To begin to explore the reasons why people use alcohol and tobacco.  To recognise and name a range of emotions and to know how feeling health / ill can affect our emotions.  To think about ways we can help make ourselves feel better apart from using medicine.</i></p>
<p>Relationships</p>	<p><b>SEAL</b>  - <b>Getting on and falling out</b>  <i>To explore the feelings of sadness and happiness in relationships.</i></p> <p><b>Anti-Bullying</b>  <i>To begin to recognise different types of unkind behaviour.  To show an act of kindness.</i></p>	<p><b>SEAL</b>  - <b>Getting on and falling out</b>  <i>To describe the feelings of sadness and happiness in relationships.</i></p> <p><b>Anti-Bullying</b>  <i>To recognise different types of unkind behaviour.  To identify acts of kindness.  To explore how kindness benefits all involved.</i></p>	<p><b>SEAL</b>  - <b>Getting on and falling out</b>  <i>To describe and identify the feelings of sadness and happiness in relationships.</i></p> <p><b>Anti-Bullying</b>  <i>To recognise different types of unkind behaviour.  To identify acts of kindness.  To explore how kindness benefits all involved.  To understand the difference between an isolated incident and unkind behaviour and bullying.</i></p>

**Relationships and Sex Education**

*To understand what personal responsibility is.*  
*To value their body, including physical achievements and capabilities.*  
*To know the adults who are responsible for them.*  
*To recognise their personal needs and act on them.*  
*To understand basic hygiene routines.*

*The underwear rule – NSPCC PANTS*

**Relationships and Sex Education**

*To understand what a cycle is and the changes that happen constantly as we grow.*  
*To understand the life cycles of humans and animals.*  
*To understand the different stages of a human lifecycle.*  
*To understand that humans, like other animals change over time.*  
*To value their own body and recognise its capabilities and uniqueness.*  
*Recognise that people are similar in some ways and different in others.*  
*To learn basic information about how the body works and ways of looking after it.*  
*To know how to keep themselves clean.*

**Relationships and Sex Education**

*To recognise the main external parts of the bodies of humans including agreed names for reproductive organs.*  
*To understand that all living things originate from other living things.*  
*To understand that humans produce babies that grow into children and then into adults.*  
*To consider ways they have changed physically since they were born.*  
*To consider physical changes that will take place as they move from childhood to adulthood.*  
*To consider their responsibilities now and compare these to when they were younger.*  
*To understand the choices they are able to make in order to keep themselves healthy.*

**Protective Behaviours**

*To recognise that different things affect the way we feel.*  
*To understand that the same situation might make different people have different feelings.*  
*To learn that our feelings affect the way we behave and to understand that it is alright to talk about our feelings, whatever they are.*  
*To identify a place where they feel safe and consider what it is like to feel safe and to recognise the physical feelings we get when we are feeling unsafe.*

			<p><i>To understand that there are different levels of 'feeling scared' and that people might have different feelings about the same thing.</i></p> <p><i>To start to think about strategies that they might be able to use when they are feeling unsafe.</i></p> <p><i>To learn to recognise inappropriate touch and what to do in a situation where this occurs. To recognise when they might need to share a secret and when it is alright to keep a secret to themselves.</i></p> <p><i>To learn about personal networks and how these can provide them with help.</i></p> <p><i>To understand when and how to use a personal network to ask for help.</i></p> <p><i>To revisit the concepts learnt during this unit of work.</i></p>
<p>Living in the wider world</p>	<p><b>Citizenship &amp; British Values</b>  <i>Democracy</i>  <i>Rule of law</i>  <i>Individual liberty</i>  <i>Mutual respect</i>  <i>Tolerance</i></p> <p><b>Cyber Bullying / Safety</b>  <i>Whole school – To know that if the children are having a problem online to use hector the dolphin and wait for an adult to help.</i></p> <p><i>To understand how to say safe online.</i></p>	<p><b>Citizenship &amp; British Values</b>  <i>Democracy</i>  <i>Rule of law</i>  <i>Individual liberty</i>  <i>Mutual respect</i>  <i>Tolerance</i></p> <p><b>Cyber Bullying / Safety</b>  <i>Whole school – To know that if the children are having a problem online to use hector the dolphin and wait for an adult to help.</i></p> <p><i>To log in safely.</i>  <i>To understand the importance of logging out.</i></p>	<p><b>Citizenship &amp; British Values</b>  <i>Democracy</i>  <i>Rule of law</i>  <i>Individual liberty</i>  <i>Mutual respect</i>  <i>Tolerance</i></p> <p><b>Cyber Bullying / Safety</b>  <i>Whole school – To know that if the children are having a problem online to use hector the dolphin and wait for an adult to help.</i></p>

		<p><i>To understand how to say safe online.</i></p>	<p><i>To identify the steps that can be taken to keep personal data and hardware secure.</i></p> <p><i>To understand that information put online leaves a digital footprint or trail.</i></p> <p><i>To have some knowledge and understanding about sharing more globally on the Internet.</i></p> <p><i>To understand how we should talk to others in an online situation.</i></p> <p><i>To understand how to say safe online.</i></p> <p><b>Financial Capability</b></p> <p><i>To understand the monetary value of items and the notion of saving up for a purchase.</i></p>
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<p><b>RSE Reception vocabulary:</b> Responsibility</p>
<p><b>RSE Year 1 vocabulary:</b> Life cycle birth adulthood reproduction death baby toddler child teenager adult pregnancy elderly unique tolerance hygiene hygienic</p>
<p><b>RSE Year 2 vocabulary:</b> Penis testicles vulva breasts reproduction growth independent</p>