



Clara Grant

Key Knowledge, Skills and Understanding

PSHE/RHE

Knowledge, Skills and Understanding breakdown for PHSE

EYFS “Personal, Social and Emotional Development”

Characteristics of Effective Learning (Skills)	Knowledge and Interpretation		Early Learning Goal
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to ‘have a go’ <p>Active learning – motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do <p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 	<p>Making Relationships in Nursery</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates 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>Self Confidence & Self Awareness in Nursery</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of 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. • Shows confidence in asking adults for help. 	<p>Making Relationships in Reception</p> <ul style="list-style-type: none"> • 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, e.g. finding a compromise. <p>Self Confidence & Self Awareness in Reception</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. 	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</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>

Knowledge, Skills and Understanding breakdown for PHSE

EYFS “Personal, Social and Emotional Development”

Characteristics of Effective Learning (Skills)	Knowledge and Interpretation		Early Learning Goal
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to ‘have a go’ <p>Active learning – motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do <p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 	<p>Managing Feelings and Behaviour in Nursery</p> <ul style="list-style-type: none"> • Children are aware of own feelings, and know that some actions and words can 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 met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. <p>Health and Self Care in Nursery</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help 	<p>Managing Feelings and Behaviour in Reception</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Health and Self Care in Reception</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. 	<p>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>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>

Knowledge, Skills and Understanding breakdown for PSHE

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	I can tell you some ways I am different from my friends I understand these differences make us all special and unique	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	I can tell you why I appreciate someone who is special to me and express how I feel about them	I respect my body and understand which parts are private
Year 2	I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group	I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends	I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl

Knowledge, Skills and Understanding breakdown for PSHE

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels	I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	I recognise how I feel about changes happening to me and know how to cope with these feelings
Year 4	I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are	I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this	I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this (Girls): I can identify how girls' bodies change and I understand menstruation and how to cope with this at home and school

Knowledge, Skills and Understanding breakdown for PSHE

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty
Year 6	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	I can evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can describe how a baby develops through the nine months of pregnancy.