



Westgate Primary School

PSHE key knowledge Overview

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><u>KEEPING/STAYING SAFE - ROAD SAFETY</u> Understand why it is important to stay safe when crossing the road. Be able to recognise a range of safe places to cross the road. Understand the differences between safe and risky choices. Know different way to help us stay safe.</p>	<p><u>KEEPING/STAYING SAFE- TYING SHOELACES</u> Know the reasons to make sure your laces are tied. Learn how to tie up laces properly. Know the rules to keep yourself and others safe in a range of real life scenarios. Understand the difference between safe and risky choices (Running around with untied shoes).</p>	<p><u>KEEPING/STAYING SAFE- SAYING SAFE AND LEANING OUT OF WINDOWS</u> To know ways to keep yourself and others safe. Be able to recognise risky situations, including those at home (leaning out of windows). Be able to identify trusted adults around you. Understand the differences between safe and risky choices. To be able to recognise a range of warning signs. To know the difference between safe and risky choices.</p>	<p><u>KEEPING/STAYING SAFE - CYCLE SAFETY</u> Identify strategies we can use to keep ourselves and others safe. Recognise the impact and possible consequences of an accident or incident. Identify what is a risky choice. Create a set of rules for and identify ways of keeping safe.</p>	<p><u>KEEPING/STAYING SAFE - PEER PRESSURE</u> Identify strategies we can use to keep ourselves and others safe. Recognise ways to manage peer pressure. Explain the potential outcomes that may happen when we take risks. Recognise the impact and possible consequences of an accident or incident.</p>	<p><u>KEEPING/STAYING SAFE - WATER SAFETY</u> Identify a range of danger signs. Develop and name strategies that can help keep ourselves and others safe. Recognise the impact and possible consequences of an accident or incident.</p>
<p><u>KEEPING/STAYING HEALTHY - WASHING HANDS.</u> Know the differences between healthy and unhealthy choices. Understand why we need to wash our hands. Know how germs are spread and how they can affect our health. Be able to practise washing our hands.</p>	<p><u>KEEPING/STAYING HEALTHY- HEALTHY EATING AND BRUSHING TEETH.</u> Understand why we need to brush our teeth. Be able to practise brushing our teeth. Know the differences between healthy and unhealthy choices. Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.</p>	<p><u>KEEPING AND STAYING HEALTHY- MEDICINE</u> To know, understand and be able to practise simple safety rules about medicine. Understand when it is safe to take medicine. Know who we can accept medicine from. Understand the differences between healthy and unhealthy food choices.</p>	<p><u>KEEPING/STAYING HEALTHY - HEALTHY LIVING</u> Explain what is meant by a balanced diet and plan a balanced meal. To recognise how too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older. Understand nutritional information on packaged food and explain what it means. Describe different ways to maintain a healthy lifestyle.</p>	<p><u>KEEPING/STAYING HEALTHY - SMOKING</u> Explain some of the risks associated with smoking (physical, social and legal) and name the addictive ingredient found in cigarettes, e-cigs etc. Describe how smoking can affect your immediate and future health and wellbeing. Give reasons why someone might start and continue to smoke. Identify and use skills and strategies to resist my</p>	<p><u>KEEPING/STAYING HEALTHY - ALCOHOL</u> Identify what is a risky choice. Identify the risks associated with alcohol. Describe how alcohol can affect your immediate and future health. Develop and recognise skills and strategies to keep safe.</p>

<p><u>RELATIONSHIPS- FRIENDSHIPS.</u></p> <p>Understand how be to a good friend. Be able to recognise kind and thoughtful behaviours. Understand the importance of caring about other people's feelings. Be able to see a situation from another person's point of view.</p>	<p>Know that food is needed for our bodies to be healthy and grow. Understand that some foods are better for good health than others. Ne able to list different types of healthy food. Understand how to keep yourself and others healthy.</p> <p><u>RELATIONSHIPS- BULLYING/BODY LANGUAGE.</u></p> <p>Be able to name a range of feelings. Understand that risks can be shown without words. Understand why we should care about other people's feelings. Be able to see situations from another person's point of view. Be able to see and understand bullying behaviours. Know how to cope with these bullying behaviours.</p>	<p><u>RELATIONSHIPS- TOUCH</u></p> <p>Understand the difference between appropriate and inappropriate touch. Know why it is important to care about other people's feelings. Understand personal boundaries. Know who and how to ask for help. Be able to name human body parts.</p>	<p><u>GROWING AND CHANGING - APPROPRIATE TOUCH/RELATIONSHIPS</u></p> <p>Identify the different types of relationships we can have and describe how these can change as we grow. Explain how our families support us and how we can support our families. Identify how relationships can be healthy and unhealthy. Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.</p>	<p>pressure to smoke.</p> <p><u>GROWING AND CHANGING - PUBERTY</u></p> <p>Explain what puberty means. Describe the changes that boys and girls may go through during puberty. Identify why our bodies go through puberty. Develop coping strategies to help with the different stages of puberty. Identify who and what can help us during puberty.</p>	<p><u>GROWING AND CHANGING - CONCEPTION</u></p> <p>Explain the terms 'conception' and 'reproduction'. Describe the function of the female and male reproductive system. Identify the various ways adults can have a child. Explain various different stages of pregnancy. Identify the laws around consent.</p>
<p><u>BEING RESPONSIBLE - WATER SPILLAGE.</u></p> <p>Know how you can help people around you. Understand the types of things you are responsible for. Know how and understand the importance of preventing accidents. Be able to recognise the differences between</p>	<p><u>BEING RESPONSIBLE- HELPING SOMEONE IN NEED</u></p> <p>Know how you can help others. Be able to recognise kind and thoughtful behaviours and actions. Understand the risks of talking to people you don't know well in the community.</p>	<p><u>BEING REPONSIBLE - STEALING</u></p> <p>Understand the differences between borrowing and stealing. Be able to describe how you might feel if something of yours is borrowed and not returned. Know why it is wrong to steal.</p>	<p><u>BEING RESPONSIBLE - COMING HOME ON TIME</u></p> <p>Recognise the importance of behaving in a responsible manner in a range of situations. Describe a range of situations where being on time is important. Explain the importance of having rules in homes.</p>	<p><u>BEING RESPONSIBLE - LOOKING OUR FOR OTHERS</u></p> <p>Recognise why we should take action when someone is being unkind. Describe caring and considerate behaviours, including the importance of looking out for others. Demonstrate why it is</p>	<p><u>BEING RESPONSIBLE - STEALING</u></p> <p>Explain what consent means. Recognise the importance of being honest and not stealing. Explain why it is important to have a trusting relationship between</p>

<p>being responsible and being irresponsible.</p> <p><u>FEELING AND EMOTIONS - JEALOUSY</u> Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant conditions. Learn a range of skills for coping with unpleasant/uncomfortable emotions. Understanding that feelings can be communicated with and without words.</p>	<p>Be able to identify the differences between being responsible and being irresponsible.</p> <p><u>FEELING AND EMOTIONS - ANGER</u> Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions and have skills for coping with these. Understand that feelings can be communicated with and without words.</p>	<p>Be able to understand the differences between being responsible and irresponsible.</p> <p><u>FEELING AND EMOTIONS - GRIEF</u> Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant/uncomfortable emotions. Understand that feeling can be communicated with and without words.</p>	<p>Describe ways the behaviour can be seen to be sensible and responsible.</p> <p><u>FEELING AND EMOTIONS - JEALOUSY</u> Recognise our thoughts, feelings and emotions, and identify the differences between the good and bad feeling ones. Describe how we can support others who feel lonely, jealous or upset. Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and others. Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions such as loneliness and jealousy.</p>	<p>important to behave in an appropriate and responsible way. Identify how making some choices can impact others' lives in a negative way.</p> <p><u>FEELING AND EMOTIONS - ANGER</u> Recognise that everyone experiences emotions with physical effects on our body that can be pleasant/unpleasant. Explain how feelings can be communicated with or without words. Recognise that we can choose how we act out emotions and actions can affect ourselves and others. Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions.</p>	<p>friends and family. Identify how making some choices can impact others' lives in a negative way.</p> <p><u>FEELINGS AND EMOTIONS. - WORRY</u> Recognise our thought, feelings and emotions. Identify how we can reduce our feelings of worry. Explain how we can support others who feel worried. Recognise we can choose how to act out our emotions and this can have affect on ourselves and other people.</p>
<p><u>COMPUTER SAFETY - ONLINE BULLYING</u> Understand how your online activity can affect others. Be able to identify the positives and negatives of using technology. Know who and how to ask for help. Be able to recognise kind and unkind comments.</p>	<p><u>COMPUTER SAFETY - IMAGE SHARING</u> Understand how your online actions can affect others. Be able to name the positive and negative ways you can use technology. Know the risks of sharing images without permissions. Understand the types of images that you should and should not post online.</p>	<p><u>COMPUTER SAFETY - MAKING FRIENDS ONLINE + COMPUTER SAFETY</u> Be able to identify possible dangers and consequences of talking to strangers online. Know how to keep safe in online chatrooms. Be able to name the positives and negatives of using technology. Understand the difference between safe and risky choices</p>	<p><u>COMPUTER SAFETY - ONLINE BULLYING</u> Recognise the key values that are important in positive online relationships. Identify the feelings and emotions that may arise from online bullying. Have coping strategies if yourself or other is being bullied. Know who to ask for help.</p>	<p><u>COMPUTER SAFETY - IMAGE SHARING</u> Know why we need to share images online. Know rules we need to follow online. Know positive and negative consequences of sharing images. Know possible influences and pressures to share images online.</p>	<p><u>COMPUTER SAFETY - MAKING FRIENDS ONLINE</u> Know key applications we may use in the future. Know why some applications have age restrictions. Identify ways to keep yourself and others safe online (range of situations). Know that people may not always be who they say,</p>

	<p><u>MONEY MATTERS - MONEY MATTERS</u> To know what money is and why we need it. To know how we can use money and how we can get it. To know how we can receive money and how to keep it safe. To know why it is important to save money.</p>	<p>online.</p> <p><u>MONEY MATTERS - MONEY MATTERS (REPEAT OR DEVELOP)</u> To know what money is and why we need it. To know how we can use money and how we can get it. To know how we can receive money and how to keep it safe. To know why it is important to save money.</p>	<p><u>THE WORKING WORLD - CHORES AT HOME</u> Know and describe ways we can help/contribute to those who look after us. Explain the positive impact of our actions. Know some skills we may need in future jobs.</p> <p><u>A WORLD WITHOUT JUDGEMENT - BREAKING DOWN BARRIERS</u> Recognise positive attributes in others. Know and explain why being different is okay. Know your own strengths and that these may be different to others. Identify ways to overcome barriers and promote equality.</p>	<p><u>THE WORKING WORLD - ENTERPRISE</u> Know reasons people might want to save money. Know how to budget for things we want to buy. Have ideas about ways to make money, even as a child.</p> <p><u>A WORLD WITHOUT JUDGEMENT - INCLUSION AND ACCEPTANCE</u> Be able to identify how we are different and unique. Explain some elements which enable us to have a diverse community. Be able to describe strategies to overcome barriers and promote diversity and inclusion.</p>	<p>online.</p> <p><u>THE WORKING WORLD - IN-APP PURCHASES</u> Know and understand various money related terms. Know ways we can spend money via technology. Describe the potential impact of spending without permission. Identify strategies to save money.</p> <p><u>A WORLD WITHOUT JUDGEMENT - BRITISH VALUES</u> <u>Understand that there is a wide range of religions and beliefs in the UK.</u> Explain each of the British Values. Create a set of values for your school. Explain how all religions can live in cohesion.</p>
<p><u>HAZARD WATCH - THIS UNIT IS FOR KEY STAGE 1 AND CAN BE DELIVERED WHERE SUITABLE.</u></p> <p>Know what items are safe to play with and what items are unsafe to play with. Be able to name potential dangers in different situations. Know what food and drink items are safe or unsafe to eat and drink. Be able to name the dangers than can affect others, for example younger siblings.</p>					