

PSHE and RSE Lessons, Class R2 (mixed Y1 and Y2).
 (Y1) or (Y2) in Success Criteria indicates different depth of learning

Topic	Lesson	Lesson Objective	Success Criteria	Vocabulary
Introduction	Ground rules	To begin to understand what PSHE and RSE education is and how we can help everyone learn in these lessons	<p>I can make suggestions for rules for PSHE (Y1)</p> <p>I can explain to others and evaluate some rules to help everyone learn based on what I know already about PSHE (Y2)</p>	<ul style="list-style-type: none"> • PSHE • Safe • Learn • Rule • Unsafe (Y2) • Unhappy (Y2) •
Family and Relationships		To begin to understand what PSHE education (or the name used in your school) is and how we can help everyone learn in these lessons	<p>I can make suggestions for rules for PSHE (Y1)</p> <p>I can explain to others and evaluate some rules to help everyone learn based on what I know already about PSHE (Y2)</p>	<ul style="list-style-type: none"> • PSHE • Safe • Learn • Rule • Unsafe (Y2) • Unhappy (Y2)
	Family	To understand the role of families	<p>I understand that families can include different people (Y1)</p> <p>I know the correct names for different relations (Y1)</p> <p>I can explain how families care for children (Y2)</p>	<ul style="list-style-type: none"> • Family • Relation • Mum • Dad • Parent • Brother • Sister • Grandad • Grandma • Grandparent • Uncle • Aunty • Cousin • Love • Care • Support • Respect
	Friendship	To begin to understand the importance and characteristics of positive friendships and	I can explain what I like about my friends and	<ul style="list-style-type: none"> • Friend • Kind • Trust • Generous • Share

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		<p>who I can speak to if I am unhappy.</p>	<p>what makes a good friend (Y1)</p> <p>I understand that friendships are not always positive (Y2)</p> <p>I can explain what I can do if a friendship is making me feel unhappy and who in school can help with friendship problems (Y2)</p>	<ul style="list-style-type: none"> • Listen • Fun • Helpful • Truth • Good friendships • Respect
	<p>Families are all different</p>	<p>To begin to understand the range of families they may encounter now and in the future</p>	<p>I understand that families can be made up of different people</p> <p>I understand that I should respect different types of families</p>	<ul style="list-style-type: none"> • Family • Love • Care • Different • Same • Similar
	<p>Other people are different</p>	<p>To recognise how others show feelings and how to respond to these</p> <p>To identify their special people and how they should care for one another</p>	<p>I can recognise when other people might feel sad, worried or angry (Y1)</p> <p>I can show that I care by listening and thinking about what they say (Y1 and Y2)</p> <p>I can offer advice (Y1)</p> <p>I know that not everyone feels the same (Y2)</p> <p>I can describe what someone else might be</p>	<ul style="list-style-type: none"> • Feeling • Sad • Worried • Help • Care • Listen • Emotion

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			feeling and thinking (Y2)	
	Getting along with others	To begin to understand how courtesy and manners make us feel	<p>I understand the feelings we may have about working with different people (Y1)</p> <p>I can work with people I don't know very well (Y1)</p> <p>I understand that manners are important wherever I am (Y2)</p>	<ul style="list-style-type: none"> • Challenge • Co-operate • Work together • Team • Manners • Please • Thank you • Taking turns • Table manners • Quiet • Respect
	Friendship problems	To begin to understand that friendships can have problems but we can overcome these	<p>I understand that friends can sometimes fall out (Y1)</p> <p>I can explain ways I can overcome problems with my friends (Y1)</p> <p>I can explain how being friendly can make others feel welcome and included (Y2)</p>	<ul style="list-style-type: none"> • Friend • Falling out • Problem • Solution • Welcome • Included
	Gender Stereotypes	To understand what is meant by a stereotype	<p>I understand that stereotypes about boys and girls exist (Y1)</p> <p>I can explain why these are often incorrect and challenge them (Y1)</p> <p>I understand that assumptions are</p>	<ul style="list-style-type: none"> • Favourite • Boy/male • Girl/female • Stereotype • Job (Y2) • Career (Y2)

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			sometimes made about whether a job is more suited to a male or female (Y2)	
Health and wellbeing	Understanding & feelings	<p>To describe and understand their feelings</p> <p>To develop simple strategies for managing these feelings</p>	<p>Year 1</p> <p>I can describe how I feel</p> <p>I can recognise what might cause these feelings</p> <p>I can identify different ways of responding to emotions</p> <p>I can plan appropriate actions to manage my feelings</p> <p>Year 2</p> <p>I can describe my body's response to feelings</p> <p>I know that we often feel more than one emotion at a time</p> <p>I can imagine how I would feel in a particular situation</p> <p>I know that not everyone feels the same</p>	<ul style="list-style-type: none"> • Action • Emotions • Feelings • Strategy
	Relaxation	To know how to relax in different ways	I know that there are	<ul style="list-style-type: none"> • Relax • Relaxation • Sleep

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			<p>different ways of relaxing</p> <p>I can recognise when relaxation might help me</p> <p>I can focus on tensing and relaxing different parts of my body to relax</p> <p>I can use laughter to help me relax if I am nervous or have lots on my mind</p>	<ul style="list-style-type: none"> • Rest
	What am I like?	To recognise and celebrate their strengths and set simple but challenging goal	<p>I can describe what I am like/what qualities I have</p> <p>I can identify my strengths</p> <p>I can think of things I would like to get better at</p> <p>I can set myself small, achievable goals</p>	<ul style="list-style-type: none"> • Skill • Qualities • Strengths • Better
	Ready for bed	To understand the benefits of physical activity and rest	<p>I can understand the importance of sleep</p> <p>I know that I can affect the quality of sleep that I get</p> <p>I can think of ways to get ready for sleep</p>	<ul style="list-style-type: none"> • Sleep • Rest • Routine • Relaxation

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	Handwashing & personal hygiene	To begin to understand how germs are spread and how we can stop them spreading	I understand why I need to wash my hands I can explain how to wash my hands properly	<ul style="list-style-type: none"> • Dirt • Hands • Germs • Wash • Soap • Water • Scrub • Clean
	Sun safety	To begin to understand the risks associated with the sun	I understand that sunshine can be good for me I can explain the things I need to do to keep myself safe in the sun	<ul style="list-style-type: none"> • Sun • Safe • Burn • Slip • Slop • Slap • Hat • Sunscreen • Sunglasses
	Allergies	To begin to understand allergies	I understand that people can be allergic to things in food or things around them I can explain what to do if I have an allergic reaction or one of my friends does	<ul style="list-style-type: none"> • Allergy • Allergen • Food allergy • Allergic reaction
	People who help us stay healthy	To understand that there are people in the local community who help to keep us healthy	I understand that some people have jobs which help to keep us healthy I can explain how these people help to keep us healthy	<ul style="list-style-type: none"> • Paramedic • Job • Help • Healthy • Doctor • Nurse • Optician • Dentist
Safety and the changing body	Communicating with adults	To know how to respond to adults politely and safely.	I know who works in my school (Y1). I understand how I should	<ul style="list-style-type: none"> • adult • job • manners • polite • visitor • stranger • worry • hurt

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			<p>speak to adults in school (Y1).</p> <p>I know what to do if I am worried about anything an adult says or does in school (Y1).</p> <p>I can list some places I meet adults outside of school (Y2).</p> <p>I know what to do if I am worried about anything an adult says or does outside school (Y2).</p>	
	<p>People who help us to stay safe</p>	<p>To understand that there are people in the local community who help to keep us safe.</p>	<p>I understand that some people have jobs that help to keep us safe.</p> <p>I can explain how these people help to keep us safe.</p> <p>I can explain how I can help these people to keep me safe.</p>	<ul style="list-style-type: none"> • job • safe • help
	<p>Road safety</p>	<p>To understand ways to keep safe on and near roads.</p>	<p>I can explain some rules to keep safe near traffic (Y1)</p> <p>I can explain why we need these rules (Y1)</p> <p>I can explain how to cross a road safely (Y2).</p>	<ul style="list-style-type: none"> • pedestrian • road • safe • walking • pavement • holding hands • car park • traffic • kerb

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	Safety with medicines	To begin to understand what is safe to put into or onto our bodies.	<p>I understand what can safely go into my body (Y1).</p> <p>I can explain why I should never put some things into my body (Y1).</p> <p>I understand that I should only take medicines if a grown-up I trust says it is OK (Y2).</p>	<ul style="list-style-type: none"> • into • onto • adult • danger • ill • damage • medicine
	Making an emergency call	To know what an emergency is and how to make a phone call if needed.	<p>I understand what an emergency is.</p> <p>I know the number to call in an emergency.</p> <p>I know my address and postcode.</p>	<ul style="list-style-type: none"> • police • fire • ambulance • emergency • 999
	Secrets and surprises	To begin to understand the difference between secrets and surprises	<p>I can explain what a surprise is.</p> <p>I can explain what a secret is.</p> <p>I can identify whether something is a secret or a surprise.</p> <p>I can begin to explain the difference between a secret and a surprise.</p>	<ul style="list-style-type: none"> • excited • good • happy • surprise • secret • unhappy • worried
	Appropriate comment	To begin to understand the difference between	I understand that some types	<ul style="list-style-type: none"> • physical • contact

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		acceptable and unacceptable physical contact.	<p>of physical contact are never appropriate (Y1).</p> <p>I understand that some types of physical contact are appropriate (Y1).</p> <p>I understand that my relationship with a person is relevant to what physical contact I may feel is appropriate (Year 2).</p>	<ul style="list-style-type: none"> • like • dislike • kind • unkind • hurt
	My private parts are private	To begin to understand the concept of privacy and the correct vocabulary for body parts	<p>I understand what 'private' means (Y1).</p> <p>I can name parts of the body including private parts (Y1).</p> <p>I can name someone I can talk to if I'm worried about something (Y2).</p>	<ul style="list-style-type: none"> • penis • vulva • arm • leg • hand • wrist • neck • head • knee • foot • ankle • elbow
	Respecting personal boundaries	To know my body is important and belongs to me.	<p>I can choose what happens to my body.</p> <p>I know I can give permission and take it away when I choose.</p> <p>I know who to talk to if I feel uncomfortable</p>	

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citizenship	rules	To begin to understand the importance of rules	<p>I can identify key rules we have in school (Y1).</p> <p>I understand why rules are important (Y1).</p> <p>I can explain some consequences of not having or following rules (Y2).</p> <p>I can explain why rules are different in different places (Y2)</p>	<ul style="list-style-type: none"> • rule • different
	Similar yet different	To begin to recognise ways in which we are the same and different to other people	<p>I understand that everyone is unique.</p> <p>I can identify things that are the same or different about people.</p> <p>Year 2</p> <p>I can explain how different people contribute to the local community.</p>	<ul style="list-style-type: none"> • same • different • unique
	belonging	To understand the range of groups people belong to	<p>I understand that there are a range of groups people belong to.</p> <p>I can identify some groups I belong to.</p> <p>I can explain that some groups are</p>	<ul style="list-style-type: none"> • different • group • same

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			chosen and some we just belong to.	
	Job roles in the community	To begin to understand the roles people have in the community	<p>I understand that there are a range of jobs locally that help our community.</p> <p>I can explain some of the things people do for their job.</p> <p>I can explain what might happen if no one did these jobs</p>	<ul style="list-style-type: none"> • job • role • community
	Our school environment	To understand ways to look after the school environment	<p>I understand what makes up the school environment.</p> <p>I can identify things that I like in the school environment.</p> <p>I can identify things that could be improved in the school environment.</p> <p>I can explain how I can make a difference to the school environment.</p>	<ul style="list-style-type: none"> • environment • responsibility • problems
	Our local environment	To recognise the role people play in looking after the environment	I understand some people have jobs that help to keep our environment a good place to live or learn.	<ul style="list-style-type: none"> • environment • pleasant • job • volunteer • look after

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			<p>I can identify some people in school who look after the environment.</p> <p>I can identify the jobs some people do in the local area to look after the environment.</p> <p>I can explain that some people volunteer to keep the local environment pleasant</p>	
Economic Wellbeing	Money	Learning about what money is, where it comes from and how people make money	<p>I understand that coins and notes have different values</p> <p>I can identify where children might get money from</p> <p>I understand why it is wrong to steal money</p> <p>Year 2</p> <p>I understand where adults might get money from</p>	<ul style="list-style-type: none"> • Money • Coins • Notes • Value • Savings • Pocket money • Earn • Wages (Y2) • Benefits (Y2) • Presents (Y2) • Pension (Y2)
	Needs and wants	To begin to understand the difference between wants and needs	<p>Year 1</p> <p>I can identify some things I need</p> <p>I can identify things that I own which are 'wants'</p>	<ul style="list-style-type: none"> • Need • Want • Survive • Essential • Priority

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			<p>Year 2</p> <p>I understand why people have to prioritise needs over wants</p> <p>I understand that I may need to save money to buy something I want</p>	
	Looking after money	<ul style="list-style-type: none"> To understand how to keep cash safe 	<p>I understand why it is important to keep cash safe</p> <p>I can explain different ways to keep cash safe</p> <p>I can identify how to keep cash safe in different situations</p>	<ul style="list-style-type: none"> Cash Coins Money Moneybox Notes Purse Safe Wallet
	Banks & building societies	To understand the benefits of banks and building societies	<p>Year 1</p> <p>I understand that banks and building societies help to keep money safe</p> <p>I can explain why a savings account helps me to save</p> <p>Year 2</p> <p>I can explain what I should look for when choosing a bank account</p>	<ul style="list-style-type: none"> Bank Building society Safe Interest Bank account

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	Jobs	To understand that skills and interests will help someone decide what job to do	<p>Year 1</p> <p>I understand that there are different jobs in school</p> <p>I can explain the skills people need to do different jobs</p> <p>Year 2</p> <p>I understand there are many different jobs outside school</p> <p>I can explain some of the things involved in choosing a job</p>	<ul style="list-style-type: none"> • Job • Skill • Earn • Money • Interests
Transition	Transition	To understand that change can cause mixed feelings	<p>I can identify the positives and challenges of change</p> <p>Year 1</p> <p>I understand that everyone has different strengths</p> <p>I can explain some of the skills I have developed in Year 1</p> <p>Year 2</p> <p>I can ask questions to help me deal with change</p> <p>I know who can help us deal with change</p>	<ul style="list-style-type: none"> • Strengths • Skills • Move • Change (Y2) • Feelings (Y2) • Emotions (Y2)