

PSHE and RSE Lessons, Class R2 (mixed Y1 and Y2) Cycle B.
(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	I can make suggestions for rules for PSHE (Y1) I can explain to others and evaluate some rules to help everyone learn based on what I know already about PSHE (Y2)	<ul style="list-style-type: none"> • PSHE • Safe • Learn • Rule • Unsafe (Y2) • Unhappy (Y2) •
Family and Relationships (cycle B)	Setting ground rules	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	I can make suggestions for rules for PSHE (Y1) I can explain to others and evaluate some rules to help everyone learn based on what I know already about PSHE (Y2)	<ul style="list-style-type: none"> • PSHE • Safe • Learn • Rule • Unsafe (Y2) • Unhappy (Y2)
	Family	To understand the role of families	I understand that families can include different people (Y1) I know the correct names for different relations (Y1) I can explain how families care for children (Y2)	<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 who I can speak to if I am unhappy.	I can explain what I like about my friends and what makes a good friend (Y1) I understand that friendships are not always positive (Y2) I can explain what I can do if a friendship is making me feel unhappy and who in	<ul style="list-style-type: none"> • Friend • Kind • Trust • Generous • Share • Listen • Fun • Helpful • Truth • Good friendships • Respect

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			school can help with friendship problems (Y2)	
	Other people's feelings	To recognise how others show feelings and how to respond to these To identify their special people and how they should care for one another	I can recognise when other people might feel sad, worried or angry (Y1) I can show that I care by listening and thinking about what they say I can offer advice (Y1) I know that not everyone feels the same (Y2) I can describe what someone else might be feeling and thinking (Y2)	<ul style="list-style-type: none"> • Feeling • Sad • Worried • Help • Care • Listen • Emotion
	Getting along with others	To begin to understand how courtesy and manners make us feel	I understand the feelings we may have about working with different people (Y1) I can work with people I don't know very well (Y1) I understand that manners are important wherever I am (Y2)	<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	I understand that friends can sometimes fall out (Y1) I can explain ways I can overcome problems with my friends (Y1) I can explain how being friendly can make others feel welcome and included (Y2)	<ul style="list-style-type: none"> • Friend • Falling out • Problem
	Gender Stereotypes	To understand what is meant by a stereotype	I understand that stereotypes about boys and girls exist (Y1)	<ul style="list-style-type: none"> • Favourite • Boy/male • Girl/female • Stereotype

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			<p>I can explain why these are often incorrect and challenge them (Y1)</p> <p>I understand that assumptions are sometimes made about whether a job is more suited to a male or female (Y2)</p>	<ul style="list-style-type: none"> • Job (Y2) • Career (Y2)
	Change and loss	To begin to understand how loss and change can affect us	<p>I understand how memories can make us feel</p> <p>I can explain how objects can help us to remember people or events</p> <p>I understand that remembering people or pets who have died or no longer live with us can be helpful</p>	<p>Change Remember</p> <ul style="list-style-type: none"> • Happy • Sad • Upset • Death
Health and wellbeing	Understanding my 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>	<ul style="list-style-type: none"> • Action • Emotions • Feelings • Strategy

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			<p>I can imagine how I would feel in a particular situation</p> <p>I know that not everyone feels the same</p>	
Steps to success	To understand their strengths and set themselves achievable goals	<p>I can say what I am good at</p> <p>I can say what I want to get better at</p> <p>I can break down goals into small, achievable steps</p> <p>I know how to ask for help</p>	<ul style="list-style-type: none"> • Goal • Skill • Achieve • Steps 	
Developing a growth mindset	<p>To identify strategies to help overcome barriers or manage difficult emotions</p> <p>To develop a growth mindset</p>	<p>I can describe how I feel when I find something difficult</p> <p>I understand that everybody fails</p> <p>I know that failing is not the end of a process</p> <p>I understand what a growth mindset is</p>	<ul style="list-style-type: none"> • Try • Fail • Frustrating • Challenge • Growth mindset 	
Being active	To understand the benefits of physical activity	<p>I understand how exercise affects the body</p> <p>I can describe how my body feels during/after exercise</p> <p>I understand how exercise keeps me healthy</p> <p>I know what energetic activities I find fun</p>	<ul style="list-style-type: none"> • Sport • Activity • Physical • Exercise • Health • Feeling 	
Relaxation-breathing techniques	To use breathing exercises to relax	I understand how relaxation affects the body	<ul style="list-style-type: none"> • Exercise • Relax • Relaxation • Breath 	

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			<p>I know that it is important to have relaxation strategies</p> <p>I know how to use breathing to help myself relax</p> <p>I can describe suitable times and places for using breathing techniques to relax</p>	
	Healthy diet	To understand what it means to have a healthy diet	<p>I can identify the benefits of a balanced, healthy diet</p> <p>I can describe the consequences of a poor diet</p> <p>I can recognise where improvements can be made to an unbalanced dish</p>	<p>I can identify the benefits of a balanced, healthy diet</p> <p>I can describe the consequences of a poor diet</p> <p>I can recognise where improvements can be made to an unbalanced dish</p>
	Looking after our teeth	To understand ways of looking after our teeth	<ul style="list-style-type: none"> • I understand how food and drink can affect my teeth • I can explain what I can do to keep my teeth healthy 	<ul style="list-style-type: none"> • Tooth • Teeth • Sugary drink • Healthy • Brush
	People who help us stay healthy	To understand that there are people in the local community who help to keep us healthy	<p>I understand that some people have jobs which help to keep us healthy</p> <p>I can explain how these people help to keep us healthy</p>	<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.	<p>I know who works in my school (Y1).</p> <p>I understand how I should speak to adults in school (Y1).</p> <p>I know what to do if I am worried about</p>	<ul style="list-style-type: none"> • adult • job • manners • polite • visitor • stranger • worry • hurt

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			<p>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>	
	Road safety	To understand ways to keep safe on and near roads.	<p>I can explain some rules to keep safe near traffic (Y1)</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
	Safety at home	To understand that there are dangers at home and how these can be avoided.	<p>I understand that there can be hazards in the home.</p> <p>I can explain how I can make things safer by following simple rules.</p> <p>I know what I need to do if there is an accident at home</p>	<ul style="list-style-type: none"> • safe • unsafe • accident • hazard • danger
	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

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	What to do if I get lost	To understand what to do if you get lost.	<p>I know what to do if I get lost.</p> <p>I can tell someone my mum/dad/carer's name.</p>	<ul style="list-style-type: none"> ● lost ● safe ● adult
	The internet	To understand how to stay safe when using the internet	<p>I can explain what the internet is and how we use it to help us.</p> <p>I understand the importance of being kind online.</p> <p>I know what to do if something I have seen or heard online makes me feel upset or uncomfortable.</p>	<ul style="list-style-type: none"> ● internet ● online ● danger ● safe ● kind ● unkind ● bullying
	Appropriate contact	To begin to understand the difference between acceptable and unacceptable physical contact.	<p>I understand that some types 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"> ● physical ● contact ● 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

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	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>	
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
	Caring for others: animals	To understand that animals have different needs and how to care for them	<p>I understand that different pets have different needs.</p> <p>I can explain how to look after some animals.</p> <p>I can explain why some pets might not be suitable for some people</p>	<ul style="list-style-type: none"> • animal • care • pet • need

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	The needs of others	To begin to understand the needs of babies and young children.	<p>I understand that babies and young children have different needs.</p> <p>I can explain how to care for babies and younger children.</p> <p>I understand how I could help to look after a baby or younger child.</p>	<ul style="list-style-type: none"> • need • baby • child • care
	Democratic decisions	To begin to understand how democracy works.	<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
	School council	To begin to understand how democracy works in school	<p>I understand how the school council works.</p> <p>I can explain how the school council is democratic.</p>	<ul style="list-style-type: none"> • school council • representative • meeting • democracy • vote • election
	Giving my opinion	To understand ways to share an opinion.	<p>I understand that I can share my opinion on things that are important to me.</p> <p>I can identify things I would like to make better in school</p>	<ul style="list-style-type: none"> • opinion • idea • improve • school council • respect • agree • disagree
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>	<ul style="list-style-type: none"> • Money • Coins • Notes • Value • Savings • Pocket money • Earn

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			<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"> • 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> <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>	<ul style="list-style-type: none"> • Need • Want • Survive • Essential • Priority
	Saving and spending	To begin to understand that people make different choices about spending and saving money	<p>I understand that we can make choices about what to do with our money</p> <p>I can explain what might influence these choices</p>	<ul style="list-style-type: none"> • Choice • Save • Spend • Interest
	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</p>	<ul style="list-style-type: none"> • Bank • Building society • Safe • Interest • Bank account

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			choosing a bank account	
	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)