



# Growing Up at Bernards Heath Infant and Nursery School

Personal, Social and Health Education and Relationships and Health Education

Sources [PSHE Association](#), [Development Matters/Stat. Framework for EYFS](#), Relationships and Health Education Policy

		FS 1	FS 2	Year 1	Year 2	Kind Respectful Safe Learning Heroes Zones of Regulation
PSHE 2020/21	Relationships	<a href="#">Development Matters</a> <a href="#">EYFS Statutory Framework</a>		R24- how to listen to other people and play and work co-operatively ( <i>focus on the 'how' to teach strategies</i> )	R25- how to talk about and share their opinions on things that matter to them ( <i>focus on debate/difference of opinion</i> )	
RHE 2021	Autumn 1	<ul style="list-style-type: none"> <li>Families are important for children growing up because they can give love, security and stability. (R1, R2)</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (<b>Grandparents Afternoon</b>) (R1, R2)</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (R3, R4)</li> <li>Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (R1, R2, R4)</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (R1)</li> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings (<b>Zones of Regulation – introduced</b>) (H11, H12, H16, H18, H19, H24)</li> </ul>				
	Autumn 2	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (<b>Global Families, religious celebrations, Anti-Bullying Week</b>) (H14,H15, R23, L4, L6)</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard. (<b>Helping Hand</b>) (R5, R12, R20)</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed. (R5, R17)</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so (<b>NSPCC, Childline</b>). (R5, R16)</li> <li>Where to get advice e.g. family, school and/or other sources (<b>including NSPCC, Childline</b>). (R5)</li> <li>How to make a clear and efficient call to emergency services if necessary (<b>999</b>) (H35).</li> </ul>				

		FS 1	FS 2	Year 1	Year 2	
PSHE 2020/21 Living in the Wider World				<p>L1- about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L3- about things they can do to help look after their environment</p> <p>L8- about the role of the internet in everyday life</p> <p>L10- what money is; forms that money comes in; that money comes from different sources</p> <p>L14- that everyone has different strengths</p> <p>L15- that jobs help people to earn money to pay for things</p> <p>L16- different jobs that people they know or people who work in the community do</p>	<p>L2- how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L5- about the different roles and responsibilities people have in their community</p> <p>L7- about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L9- that not all information seen online is true</p> <p>L11- that people make different choices about how to save and spend money</p> <p>L12- about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13- that money needs to be looked after; different ways of doing this</p> <p>L17- about some of the strengths and interests someone might need to do different jobs</p>	
	RHE 2021	Spring 1	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends. (R6)</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R6, R8, R9, R22, R24)</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships (R22).</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (<i>Online Safety Day</i>) (H28, H29, H34, R12, L1)</li> <li>• That people sometimes behave differently online, including by pretending to be someone they are not (KS1). (H34, R12, R14, L9)</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) (<i>Mental Health Week</i>) (H11, H12)</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings (<i>Zones of Regulation – revisited</i>) (H11, H12, H16, H18, H19, H24)</li> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health. (<i>Mindfulness</i>)</li> <li>• Simple care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>			
Spring 2		<ul style="list-style-type: none"> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult (<i>NSPCC, Childline</i>). (H11, H12, H13, H19, R19)</li> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (H34, R17, R19).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (<i>NSPCC</i>). (R13, R16, R18)</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (<i>NSPCC</i>). (R13, R16)</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (<i>Visitors to school/online games</i>). (H34, R15)</li> </ul>				

Kind Respectful Safe Learning Heroes Zones of Regulation

PSHE 2020/21 Health and Wellbeing	FS1	FS2	Year 1	Year 2	Kind Respectful Safe Learning Heroes Zones of Regulation	
			H10- about the people who help us to stay physically healthy H17- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H26- about growing and changing from young to old and how people's needs change H27- about preparing to move to a new class/year group H29- to recognise risk in simple everyday situations and what action to take to minimise harm H30- about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H33- about the people whose job it is to help keep us safe	H9- about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H20- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H25- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H27- about preparing to move to a new class/year group H29 H32- ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely		
RHE 2021	Summer 1	<ul style="list-style-type: none"> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <b>(Wellbeing Week) (R7, R8, R9, R10, R11, R12, R21)</b></li> <li>The importance of self-respect and how this links to their own happiness. <b>(Wellbeing Week) (H21, 22, 23, R22, R25)</b></li> <li>About safe and unsafe exposure to the sun (H8)</li> </ul>				
	Summer 2	<ul style="list-style-type: none"> <li>The importance of building regular exercise into daily and weekly routines (H1) (H3)</li> <li>What constitutes a healthy diet (H1) (H2)</li> <li>The characteristics of a poor diet (H1) (H2)</li> <li>The importance of sufficient, good quality sleep for good health (H1) (H4)</li> <li>About dental health and the benefits of good oral hygiene (H1) (H7)</li> <li>About personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H1) (H5)</li> <li>How to make a clear and efficient call to emergency services if necessary <b>(999). (H10, H35, H36)</b></li> <li>The facts about legal and illegal, harmful substances and associated risks, including smoking, alcohol use and drug taking <b>(KS1, medicine cabinets, under the kitchen sink – hazardous substances, awareness of unknown items found e.g. similarities of tablets/pills and sweets). (H6, H28, H31, H37)</b></li> </ul>				

<b>RSE Colour Coding</b>	Families and People who Care for me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe
Mental Wellbeing	Physical Health and Fitness	Healthy Eating	Drugs, Alcohol and Tobacco	Basic First Aid	Health and Prevention