**PACE ACADEMY TRUST**

**Wellbeing**

**Knowledge, Skills and Vocabulary**

**Years 1 and 2**

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| **Strands** | **Year 1** | **Year 2** |
| **Health** **Physical and mental wellbeing** | **What helps us stay healthy?**PoS refs: H1, H5, H6, H7, H10, H39* about what keeping healthy means; different ways to keep healthy
* that things people put into or onto their bodies can affect how they feel
* how to be physically active and how much rest and sleep they should have everyday
* how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
* why hygiene is important and how simple hygiene routines can stop germs from being passed on
* what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

**How do we recognise our feelings?**PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27* how to recognise, name and describe a range of feelings
* what helps them to feel good, or better if not feeling good
* how feelings can affect people in their bodies and their behaviour
* ways to manage big feelings and the importance of sharing their feelings with someone they trust
 | **What can help us grow and stay healthy?**PoS refs: H1, H2, H3, H4, H8, H9* that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
* that eating and drinking too much sugar can affect their health, including dental health
* how to be physically active and how much rest and sleep they should have everyday
* that there are different ways to learn and play; how to know when to take a break from screen-time
* how sunshine helps bodies to grow and how to keep safe and well in the sun

**How do we recognise our feelings?**PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27* how to recognise, name and describe a range of feelings
* what helps them to feel good, or better if not feeling good
* how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
* how feelings can affect people in their bodies and their

behaviour* ways to manage big feelings and the importance of sharing their feelings with someone they trust
* how to recognise when they might need help with feelings and how to ask for help when they need it
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| **Relationships** | **What is the same and different about us?**PoS refs: H21, H22, H23, H25, R13, R23,L6, L14* what they like/dislike and are good at
* what makes them special and how everyone has different strengths how their personal features or qualities are unique to them
* how they are similar or different to others, and what they have in common
* to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private

**Who is special to us?** PoS refs: L4, R1, R2, R3, R4, R5* that family is one of the groups they belong to, as well as, for example, school, friends, clubs
* about the different people in their family / those that love and care for them
* what their family members, or people that are special to them, do to make them feel loved and cared for
* how families are all different but share common features – what is the same and different about them
* about different features of family life, including what families do / enjoy together
* that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
 | **What makes a good friend?** PoS refs: R6, R7, R8, R9, R25* how to make friends with others
* how to recognise when they feel lonely and what they could do about it
* how people behave when they are being friendly and what makes a good friend
* how to resolve arguments that can occur in friendships
* how to ask for help if a friendship is making them unhappy
* how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups

**What is bullying?**PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25* how words and actions can affect how people feel
* how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
* why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable
* how to respond if this happens in different situations
* how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
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| **Safeguarding** **Keeping Safe; Internet Safety**  | **People who help us**PoS refs: H33, H35, H36, R15, R20, L5* that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
* who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say
* how to respond safely to adults they don’t know
* what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
* how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
 | **Keeping safe; recognising risk; rules**PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9* how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
* how to identify risky and potentially unsafe situations (in

familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them* how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
* how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
* how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
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| **Citizenship****Equality and Diversity; The Environment: Economics**  | **How can we look after ourselves and the wider world?**PoS refs: H26, H27, R21, R22, R24, R25, L2, L3* how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively
* the responsibilities they have in and out of the classroom
* how people and animals need to be looked after and cared for
* what can harm the local and global environment; how they and others can help care for it
* how they can take small steps to protect the environment around them
* how to manage change when moving to a new class/year group

**What can we do with money?**PoS refs: L10, L11, L12, L13* what money is - that money comes in different forms
* how money is obtained (e.g. earned, won, borrowed, presents)
* how people make choices about what to do with money,

including spending and saving* the difference between needs and wants - that people may not always be able to have the things they want
* how to keep money safe and the different ways of doing this
* how jobs help people earn money to pay for things they need and want
* about a range of different jobs, including those done by people they know or people who work in their community
 | **How can we look after ourselves and the wider world?**PoS refs: H26, H27, R21, R22, R24, R25, L2, L3* how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively
* the responsibilities they have in and out of the classroom
* how people need to be cared for
* how people grow and change and how people’s needs change as they grow from young to old
* how to manage change when moving to a new class/year group
* what can harm the local and global environment
* how they can take small steps to protect the environment around them

**What jobs do people do?** PoS refs: L15, L16, L17, L7, L8* how jobs help people earn money to pay for things they need and want
* about a range of different jobs, including those done by people they know or people who work in their community
* how people have different strengths and interests that enable them to do different jobs
* how people use the internet and digital devices in their jobs and everyday life
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| **Teaching Opportunities**  | **Resources** |
| **Links to computing curriculum****Links to science curriculum**Spring 1 1 Year 1 – I’m Alive tropicAutumn 1 Year 2 – Growing and Changing**Physical Education** **Assemblies** **Wellbeing lessons** – 1 x 2 weekly**Votes for Schools** 1 x weekly **Focus weeks** * Celebrating Difference
* Keeping Safe
* Wellbeing

**Maths -** My Money Week | **Mental Health and Emotional Wellbeing**<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint>**Road Safety** <https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B0%5D=3-to-6&resource_type%5B%5D=lesson-plan>**Sameness and Difference**<https://www.pshe-association.org.uk/system/files/Teacher%20guidance%2C%20lessons%20%26%20resources_0.pdf>**Drugs**<https://cwpresources.co.uk/downloads/resources/Drugs%20Primary%20Resources%20-%20SAMPLE.pdf>**Pants** <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>**Online Safety**<https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends>**First Aid**<https://lifeliveit.redcross.org.uk/en/What-is-first-aid>**Inclusion, Belonging, Addressing Extremism** <https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2> |