

Coulsdon CofE
Wellbeing
Knowledge, Skills and Vocabulary
Years 1 and 2



Strands	Year 1	Year 2
<p>Health Physical and mental wellbeing</p>	<p>What helps us stay healthy? PoS refs: H1, H5, H6, H7, H10, H39</p> <ul style="list-style-type: none"> ● 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 <p>How do we recognise our feelings? PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p> <ul style="list-style-type: none"> ● how to recognise, name and describe a range of feelings ● what helps them to feel good, or better if not feeling good 	<p>What can help us grow and stay healthy? PoS refs: H1, H2, H3, H4, H8, H9</p> <ul style="list-style-type: none"> ● 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 <p>How do we recognise our feelings? PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p> <ul style="list-style-type: none"> ● 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)

	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
<p>Relationships</p>	<p>What is the same and different about us? PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p> <ul style="list-style-type: none"> ● 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 <p>Who is special to us? PoS refs: L4, R1, R2, R3, R4, R5</p> <ul style="list-style-type: none"> ● 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 	<p>What makes a good friend? PoS refs: R6, R7, R8, R9, R25</p> <ul style="list-style-type: none"> ● 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 <p>What is bullying? PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p> <ul style="list-style-type: none"> ● 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, bullying and deliberately excluding others is unacceptable ● how to respond if this happens in different situations

	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
<p>Safeguarding Keeping Safe; Internet Safety</p>	<p>People who help us PoS refs: H33, H35, H36, R15, R20, L5</p> <ul style="list-style-type: none"> ● 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 	<p>Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p> <ul style="list-style-type: none"> ● 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
<p>Citizenship Equality and Diversity;</p>	<p>How can we look after ourselves and the wider world? PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p> <ul style="list-style-type: none"> ● 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 	<p>How can we look after ourselves and the wider world? PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p> <ul style="list-style-type: none"> ● 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

**The
Environment:
Economics**

- 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 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

Teaching Opportunities	Resources
<p>Links to computing curriculum</p> <p>Links to science curriculum Spring 1 1 Year 1 – I’m Alive topic Autumn 1 Year 2 – Growing and Changing</p> <p>Physical Education</p> <p>Assemblies</p> <p>Wellbeing lessons – 1 x 2 weekly</p> <p>Votes for Schools 1 x weekly</p> <p>Focus weeks</p> <ul style="list-style-type: none"> ● Celebrating Difference ● Keeping Safe ● Wellbeing <p>Maths - My Money Week</p>	<p>Mental Health and Emotional Wellbeing</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</p> <p>Road Safety</p> <p>https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B0%5D=3-to-6&resource_type%5B%5D=lesson-plan</p> <p>Sameness and Difference</p> <p>https://www.pshe-association.org.uk/system/files/Teacher%20guidance%2C%20lessons%20%26%20resources_0.pdf</p> <p>Drugs</p> <p>https://cwpresources.co.uk/downloads/resources/Drugs%20Primary%20Resources%20-%20SAMP%20LE.pdf</p> <p>Pants</p> <p>https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</p> <p>Online Safety</p> <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends</p> <p>First Aid</p> <p>https://lifeliveit.redcross.org.uk/en/What-is-first-aid</p> <p>Inclusion, Belonging, Addressing Extremism</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p>