# Waterthorpe Nursery Infant School – RSHE

| | Foundation Stage 1 | Foundation Stage 2 | Year One | Year Two |
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| Health and Wellbeing | I can tell adults when I am hungry or tired or when I want to rest or play.<br><br>I am aware of the effects of activity on their bodies e.g. saying I am hot and sweaty from running.<br><br>I understand that equipment and tools have to be used safely<br><br>I am gaining more bowel and bladder control and can attend to toileting needs most | I understand the need for variety in food and eat a healthy range of food.<br><br>I am usually dry and clean throughout the day.<br><br>I can show some understanding that exercise, eating, sleeping and hygiene can contribute to good health.<br><br>I show an understanding of the need for safety when tackling new challenges, and can consider and manage some risks.<br><br>I show an understanding of how to transport | I know what I am good at, like and dislike.<br>I know what makes me unhappy or cross.<br>I know what to do to manage big feelings, to help calm myself down and or change my mood when I don't feel good.<br>I can recognise and name some different feelings, and describe how they make me feel.<br>I know that not everyone feels the same at the same time or feels the same about things.<br><br>I know what to do if I find a task or situations difficult.<br>I know how to keep going even when things are difficult.<br>I can set a simple goal.<br>I know what I am good at.<br><br>I know rules for, and ways of keeping safe online.<br><br>I know the importance of telling a trusted adult if I come across something that is scary or inappropriate.<br><br>To know about the people whose job it is to help keep us safe. | I know what keeping healthy means; different ways to keep healthy.<br>I know how physical activity helps us to stay healthy; and ways to be physically active everyday.<br>I know about foods that support good health and the risks of eating too much sugar.<br>I know simple hygiene routines that can stop germs from spreading.<br>I know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.<br>I know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.<br>I know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)<br>I know what to do if there is an accident and someone is hurt.<br>I know how to get help in an emergency (how to dial 999 and what to say).<br>To know things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)<br>To know about the people who help us to stay physically healthy.<br>To know about the people whose job it is to help keep us safe.<br><br>To know about growing and changing from young to old and how people's needs change. |

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| | of the time by myself.<br><br>I can usually manage washing and drying hands.<br><br>I can dress myself with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | and store equipment safely.<br>I can practice some safety measures without direct supervision.<br><br>I can talk about ways to keep healthy and safe, and know the importance of a healthy diet and physical exercise.<br><br>I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | To know how physical activity helps us to stay healthy; and ways to be physically active everyday.<br>To know why sleep is important and different ways to rest and relax.<br>To know different ways to learn and play, recognising the importance of when to take a break from time online or TV.<br>To know about foods that support good health and the risks of eating too much sugar.<br>To know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.<br>To know about the people who help us to stay physically healthy.<br>To know simple hygiene routines that can stop germs from spreading.<br>To recognise risk in simple everyday situations and what action to take to minimise harm.<br>To know that household products (including medicines) can be harmful if not used correctly.<br>To know about things that people can put into their body or on their skin; how these can affect how people feel.<br>To know about growing and changing from young to old and how people's needs change.<br>To know about preparing to move to a new class/year group.<br>To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. | I can recognise and name different feelings.<br>I can recognise what makes them special.<br>I can recognise the ways in which we are all unique.<br>I know that household products (including medicines) can be harmful if not used correctly.<br>I know about rules and age restrictions that keep us safe.<br>I know different things I can do to manage big feelings, to help calm myself down and/or change my mood when I don't feel good.<br>I know about growing and changing from young to old and how people's needs change.<br>I know about things that help people feel good<br>I can recognise when I need help with feelings; that it is important to ask for help with feelings; and how to ask for it.<br>I can recognise risk in simple everyday situations and what action to take to minimise harm.<br>I know 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.<br>I know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. XXX<br>I can name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)<br>I know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.<br>I know different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.<br>I know about ways of sharing feelings; a range of words to describe feelings. XXX |

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| Relationships | I may form a special friendship with another child.<br><br>I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.<br><br>I can initiate play, offering cues to peers to join me.<br><br>I can keep play going by responding to what others are saying or doing.<br><br>I can demonstrate friendly behaviour, | I can initiate conversation and take account of what others say.<br><br>I can explain my own knowledge and understanding, and ask appropriate questions of others.<br><br>I can take steps to solve conflicts between other children e.g. finding a compromise.<br><br>I can play co-operatively, taking turns with others.<br><br>I can take account of another child's ideas about how to organise their activity.<br><br>I am sensitive to other children's needs and feelings. | I can think about how I can help others when they are feeling things that don't feel very good.<br>I know how to talk about and share their opinions on things that matter to them.<br><br>I can listen to others.<br>I know how to be kind and why being kind is important.<br>I can give and receive compliments.<br>I can describe what makes someone a good friend.<br>I know some ways to resolve arguments.<br>I can describe some bullying behaviours.<br><br>I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.<br><br>To identify the people who love and care for them and what they do to help them feel cared for.<br>To know about different types of families including those that may be different to their own.<br>To identify common features of family life. | I know the roles different people (e.g. acquaintances, friends and relatives) play in our lives. XXX<br>I can identify the people who love and care for me and what they do to help me feel cared for. XXX<br>I know how people make friends and what makes a good friendship.<br>I know how people may feel if they experience hurtful behaviour or bullying.<br>I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.<br>I know what is kind and unkind behaviour, and how this can affect others.<br>I can identify common features of family life.<br>I know about different types of families including those that may be different to my own.<br>I know that it is important to tell someone (such as their teacher) if something about my family makes me unhappy or worried.<br>To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.<br>I know that some things are private and know the importance of respecting privacy; that parts of my body covered by underwear are private.<br>I know there are situations when I should ask for permission and also when others should seek my permission.<br>I know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).<br>I know what to do if I feel unsafe or worried for myself and others; who to ask for help and vocabulary to use when asking for help; the importance of keeping trying until they are heard. |

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| | initiating conversations and forming good relationships with peers and familiar adults. | I form positive relationships with adults and other children. | To recognise the ways they are the same as, and different to, other people.<br>To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.<br>To identify the people who love and care for them and what they do to help them feel cared for.<br>To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. | To know that sometimes people may behave differently online, including by pretending to be someone they are not.<br>I know how to treat myself and others with respect; how to be polite and courteous<br>I know how to respond safely to adults I don't know.<br>I know how to respond if physical contact makes me feel uncomfortable or unsafe.<br>I know simple strategies to resolve arguments between friends positively.<br>I know how to talk about and share their opinions on things that matter to me.<br>I can recognise the ways I am the same as, and different to, other people. |
| Living in the wider world. | I can show a sense of own immediate family and relations.<br><br>In pretend play, I can imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. | I can show an interest in the lives of people who are familiar to me.<br><br>I can remember and talk about significant events in my experience.<br><br>I can recognise and describes special times or events for family or friends.<br><br>I am interested in different occupations and ways of life. | I can help to make the class a safe and fair place.<br>I can help to make my class a good place to learn.<br>I know some ways I can help make our school community a happy place.<br>I know some things I can do to help look after the environment.<br>I know some ways that I am the same as, and different to, other people.<br><br>I know some groups I belong to. | To understand what discrimination is and ways to reduce it.<br>I know what rules are, why they are needed, and why different rules are needed for different situations. XXX XXX<br>I know the different roles and responsibilities people have in my community. XXX<br>I know the different groups I belong to.<br>I can recognise the ways I am the same as, and different to, other people.<br>I know how the internet and digital devices can be used safely to find things out and to communicate with others.<br>I know that people and other living things have different needs; about the responsibilities of caring for them.<br><br>I know what money is; forms that money comes in; that money comes from different sources.<br>I know that people make different choices about how to save and spend money. |

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| | I am learning that I have similarities and differences that connect me to, and distinguish myself from, others. | I know some of the things that make me unique.<br><br>I can talk about some of the similarities and differences about my friends or family.<br><br>I enjoy joining in with family customs and routines. | | I understand the difference between needs and wants; that sometimes people may not always be able to have the things they want.<br>I know that money needs to be looked after and the different ways of doing this.<br>I know that jobs help people to earn money to pay for things.<br>I know about different jobs that people I know or people who work in the community do.<br>I know about some of the strengths and interests someone might need to do different jobs. |