

**St. Benedict's Primary School**  
**PSHE**  
**KNOWLEDGE AND SKILLS BUILDER**

PSHE element from the National Curriculum – **Health and Wellbeing**

Phase	Context for learning	Skills
EYFS	Managing Self	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
KEY STAGE 1	<p>Year 2 Autumn 1</p> <p>Street Detectives</p> <p>Context - Belonging to a community</p>	<p><b>Skill</b></p> <p>Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.</p> <p><b>Knowledge</b></p> <p>People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.</p> <p><b>Skill</b></p> <p>Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.</p> <p><b>Knowledge</b></p> <p>Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112.</p> <p><b>Skill</b></p> <p>Recognise that people have different strengths, but can also reflect upon and learn from their experiences.</p> <p><b>Knowledge</b></p> <p>Everyone has different strengths. However, it is important to learn for experience to develop new strengths and strategies.</p>
	<p>Year 2 Autumn 2</p> <p>Land Ahoy</p>	<p><b>Skill</b></p>

	Context - Looking after our world	<p>Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.</p> <p><b>Knowledge</b> People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.</p>
	<p>Year 2 Spring 1 Muck, Mess and Mixtures Context – Medicines and household products; Safety</p>	<p><b>Skill</b> Recall rules for keeping physically and emotionally safe.</p> <p><b>Knowledge</b> There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, safety in the sun, road safety, cycle safety and safety in the environment (including rail, water and fire safety).</p> <p><b>Skill</b> Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.</p> <p><b>Knowledge</b> People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.</p> <p><b>Skill</b> Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.</p> <p><b>Knowledge</b> Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112.</p>
	<p>Year 2 Spring 2 Towers, tunnels and turrets Context – Social and moral dilemmas</p>	<p><b>Skill</b> Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.</p> <p><b>Knowledge</b> People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.</p>

	<p>Year 2 Summer 1 The Scented Garden Context- Needs and responsibility for people and other living things</p>	<p><b>Skill</b> Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.</p> <p><b>Knowledge</b> People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.</p> <p><b>Skill</b> Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.</p> <p><b>Knowledge</b> Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112.</p>
<p>LOWER KEY STAGE 2</p>	<p>Year 3 Autumn 1 Heroes and Villains Context - Social and moral dilemmas</p>	<p><b>Skill</b> Recognise their individuality, personal qualities and strengths, skills, achievements, interests and identify personal goals.</p> <p><b>Knowledge</b> Each person has strengths, skills and qualities. A goal is an aim or a purpose that can be worked towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction.</p> <p><b>Skill</b> Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome.</p> <p><b>Knowledge</b> People may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people to make good decisions.</p> <p><b>Skill</b> Relate appropriately to a wide range of positive and negative feelings in others.</p> <p><b>Knowledge</b></p>

		<p>People may experience positive and negative feelings and it is important to relate appropriately to others' feelings.</p>
<p>Year 3 Spring 1 Tremors Context - Topical issues, problems and events</p>	<p><b>Skill</b> Demonstrate how they can help the people who are responsible for them to keep them healthy and safe.</p> <p><b>Knowledge</b> Children can help trusted people (family members, teachers and others in a caring role) to keep them healthy and safe by asking for help, sharing worries, resisting pressure, avoiding unnecessary risks and taking responsibility for their behaviour.</p>	
<p>Year 3 Summer 1 Scrumdiddlyumptious! Context - Healthy Lifestyle.</p>	<p><b>Skill</b> Take opportunities to make choices about food by planning healthy meals and eating nutritionally rich food. Understand the risks associated with not eating a healthy diet.</p> <p><b>Knowledge</b> Eating a balanced diet has many health benefits. Short term benefits include maintaining a healthy weight and having more energy. Long term benefits include living a longer life and reducing the risk of diseases and other health conditions, such as tooth decay, obesity, cancer, diabetes and cardiovascular disease</p>	
<p>Year 3 Summer 2 Tribal Tales Context - Thinking about the lives of others</p>	<p><b>Skill</b> Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment.</p> <p><b>Knowledge</b> There are strategies that people can use to keep themselves and others physically and emotionally safe. These strategies include blocking online users, using pedestrian crossings correctly, taking medicines correctly, using household products safely and sharing worries with a trusted adult or organisation.</p> <p><b>Skill</b> Recognise their individuality, personal qualities and strengths, skills, achievements, interests and identify personal goals.</p> <p><b>Knowledge</b> Each person has strengths, skills and qualities. A goal is an aim or a purpose that can be worked towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction.</p>	

		<p><b>Skill</b> Relate appropriately to a wide range of positive and negative feelings in others.</p> <p><b>Knowledge</b> People may experience positive and negative feelings and it is important to relate appropriately to others' feelings.</p>
Year 4 Autumn 1 I am warrior Context - Recognising achievements		<p><b>Skill</b> Outline aspirations and ways to achieve them, including how to manage setbacks.</p> <p><b>Knowledge</b> Aspirations are things that an individual hopes to achieve. These can involve education, jobs, personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet</p>
Year 4 Spring 2 Burps, Bottoms and Bile Context - Healthy bodies		<p><b>Skill</b> Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene.</p> <p><b>Knowledge</b> Personal hygiene involves keeping yourself clean and preserving health. This can include showering or bathing regularly, using deodorant, flossing and brushing teeth twice a day and changing clothes regularly. Neglecting personal hygiene can result in poor dental hygiene, unpleasant body odour and the spread of diseases</p> <p><b>Skill</b> Discuss the concept of a balanced, healthy lifestyle and the benefits of having good physical health.</p> <p><b>Knowledge</b> A balanced lifestyle involves regular exercise, a healthy diet, rest, good dental hygiene, fulfilling relationships and a variety of activities and experiences. These contribute towards having good physical and mental health. Recognising early signs of physical illness can include changes in appetite, weight loss or gain, tiredness or weakness, consistent pain or changes to mental health.</p>
Year 4 Summer 1 Misty Mountain Sierra Context - Facing new challenges, mountain safety		<p><b>Skill</b> Describe the difference between the terms 'risk', 'danger' and 'hazard'.</p> <p><b>Knowledge</b> A risk is the possibility that something bad or unpleasant might happen. A danger is the possibility that something or someone might be harmed. A hazard is something that is dangerous and likely to cause damage.</p>

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UPPER KEY STAGE 2	Year 5 Autumn 2 Off With Her Head Context - Making and changing rules	<p><b>Skill</b> Recognise how and why rules and laws that protect them and others are made and enforced.</p> <p><b>Knowledge</b> Rules and laws are made to protect members of society. Different rules and laws are needed in different situations. For example, there are laws surrounding the possession, use and selling of illegal drugs. There are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws.</p>
	Year 5 Summer 1 Pharaohs Context- Debating topical issues	<p><b>Skill</b> Demonstrate how people can work collaboratively to achieve shared goals.</p> <p><b>Knowledge</b> People can work collaboratively by modelling respectful behaviour: listen carefully to each other, sharing ideas and expertise, compromising, completing their roles effectively and making joint decisions.</p>