

**PACE ACADEMY TRUST**  
**Wellbeing**  
**Knowledge, Skills and Vocabulary**  
**Years 1 and 2**

Curriculum Links	Science Curriculum	Computing Curriculum	Physical Education
Strands	Year 1	Year 2	
<b>Health</b> Physical and mental wellbeing	<p><b>What helps us stay healthy?</b>            PoS refs: H1, H5, H6, H7, H10, H39</p> <ul style="list-style-type: none"> <li>about what keeping healthy means; different ways to keep healthy</li> <li>that things people put into or onto their bodies can affect how they feel</li> <li>how to be physically active and how much rest and sleep they should have everyday</li> <li>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul> <p><b>How do we recognise our feelings?</b>            PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p> <ul style="list-style-type: none"> <li>how to recognise, name and describe a range of feelings</li> <li>what helps them to feel good, or better if not feeling good</li> <li>how feelings can affect people in their bodies and their behaviour</li> </ul>	<p><b>What can help us grow and stay healthy?</b>            PoS refs: H1, H2, H3, H4, H8, H9</p> <ul style="list-style-type: none"> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>that eating and drinking too much sugar can affect their health, including dental health</li> <li>how to be physically active and how much rest and sleep they should have everyday</li> <li>that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul> <p><b>How do we recognise our feelings?</b>            PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p> <ul style="list-style-type: none"> <li>how to recognise, name and describe a range of feelings</li> <li>what helps them to feel good, or better if not feeling good</li> <li>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)</li> <li>how feelings can affect people in their bodies and their</li> </ul>	

	<ul style="list-style-type: none"> <li>ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> </ul>	<p>behaviour</p> <ul style="list-style-type: none"> <li>ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>
<b>Relationships</b>	<p><b>What is the same and different about us?</b> PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p> <ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> <li>what makes them special and how everyone has different strengths how their personal features or qualities are unique to them</li> <li>how they are similar or different to others, and what they have in common</li> <li>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</li> </ul> <p><b>Who is special to us?</b> PoS refs: L4, R1, R2, R3, R4, R5</p> <ul style="list-style-type: none"> <li>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>about the different people in their family / those that love and care for them</li> <li>what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>how families are all different but share common features – what is the same and different about them</li> <li>about different features of family life, including what families do / enjoy together</li> <li>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p><b>What makes a good friend?</b> PoS refs: R6, R7, R8, R9, R25</p> <ul style="list-style-type: none"> <li>how to make friends with others</li> <li>how to recognise when they feel lonely and what they could do about it</li> <li>how people behave when they are being friendly and what makes a good friend</li> <li>how to resolve arguments that can occur in friendships</li> <li>how to ask for help if a friendship is making them unhappy</li> <li>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> </ul> <p><b>What is bullying?</b> PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p> <ul style="list-style-type: none"> <li>how words and actions can affect how people feel</li> <li>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>how to respond if this happens in different situations</li> <li>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>

<p style="text-align: center;"><b>Safeguarding</b> Keeping Safe; Internet Safety</p>	<p><b>People who help us</b> PoS refs: H33, H35, H36, R15, R20, L5</p> <ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</li> <li>• how to respond safely to adults they don’t know</li> <li>• 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</li> <li>• 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</li> </ul>	<p><b>Keeping safe; recognising risk; rules</b> PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• <b>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</b></li> <li>• <b>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</b></li> </ul>
<p style="text-align: center;"><b>Citizenship</b> Equality and Diversity; The Environment: Economics</p>	<p><b>How can we look after ourselves and the wider world?</b> PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p> <ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how they can take small steps to protect the environment around them</li> <li>• how to manage change when moving to a new class/year group</li> </ul>	<p><b>How can we look after ourselves and the wider world?</b> PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p> <ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people need to be cared for</li> <li>• <b>how people grow and change and how people’s needs change as they grow from young to old</b></li> <li>• how to manage change when moving to a new class/year group</li> <li>• what can harm the local and global environment</li> <li>• how they can take small steps to protect the environment around them</li> </ul>

### **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

### **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