



# YEAR 1

# PSHE CURRICULUM



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## KNOW IT!

What I should already know?	Key Vocabulary	
The names and roles of some adults in school and some school routines.	<b>safe</b>	<b>Free from harm or danger.</b>
Some simple ways to solve conflicts with my peers.	<b>proud</b>	<b>Pleased with something I have done.</b>
How to identify and explain some of my feelings.	<b>consequences</b>	<b>Consequences happen as a result of what we do.</b>
Some simple rules on how to stay safe when outside of school. (e.g.: road safety/public space on a trip).	<b>rewards</b>	<b>Things we get when we have done something good.</b>
That I should work cooperatively with others, using strategies such as taking turns or compromise.	<b>rules</b>	<b>Rules tell us the things we need to do.</b>
That I should be kind towards peers and other living things.	<b>safe</b>	<b>Places are safe when we are protected from danger.</b>
How to manage my own personal hygiene needs.	<b>similar</b>	<b>Being nearly the same as something.</b>
	<b>bullying</b>	<b>Bullying is when you keep on hurting someone else on purpose.</b>
	<b>friends</b>	<b>Friends are people who know and like each other.</b>
	<b>goal</b>	<b>A goal is something you want to work to get or to do.</b>
	<b>successful</b>	<b>To be successful means to do well.</b>
	<b>healthy</b>	<b>Not to be sick.</b>
	<b>ingredients</b>	<b>The things that are mixed together to make something.</b>
	<b>household products</b>	<b>Adults use household products to help clean things.</b>
	<b>family</b>	<b>A group of people connected to each other.</b>
	<b>greeting</b>	<b>Something friendly you say or do to welcome someone.</b>
	<b>human</b>	<b>A human being is a person.</b>
	<b>lifecycle</b>	<b>The stages a living things goes through during its life.</b>
	<b>positive</b>	<b>Something that is good.</b>



# TEACH IT

## BEING ME IN MY WORLD


### **Feeling special and safe and happy**

-  Explain why my class is a happy and safe place to learn.
-  Give examples of where I or others make my class happy and safe.

### **Rewards and feeling proud**



-  Understand what feeling proud means.
-  Give some examples of when I have felt proud.

### **Consequences**



-  Understand that my actions lead to consequences.

## CELEBRATING DIFFERENCE



### **Similarities and differences**

-  Identify some ways in which I am similar and different to other people
-  Understand that no one is exactly the same and we are all special

### **Understanding bullying**



-  Explain what bullying is
-  Express how being bullied might make somebody feel.

### **Celebrating the differences in everyone**


-  Understand that it is good to be friends with people who are different to me
-  Suggest some ways to make a new friend

## DREAMS AND GOALS



### **Setting goals**

-  Understand what a goal is
-  Identify a goal I would like to achieve and suggest some steps to achieve it.


### **Successes and achievements**

-  Explain how I feel when I am successful and how this can be celebrated positively.

### **Tackling new challenges together**



-  Understand that working together can help us
-  Suggest ways we can work together

### **Identifying and overcoming obstacles**



-  Explain how I might succeed at a task and how it feels to be successful

## HEALTHY ME


### **Keeping myself healthy**

-  Explain why I think my body is amazing
-  Identify some ways to keep it healthy.

### **Safety with household items**



-  Understand that household products can be very dangerous.
-  Give some examples of harmful household products I must not touch.

### **Road safety**



-  Know key rules for crossing the road safely

## RELATIONSHIPS


### **Belonging to a family**

-  Understand that we all belong to a family which is special
-  Identify who is in my family.

### **Making friends/being a good friend**


-  Explain why I have a special relationship with my friends
-  Give examples of behaviour in other people that I like and behaviours that I don't like.

### **People who help us**



-  Identify people who help us in school and outside school.

## CHANGING ME



### **Life cycles – humans**

-  Understand that humans grow and change as they get older.

### **Changes since being a baby**

-  Identify changes in my body since I was a baby.
-  Recognise some different parts of the body and the parts which are 'private'.




### **Transition**

-  Suggest some changes that might happen to me as I grow
-  Identify people I can tell to help me manage my feelings




# TEACH IT

## SUGGESTED TEACHING SEQUENCE





### BEING ME IN MY WORLD

-  **Share** and discuss 'safe places' - establish what it means to be safe. **Ask** the children to explain why they feel their class is a happy place to learn. (BM:1)
-  **Show** the children pictures of different faces—identify which children are proud and why? What does feeling proud mean? Collect ideas and statements from the children as to what makes them feel 'proud'. Think particularly about rewards. (BM:4)
-  **Remind** the children of our school rules. Discuss how they feel about the rules. Encourage the children to record their ideas in words and drawings. What happens if they don't follow the rules? (BM:5)

### CELEBRATING DIFFERENCE

-  **Play** 'Spot the difference'. Reinforce the language: 'the same as... and similar to...' when comparing images of animals, people, toys, plants, etc. Children to draw and use words to show how they share similarities with others. (CD:1/2)
-  **Explain** what bullying means (vocabulary list.). Discuss examples of bullying—especially the difference between one off incidents. Create anti-bullying slogans and drawings. (CD:3)
-  **Share** ideas of what the children would like to offer to new friends and suggest they try to make new friends. Discuss: 'what makes a good friend' and create some simple statements, 'I am a good friend because...'. (CD:6)

### DREAMS AND GOALS

-  **Play** 'stepping stones' using four pieces of paper. Discuss that dreams and goals are often achieved through 'small steps', like a journey. For example, making a 'jam sandwich' - it doesn't just appear, small steps have to be taken along the way. Challenge the children to achieve/make something using the small steps approach, i.e. building a block tower or making a model from playdough. (DG:1)
-  **Discuss** how what happens when we are successful. How do we feel? What rewards might we get? Record what might happen if we achieve our goal.(DG:2)
-  **Role-play** successful/unsuccessful partner work. Discuss with the children the things they noticed, e.g. they have taken turns, they could have shared the equipment, etc. Children to design a welly in partners showing one goal that they both want to achieve.(DG:3)
-  Set the children a craft challenge. Agree the small steps to be taken to achieve a successful outcome. Discuss overcoming difficulties (offering solutions) and how it feels to be successful? (DG:4/5)

# TEACH IT

## SUGGESTED TEACHING SEQUENCE

### HEALTHY ME

- ✎ Discuss our bodies—what can it do? Explain how important it is to take care of it. What would happen if we didn't. Identify different things we can do to be healthy. Discuss diet, exercise, hygiene, sleep and safe decisions. Encourage the children to give reasons why these are important. (HM:1)
- ✎ **Discuss** how cleaning products have ingredients that can cause serious harm. Show the children a range of household products and **ask** the children why we store them in a safe place. (HM:3)
- ✎ **Recite** the '6 steps of crossing the road safely': 1) Think first, 2) Stop. 3) Use ears and eyes, 4) Wait until it's safe, 5) Look and listen, 6) Arrive safely. (HM:5)

### RELATIONSHIPS

- ✎ **Invite** the children to draw and label a picture of their own family. Ensure that all children feel their family situation is accepted by the teacher and the class with no one family situation being seen as the 'norm.' (RL:1)
- ✎ Teacher to **role play** with different children various ways of greeting using different types of physical contact e.g. shaking hands, hugging, high five, gently bumping fists. Discuss with the children how they greet friends, family, teachers, etc. and ensure they understand that different types of physical greeting are acceptable or not in different situations. Explain that it is OK to say 'no' if there is a touch they don't like. (RL:2)
- ✎ **Working in groups**, children have sets of the People cards and they turn one card over at a time and agree on who that person is and then reach consensus on whether that person can help them in school or not. Sort the cards into people who might help us in school and people who might help us outside school. (RL:4)

### CHANGING ME

- ✎ **Identify** the stages of growth and change in humans by muddling up a sequence of photographs. Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood'. (CM:1)
- ✎ **Discuss and reflect** how the children have changed since they were babies (physical changes as well as developmental changes, i.e. what they can now do that they couldn't when they were a baby). Ensure children understand that some parts are private (CM:2/3)
- ✎ **Discuss** with the children how they might cope with changes as they grow and how they could manage the feelings associated with it, e.g. tell an adult, express their feelings, share their worries with someone they trust. Draw out that some changes are better than others. **Ensure** change is seen as positive. (CM:6)