

Year 1 PSHE Overview

Main areas studied:

	Autumn 1 <u>Me and My Relationships</u>	Autumn 2 <u>Valuing Difference</u>	Spring 1 <u>Keeping Safe</u>	Spring 2 <u>Rights and Respect</u>	Summer 1 <u>Being My Best</u>	Summer 2 <u>Growing and Changing</u>
Key Questions	<p>Why we have classroom rules</p> <p>How are you listening?</p> <p>Thinking about feelings</p> <p>Our feelings</p> <p>Feelings and bodies</p> <p>Good friends</p>	<p>Same or different?</p> <p>Unkind, tease or bully?</p> <p>Harold's school rules</p> <p>It's not fair!</p> <p>Who are our special people?</p> <p>Our special people balloons</p>	<p>Super sleep</p> <p>Who can help? (1)</p> <p>Good or bad touches?</p> <p>Sharing pictures</p> <p>What could Harold do?</p> <p>Harold loses Geoffrey</p>	<p>Harold has a bad day</p> <p>Around and about the school</p> <p>Taking care of something</p> <p>Harold's money</p> <p>How should we look after our money?</p> <p>Basic first aid</p>	<p>I can eat a rainbow</p> <p>Eat well</p> <p>Harold's wash and brush up</p> <p>Catch it! Bin it! Kill it!</p> <p>Harold learns to ride his bike</p> <p>Pass on the praise!</p> <p>Inside my wonderful body! (OPTIONAL)</p>	<p>Healthy me</p> <p>Then and now</p> <p>Taking care of a baby</p> <p>Who can help? (2)</p> <p>Surprises and secrets</p> <p>Keeping privates private</p>
Assessment	Me and My Relationships - Pre and Post Unit Assessment: Y1/P2	Valuing Difference - Pre and Post Unit Assessment: Y1/P2	Keeping Safe - Pre and Post Unit Assessment: Y1/P2	Rights and Respect - Pre and Post Unit Assessment: Y1/P2	Being My Best - Pre and Post Unit Assessment: Y1/P2	Growing and Changing - Pre and Post Unit Assessment: Y1/P2
Learning outcomes	<p>Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.</p> <p>Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel. Recognise how others might be feeling by reading</p>	<p>Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.</p> <p>Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.</p> <p>Explain some of their school rules and how those</p>	<p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>Identify people who can help them when they feel unsafe.</p> <p>Understand and learn the PANTS rules;</p>	<p>Recognise how a person's behaviour (including their own) can affect other people</p> <p>Identify what they like about the school environment;</p> <p>Recognise who cares for and looks after the school environment.</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</p> <p>Explain the importance of looking after things that</p>	<p>Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need</p>	<p>Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Identify things they could do as a baby, a toddler and can do now;</p> <p>Identify the people who help/helped them at those different stages.</p>

	<p>body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.</p> <p>Identify simple qualities of friendship; Suggest simple strategies for making up.</p>	<p>rules help to keep everybody safe.</p> <p>Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p> <p>Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.</p>	<p>Name and know which parts should be private;</p> <p>Explain the difference between appropriate and inappropriate touch;</p> <p>Understand that they have the right to say "no" to unwanted touch;</p> <p>Start thinking about who they trust and who they can ask for help.</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Recognise the range of feelings that are associated with loss.</p>	<p>belong to themselves or to others.</p> <p>Explain where people get money from;</p> <p>List some of the things that money may be spent on in a family home.</p> <p>Recognise that different notes and coins have different monetary value;</p> <p>Explain the importance of keeping money safe;</p> <p>Identify safe places to keep money;</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).</p>	<p>to eat less of to be healthy.</p> <p>Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p> <p>Demonstrate attentive listening skills;</p> <p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p> <p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p> <p>Understand and explain the simple bodily processes associated with them.</p>	<p>Understand some of the tasks required to look after a baby;</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.</p> <p>Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private;</p> <p>Identify people they can talk to about their private parts.</p>
Key Stories	Miss Nelson is Missing! by Harry Allard and James Marshall (American - some things need changing)	It's not fair -story sheet 1. A copy of 'The Great Big Book of Families' by Mary Hoffman	Free Thinkuknow resources, Jessie and Friends Episode 2: Sharing Pictures and accompanying storybook. NCA CEOP	Harold has a bad day story sheet 1. Copy of 'The Pigeon Wants a Puppy' by Mo Willems, or 'I completely know about	Harold learns to ride his bike - story sheet.	Sleepy Sophie - story sheet 1 Surprises and secrets story sheet.

	'Looking after your planet' by Lauren Child Story to illustrate feelings on plan. (Our feelings lesson) "The Huge Bag of Worries" by Virginia Ironside "Stories for Feelings" by Hilary Hawkes "The Very Lonely Firefly" by Eric Carle		IWB slides - what could Harold do?	guinea pigs' by Lauren Child. If you don't have a copy of either there are versions available on Youtube. Harolds money story sheet 1.		
Key Resources/ Artefacts	A copy of key class rules. Paper, pencils, How are they feeling - Teacher resource. Hurt feelings and bodies cards.	Special talents video, Unkind, tease or bully sheet, Special people balloon.	Harolds bedtime routine pictures, Sleep and Stars music, Gingerbread Man feelings sheet. Who can help? activity sheet. The Underwear rule - resources for teachers. Click here for NSPCC Underwear Rule resources Object for circle activity - this needs to be hidden at the start of the lesson, for teacher to 'find' Plain paper and drawing pencils Harold loses Geoffrey story sheet.	Slips of paper with the sentence starter 'I promise that I will try to.....' written on them (or children can write this, if appropriate - enough for one each. Paper, pencils, Plants - something that needs to be taken care of. Explain where people get money from: List some of the things that money may be spent on in a family home. How should we look after our money Activity sheet. Money, First Aid Champions resources.	Selection of chopped fruit, paper plates, Different foods song, paper and felt tips to make a poster. IWB resource for Inside my wonderful body. Large piece of paper to draw around a child. Parts of body pictures/words.	Then and Now Activity sheet, What do babies need ? Activity sheet. Surprises and secrets Activity sheet 1
Key Vocabulary	Class rules, happier, safer, Listening skills, feelings, body language, People who help me. Good friends, Pass on a smile, A recipe for friendship	Differences, similarities, fairness, bullying, teasing, Special.	Sleep, routines, nervous, worried, anxious, scared, feelings, loss, safe, inappropriate, Internet safety. Illness, medicines,	Behaviour, helpful, unhelpful, kind, unkind, environment, school, favourite, money, responsibility, banker,	Healthy eating, dairy, protein, fruit and vegetables. routines. hygiene, keeping safe, Spreading germs, Catch it, Bin it, Kill it. resilience, praise, feelings, cooperation. brain, stomach, intestines, lungs and heart	Healthy lifestyles, Life cycles, babies, bullying, getting help, feelings,