

PSHE Curriculum Overview

Year 1

Term	Theme	Knowledge and understanding (PSHE Association)	What I will know and remember	Vocabulary
1	TEAM	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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 R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively L4. about the different groups they belong to L14. that everyone has different strengths H23. to identify what they are good at, what they like and dislike	L1 - I can talk about the teams I belong to. L2 - I can be a good listener. L3 - I can explain how to be kind and why it is important. L4 - I can talk about unkind behaviour like teasing and bullying. L4B - I can talk about why safe hands are important (PoI-Ed) L5 - I can explain how to be a positive learner. L6 - I can identify good and not-so-good choices. <u>Skills building session starters:</u> What does it mean to listen? Step 1 - Listening	active listening compliment mindset negative positive secure

			What does it mean to recall simple instructions? Step 2 - Listening	
2	Think Positive	H1. about what keeping healthy means; different ways to keep healthy H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R25. how to talk about and share their opinions on things that matter to them	L1 - I can understand how happy thoughts can make me feel good. L2 - I can make good choices and consider the impact of my decisions. L3 - I can set myself goals and consider how to achieve them. L4 - I can discuss my feelings and opinions with others and cope with difficult emotions. L5 - I can discuss things I am thankful for and focus on what I do have, rather than what I don't have. L6 - I can understand what feelings feel like (Pol-ed) <u>Skills building session starters:</u> What does it mean to speak and communicate? Step 1 - speaking What is meant by instructions? Step 1	achievement embarrassed emotions frustrated gratitude mindful perseverance resilience

			- problem solving	
3	Diverse Britain	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people R21. about what is kind and unkind behaviour, and how this can affect others R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them	L1 - I can describe ways that I can help my school community. L2 - I can describe ways that I can be a good neighbour. L3 - I can understand why we have different rules in different places. (Pol-Ed) L4 - I can describe what it is like to live in the British Isles. L5 - I can explore how people living in the British Isles can be different and how they are the same. L6 - I can talk about being British and living in the British Isles. <u>Skills building session starters:</u> What is meant by imagining? Step 1 - creativity	accepting British Isles environment natural neighbourhood responsibility United Kingdom

4	Be yourself	H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike R25. How to talk about and share their opinions on things that matter to them	L1 - I can talk about what makes me special. L2 - I can name some of the different feelings I have and can describe how they feel. L3 - I can talk about things I like that make me feel happy L4 - I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings (Pol-Ed: what if my friends are making me sad?) L5 - I can discuss how change and loss make me feel. L6 - I can share what I think and feel with confidence. <u>Skills building session starters:</u> What is meant by emotions? Step 1 - adapting	body language confidence facial expressions mental health wellbeing
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5	It's my body	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H29. to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly	L1 - I know I can choose what happens to my body. L2 - I can make healthy choices about sleep and exercise. L3 - I can make healthy choices about food and drink. L4 - I know how to keep my body clean. L5 - I can use things at home safely (Pol-ed) L6 - I can choose to keep my mind and body healthy and safe. <u>Skills building session starters:</u> What does it mean when something is too difficult? Step 1 - Planning	bacteria chemicals consent diarrhoea permission pharmacist poisonous virus
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		H37. about things that people can put into their body or on their skin; how these can affect how people feel		
6	Aiming High	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them	L1 - I can say what makes me special. (Pol-Ed) L2 - I can explain how a positive learning attitude can help me. L3 - I can talk about jobs that people can do and tell my friends what I want to be when I grow up. L4 - I can understand that it is a person's interests and skills that make them suited to doing a job. L5 - I can think about things I would like to achieve in the future. L6 - I can think about changes which might happen to me and consider how I feel about them. <u>Skills building session starters:</u> What are emotional reactions? Step 1 - leadership What does it mean to work with others? Step 1 - teamwork	achievement ambition communication determined qualification routine star qualities

