



Year 1 PSHE

Core theme: Health and wellbeing

Objectives	Learning outcomes	Coverage
<p>Know some of the things that keep our bodies healthy</p> <p><i>What do we think we need to do to keep ourselves healthy?</i> <i>What do we do during our day that keeps us healthy?</i> <i>What do we think healthy people do and don't do?</i> <i>What things can we do when we feel good and healthy?</i></p>	<ul style="list-style-type: none"> Identify ways of taking care of self List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation Talk about how physical activity, sleep and exercise helps their bodies to grow and to feel well 	Passport to Health
<p>To learn about what they like and dislike; about what it means to make a choice; how choices can improve how they feel and look</p> <p><i>What do we like to do that makes us feel good?</i> <i>What choices do we make during our day?</i> <i>Why do we make these choices?</i> <i>What if we chose something else?</i> <i>How would this make us feel?</i></p>	<ul style="list-style-type: none"> describe what they like and what they dislike recognise what a choice is identify some choices they can make recognise choices have consequences 	Passport to health Rascally Cake
<p>To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p><i>What makes us feel good?</i> <i>What makes us feel not so good?</i> <i>When do we feel happy or sad?</i> <i>What can we do or who can we talk to when we feel good or not so good?</i></p>	<ul style="list-style-type: none"> Name feelings they have had both good and not so good Explain where in their bodies they have these feelings and their faces show these feelings to others Talk about when and where they have experienced different feelings Talk about what makes them feel good and what makes them feel not so good Identify strategies they can use to help them manage their feelings 	Circle time Aliens

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Year 1 PSHE

<p>To learn the importance of and how to maintain personal hygiene</p> <p><i>What goes on to our bodies to help keep them clean Who puts it there? How does it make us feel? What do we do every day/ sometimes to keep our bodies clean? What do other people do to our bodies to keep them clean and healthy? What are we responsible for?</i></p>	<ul style="list-style-type: none"> • Describe how to use and dispose of tissues correctly • Describe how to wash their hands correctly • Describe how to take care of their teeth • Describe routines to take care of their bodies • Explain how to keep their bodies clean and healthy 	<p>Rascally cake</p> <p>Passport to health</p>
<p>To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p><i>What choices can we make that can help stop germs and diseases spreading? What can we do to help keep our bodies healthy?</i></p>	<ul style="list-style-type: none"> • Describe how some diseases are spread, i.e. coughs, colds • Talk about simple steps that they can take to stop the spread of germs (i.e. hand washing, use of tissues, covering their mouth when they cough) 	<p>Autumn term</p>
<p>To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p><i>How do we know we are growing? What do we think made us grow? Who helped us grow? What can we do on our own? What can we reach now? What do we need to do now that we can do things on our own? How do we feel about growing up?</i></p>	<ul style="list-style-type: none"> • Describe changes that have happened to them since they were a baby • Explain how their needs have changed • Talk about how their needs will change as they grow older • Describe something they can do now that they could not do before 	<p>Passport to health</p>

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Year 1 PSHE

<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><i>Who am I? How am I special? What can I do for myself? What am I getting better at? What do I need help with?</i></p>	<ul style="list-style-type: none"> • Talk about what makes them special • Describe personal strengths and attributes • Set simple targets 	<p>RE- Specialness New beginnings</p>
<p>To learn about change and loss and the associated feelings (including losing toys or keys)</p> <p><i>What are the things that we treasure the most? How do we take care of them? How do we feel/ behave if we lose them or they get ruined? How do people that we know behave when they lose things? What do we do to help someone who has lost something feel better?</i></p>	<ul style="list-style-type: none"> • Talk about different kinds of loss that they or others may have experienced • Describe how people behave when they lose things • Talk about how losing things can make people feel • Talk about what they can do to be kind to others who may be feeling unhappy about a change or loss 	



Year 1 PSHE

<p>To understand that household products, including medicines, can be harmful if not used properly</p> <p><i>What goes onto our bodies and who puts it there? What goes into our bodies and who puts it there? How does it get in and how does it make me feel? Where do we think it goes? Who and what helps us to get better when we are ill? Where do medicines come from that make us better? Why must we be careful with medicines?</i></p>	<ul style="list-style-type: none"> • Identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin) • Give reasons why we need medicines • Identify some household products that can be harmful if misused • Talk about health professionals who can give us medicines • Identify people we trust to tell us to put things onto and into our bodies • Talk about how we know we can trust these people • Talk about how to keep safe when taking medicines 	<p>Passport to health</p>
<p>To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract their attention, ways that pupils can help these people who look after them.</p> <p><i>Who are my special people? What do they do to care for me and make me feel safe and happy? How can people tell how we are feeling? Who and what can help us when we feel worried or unsafe? How can we help the people who look after us?</i></p>	<ul style="list-style-type: none"> • Identify the people who take care of them in their immediate family and wider family networks • Talk about whom they can go to if they are worried • Identify ways of asking for help • Talk about how they can be of help to people who look after them 	<p>Rascally cake Circle time</p>



Year 1 PSHE

To learn rules for and ways of keeping physically and emotionally safe, including road safety and the difference between secrets and surprises and understanding not to keep adults' secrets

*What do we think we have to keep safe from and how do we do this?
Who are the people who keep us safe and what do they do to keep us safe?
How can we help them to keep us safe?
What do we do that can make other people feel unsafe?
What makes us feel not so safe?
Nervous? Upset? Scared?
Do we always have to keep secrets?
Which secrets are good to keep?
Who can we ask for help and if we tell, will we get into trouble?*

- Demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside'
- Identify emotions for when they are feeling safe and unsafe
- Describe ways of keeping safe in familiar situations, such as crossing the road
- Talk about being safe inside and outside home
- Identify the adults in school, at home and in the wider environment who can keep them safe
- Talk about what they can say and do to help these people to keep them safe.
- Talk about whom to go to if they are feeling worried, how to attract their attention what they could say and the importance of keeping saying it.
- Talk about the difference between a surprise and a secret and that we should not keep adults' secrets, only surprises that everyone will find out about

Circle time
Place detectives
Computing- online safety



Year 1 PSHE

Core theme: Relationships

Objectives	Learning outcomes	Coverage
<p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p><i>How do we feel today?</i> <i>How many words do we know to describe how we're feeling?</i> <i>Does what we look like/sound like change depending on how we feel?</i> <i>How do we know how others are feeling?</i></p>	<ul style="list-style-type: none"> • Name a range of feelings • Give examples of feelings experienced in school and outside • Describe what happens inside and outside of our body when we are happy/angry/sad/worried • Suggest ways to recognise the feelings of others • Explain in simple terms how we can affect how others feel 	Castles
<p>To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another</p> <p><i>How are we special?</i> <i>Who are our special people?</i> <i>What do our special people do to make us happy or angry?</i> <i>What do we do to make our special people happy or angry?</i></p>	<ul style="list-style-type: none"> • Identify special people in their lives • Describe what makes them special • Talk about how to care for special people • Suggest some ways they can help special people to care for them 	RE- Remembering Holi
<p>To recognise how their behaviour affects other people</p> <p><i>Who are our special people?</i> <i>What do we do to make our special people happy/sad/worried/upset/angry?</i></p>	<ul style="list-style-type: none"> • Explain what we mean by 'behaviour' • Talk about behaviour that can be helpful/unhelpful, kind/unkind • Give examples of how their behaviour can affect others in different situations, e.g. at home or at school 	Amazing animals



Year 1 PSHE

<p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p><i>How does it feel when we do the right thing?</i></p> <p><i>How does it feel when we do the wrong thing?</i></p> <p><i>When have we been kind to someone and how did it make them/us feel?</i></p>	<ul style="list-style-type: none"> • Talk about what fair and unfair means to them • Give examples of kindness and unkindness in both actions and words. • Explain what is meant by right and wrong (in terms of their own behaviour) • Talk about acts of kindness they have performed or seen and the impact it has had on self and others • Reflect on the impact of kind/unkind actions 	<p>Amazing animals</p> <p>Resolving conflict</p>
<p>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p><i>How does it feel when our feelings get hurt?</i></p> <p><i>What did it make us feel like doing?</i></p> <p><i>Who can we go to if we are feeling like this?</i></p> <p><i>How do we get them to listen to us?</i></p>	<ul style="list-style-type: none"> • Talk about occasions when they have hurt themselves physically (falling in the playground/spraining an ankle etc) and how they felt at the time • Talk about occasions when their feelings have been hurt and how this felt at the time • Recognise that both bodies and feelings can be hurt • Identify people they can go to if they are feeling uncomfortable or hurt – physically or emotionally • Explain how they can let these people know they are feeling uncomfortable or hurt • Suggest ways they can make themselves and others feel better 	<p>Being kind</p>
<p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p><i>Do we have to keep promises and secrets if someone says so?</i></p> <p><i>When should we tell and what should we say?</i></p> <p><i>Will we get into trouble if we tell?</i></p> <p><i>How can I say 'no' to people?</i></p>	<ul style="list-style-type: none"> • Explain what a secret is and what it means to keep a secret • Explain what a surprise is and what it means to surprise someone • Talk about when we should not keep secrets* • Identify who they can go to in school if they are worried about a surprise or a secret <p><i>*The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time.</i></p>	<p>Passport to health</p>

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Year 1 PSHE

<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p><i>Who are our friends? What do they do to make us happy? What do they do to make us angry/sad? What do we do to make our friends happy/angry/sad? How does it feel to be ignored?</i></p>	<ul style="list-style-type: none"> • Describe or demonstrate how to listen to other people • Talk about or demonstrate the signs that show we are being listened to • Give reasons for listening to others • Describe what it feels like to be listened to/not listened to • Suggest things we can do to help get on with other people in class and on the playground 	<p>Listening and concentrating</p>
<p>To offer constructive support and feedback to others</p> <p><i>Who gives us support and encouragement at home or at school How does it make us feel when others encourage or support us? When have we given others encouragement or support?</i></p>	<ul style="list-style-type: none"> • Explain what it means to offer support and feedback to others in lessons • Give examples of how they might offer this kind of support • Talk about how it feels when others offer constructive support • Give examples of constructive support they have given or seen in class time and on the playground 	<p>Friendship/cooperation</p>
<p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p><i>How does it feel in our bodies when someone who makes us feel safe and happy touches or cuddles us? How do we feel in our bodies if someone we are not sure about comes close or tries to touch us? Who should we tell if we feel uncomfortable, worried or confused?</i></p>	<ul style="list-style-type: none"> • Talk about or demonstrate what is appropriate touch between friends/family/people we don't know • Explain what is inappropriate touch between friends/family/people we don't know • Explore how it feels when people we are not sure about come close to us • Talk about how it feels when people try to touch us in ways we do not like or that make us uncomfortable • Identify who they can go to if they are worried in school/home • Demonstrate what they can say if they are worried and need to tell someone 	<p>Aliens Friendship</p>



Year 1 PSHE

<p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. To learn how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p><i>Which ways we are different/the same as our friends? What does being a good friend look like? What is teasing? Bullying? How might our feelings affect how we behave towards other people? How might bullying or teasing affect our feelings and behaviour What should we do if someone tries to make us bully or tease someone else? What should we do if we are being teased or bullied, or see someone else being teased or bullied? Who can help us in and out of school? How can we get their attention?</i></p>	<ul style="list-style-type: none"> • Explain in simple terms what it means to be unkind, to tease and what it means to bully • Recognise the difference between teasing and bullying • Talk about feelings that people may have when they are being teased/bullied • Understand that it is never acceptable to bully or behave hurtfully • Explain whom to go to, what to say/how to tell if they are being teased or bullied • Explain whom to go to, what to say/how to tell if someone they know is being teased or bullied or they witness any hurtful behaviour • Talk about the rules in school if they experience or see teasing, bullying or any hurtful behaviour 	<p>Autumn 2</p>
<p>To identify and respect the differences and similarities between people</p> <p><i>How are we similar to others? How are we different to others? What are our gifts and talents? In which ways are we all equal?</i></p>	<ul style="list-style-type: none"> • Explain what is meant by difference and similarity/ being different and being similar • Describe basic differences and similarities between class members (physical appearance, family) • Talk about how everyone is equal but different 	<p>Cooperation New beginnings</p>



Core theme: Living in the wider world

Objectives	Learning outcomes	Coverage
<p>To learn how to contribute to the life of the classroom</p> <p><i>What jobs/responsibilities does our teacher have in the classroom?</i> <i>How can we help our teacher?</i> <i>What are our jobs/responsibilities in the classroom?</i> <i>How can we help each other?</i> <i>Does our behaviour help people in the classroom?</i></p>	<ul style="list-style-type: none"> • Explain who or what they may be responsible for in the classroom and why this is important • Talk about different ways of taking responsibility for themselves • Identify the qualities that pupils need to have to make a difference to their classroom 	New beginnings
<p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p><i>What are rules and why do we have them?</i> <i>What rules do we have in school?</i> <i>Are these 'good' rules?</i> <i>Do these rules change in different areas of the school?</i></p>	<ul style="list-style-type: none"> • Explain what 'rules' mean and how they help all of us • Give examples of rules that they have at home and in school and why they are important • Give suggestions for what could be included in class rules and explain why they are important 	New beginnings
<p>To understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p><i>What needs do we all share?</i> <i>Who is responsible for meeting our needs?</i> <i>Does everyone in our class/on our table have the same needs?</i> <i>Would rules help us to be responsible for other people's needs?</i> <i>Do we help with anyone's needs at home?</i></p>	<ul style="list-style-type: none"> • Identify the needs that others may have (on their table group/in their class) • Identify some of the needs of other living things – pets, animals, adults at home and in school • Explain what we mean by responsibility to others • Give examples of how they can support the needs of others (taking turns, sharing belongings, working co-operatively) 	Amazing animals
<p>To learn that they belong to various groups and communities such as family and school</p> <p><i>Who are our special people?</i> <i>What do our special people do to make us feel special?</i> <i>Are our special people always part of our family?</i> <i>What groups do we belong to (friendship groups, place of worship etc.)</i></p>	<ul style="list-style-type: none"> • Identify their special people • Describe ways that special people can be from different groups (family, carers, place of worship etc.) • Talk about the other different groups they belong to and the different roles they have in them (friends, class, year group, faith) 	



Year 1 PSHE

To learn what improves and harms their local, natural and built environments and about some of the ways people look after them

What do we like/dislike about our classroom and school environment?

What could be done to improve our class and school environment?

What can we do to improve our class and school environment?

- Identify and describe their local, natural and built environments
- Identify what is in these environments – living things and inanimate things
- Talk about what they particularly like/enjoy about their different environments
- Suggest some ways in how to care for these environments

Place detectives