Year 1 PSHE Coverage Autumn 1

Me and My Relationships

|  |  |
| --- | --- |
| Why we have classroom rules | * Understand that classroom rules help everyone to learn and be safe;
* Explain their classroom rules and be able to contribute to making these
 |
| Thinking about feelings | * Recognise how others might be feeling by reading 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.)
 |
| Our feelings | * Identify a range of feelings;
* Identify how feelings might make us behave:
* Suggest strategies for someone experiencing 'not so good' feelings to manage these.
 |
| Feelings and bodies |  * Recognise that people’s bodies and feelings can be hurt
* Suggest ways of dealing with different kinds of hurt
 |
| Our Special People | * 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.
 |
| Good friends  | * Identify simple qualities of friendship;
* Suggest simple strategies for making up.
 |
| How are you listening? | * Demonstrate attentive listening skills;
* Suggest simple strategies for resolving conflict situations;
* Give and receive positive feedback, and experience how this makes them feel.
 |

Year 1 PSHE Coverage Autumn 2

Keeping Myself Safe

|  |  |
| --- | --- |
| Protective Behaviours Lesson 1Feeling Safe | * Know when they feel safe and say what it feels like
* Know what happens on the inside and outside of their body when they feel safe and comfortable
* Understand that different people can have different feelings about the same situation
 |
| Protective Behaviours Lesson 2Feeling Unsafe | * Know what happens on the outside and inside of their body when they feel unsafe
* Know their own early warning signs and when they might get them
 |
| Protective Behaviours Lesson 3Body Awareness | * Name all the parts of their body including penis, vulva, vagina, anus, bottom, breast, nipple
* Know their body belongs to them and that there are parts which are private and shouldn’t be touched without permission
* Know that they need to keep themselves and others safe
 |
| Protective Behaviours Lesson 4Networks and Telling | * Know that everyone has worries sometimes and can talk about what their worries might be
* Know that it is important to share a worry with safe people
* Know how to make themselves heard when they want help
 |
| Healthy Me | * Understand that the body gets energy from food, water and air (oxygen);
* Recognise that exercise and sleep are important parts of a healthy lifestyle.
 |
| Super Sleep | * Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
* Identify simple bedtime routines that promote healthy sleep.
 |
| Losing Something | * Recognise the range of feelings that are associated with loss.
 |
| Medicines | * Understand that medicines can sometimes make people feel better when they’re ill;
* Explain simple issues of safety and responsibility about medicines and their use.
 |
| Keeping Safe Online | * Understand principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
 |

Year 1 PSHE Coverage Spring 1

Valuing Difference

|  |  |
| --- | --- |
| Same or Different | * Identify the differences and similarities between people;
* Empathise with those who are different from them;
* Begin to appreciate the positive aspects of these differences.
 |
| Unkind, Tease or Bully? | * Explain the difference between unkindness, teasing and bullying;
* Understand that bullying is usually quite rare.
 |
| School Rules | * Explain some of their school rules and how those rules help to keep everybody safe.
 |
| Who Are Our Special People? | * Identify some of the people who are special to them;
* Recognise and name some of the qualities that make a person special to them.
 |
| It’s Not Fair | * Recognise and explain what is fair and unfair, kind and unkind;
* Suggest ways they can show kindness to others.
 |

Year 1 PSHE Coverage Spring 2

Rights and Responsibilities

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| --- | --- |
| Hygiene | * Recognise the importance of regular hygiene routines;
* Sequence personal hygiene routines into a logical order.
 |
| Around and About the School | * Identify what they like about the school environment;
* Recognise who cares for and looks after the school environment.
 |
| Taking Care of Something | * Demonstrate responsibility in looking after something (e.g. a class pet or plant);
* Explain the importance of looking after things that belong to themselves or to others.
 |
| Money | * 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? | * Recognise that different notes and coins have different monetary value;
* Explain the importance of keeping money safe;
* Identify safe places to keep money;
* Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
 |
| Basic First Aid | * How to make a clear and efficient call to emergency services if necessary
* Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
 |

Year 1 PSHE Coverage Summer 1

Being My Best

|  |  |
| --- | --- |
| I can Eat a Rainbow | * 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.
 |
| Eat Well | * 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 to eat less of to be healthy.
 |
| Catch it, Bin it, Kill it | * Understand how diseases can spread;
* Recognise and use simple strategies for preventing the spread of diseases.
 |
| Learning to Ride a Bike | * 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.
 |
| Pass on the Praise | * Demonstrate attentive listening skills;
* Suggest simple strategies for resolving conflict situations;
* Give and receive positive feedback, and experience how this makes them feel.
 |
| A Bad Day | * Recognise how a person's behaviour (including their own) can affect other people.
 |

Year 1 PSHE Coverage Summer 2

Growing and Changing

|  |  |
| --- | --- |
| Inside my Wonderful Body | * Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
* Understand and explain the simple bodily processes associated with them.
 |
| Taking Care of a Baby | * Understand some of the tasks required to look after a baby;
* Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
 |
| Then and Now | * Identify things they could do as a baby, a toddler and can do now;
* Identify the people who help/helped them at those different stages.
 |
| Who Can Help | * 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.
 |
|  | The other content was covered in the safeguarding unit – surprises and secrets. Keeping privates private – either recap or fill any gaps. |