Year 1 PSHE Coverage Autumn 1

Me and My Relationships

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| 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

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| Protective Behaviours Lesson 1  Feeling 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 2  Feeling 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 3  Body 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 4  Networks 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

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| 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

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| 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

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| 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. |