



KSI PSHE Rolling Programme

This is only guidance, as long as all objectives/lessons are covered it is down to the teacher to decide the order. There are certain lessons that may be more appropriate to current a situation i.e. if someone in your class was to lose a family member then 'Harold loses Geoffrey' or with the current climate 'catch it, bin it, kill it.'

Certain vocabulary is repeated due to the nature of the subject/issue.

KSI PSHE Year A				
TERM	UNIT	OBJECTIVES	SKILLS	VOCABULARY
AUTUMN I	Me and My Relationships Includes feelings/emotions/conflict resolution/friendships	<u>Why we have classroom rules</u> <u>Thinking about feelings</u> <u>Our feelings</u> <u>Feelings and bodies</u> <u>Our special people balloons</u>	<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>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.)</p> <p>Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.</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 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>Rules and Laws Teamwork Cooperation British Values Democracy</p> <p>Feelings Emotions Body language Facial expressions</p> <p>happiness, sadness, anger, fear, surprise, nervousness</p>



		<u>Good friends</u> <u>How are you listening?</u>	<p>Identify simple qualities of friendship; Suggest simple strategies for making up.</p> <p>Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.</p>	Family Friendships Communities Worship Mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, support.
AUTUMN 2	Valuing Difference Includes British Values focus	<u>Same or different?</u> <u>Unkind, tease or bully?</u> <u>Harold's school rules</u> <u>Who are our special people?</u> <u>It's not fair!</u>	<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 rules help to keep everybody safe.</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 and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p>	Respect British Values Tolerance Relationships Unkind Tease Bullying Cyberbullying Wellbeing Courtesy Manners Love Security stability



SPRING I	Keeping Myself Safe Includes aspects of Relationships Education	<u>Healthy me</u> <u>Super sleep</u> <u>Who can help? (1)</u> <u>Harold loses Geoffrey</u> (you may want to use this when the timing is needed for your class) <u>What could Harold do?</u> <u>Good or bad touches?</u>	<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>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.</p> <p>Recognise the range of feelings that are associated with loss.</p> <p>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.</p> <p>Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.</p>	Active Inactive Healthy Obese Routine Quality Healthy Emotional/feelings vocab. Medicine Liquid Tablet Inhaler acceptable, comfortable, unacceptable and uncomfortable



SPRING 2	Rights and Responsibilities Includes money/living in the wider world/environment	<u>Harold's wash and brush up</u> <u>Around and about the school</u> <u>Taking care of something</u> <u>Harold's money</u> <u>How should we look after our money?</u> <u>Basic first aid</u>	<p>Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.</p> <p>Identify what they like about the school environment; 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); Explain the importance of looking after things that belong to themselves or to others</p> <p>Explain where people get money from; 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; 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 place and adding to it).</p> <p>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.</p>	Hygiene Routine Personal Dental Environment Indoor Outdoor Explore Responsibility Value Appreciate First aid Confident
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SUMMER I	Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement	<u>I can eat a rainbow</u> <u>Eat well</u> <u>Catch it! Bin it!</u> <u>Kill it!</u> <u>Harold learns to ride his bike</u> <u>Pass on the praise!</u> <u>Harold has a bad day</u>	<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;</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>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;</p> <p>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>Recognise how a person's behaviour (including their own) can affect other people.</p>	Healthy Diet Germs Disease Bacteria Virus Growth mind set Resilience Achievement friendships, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences



SUMMER 2	Growing and Changing Includes RSE-related issues	<u>Inside my wonderful body!</u> <u>Taking care of a baby</u> <u>Then and now</u> <u>Who can help? (2)</u> <u>Surprises and secrets</u> <u>Keeping privates private</u>	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. 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. 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. 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. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; 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; Identify people they can talk to about their private parts.	Body parts Caring Growing Changing Tease Bully Secrets Surprises Privacy Personal



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