



**KS1 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.

KS1 PSHE Year A				
TERM	UNIT	OBJECTIVES	SKILLS	VOCABULARY
AUTUMN 1	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>  <u>Good friends</u>  <u>How are you listening?</u>	Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.  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.)  Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.  Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these.  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.  Identify simple qualities of friendship; Suggest simple strategies for making up.  Demonstrate attentive listening skills;  Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	Rules and Laws Teamwork Cooperation British Values Democracy  Feelings  Emotions Body language Facial expressions  happiness, sadness, anger, fear, surprise, nervousness      Family  Friendships Communities Worship Mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, support.



<p>AUTUMN 2</p>	<p>Valuing Difference  Includes British Values focus</p>	<p><u>Same or different?</u></p> <p><u>Unkind, tease or bully?</u></p> <p><u>Harold's school rules</u></p> <p><u>Who are our special people?</u></p> <p><u>It's not fair!</u></p>	<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>	<p>Respect British Values Tolerance Relationships</p> <p>Unkind</p> <p>Tease Bullying Cyberbullying Wellbeing</p> <p>Courtesy</p> <p>Manners</p> <p>Love Security stability</p>
<p>SPRING 1</p>	<p>Keeping Myself Safe  Includes aspects of Relationships Education</p>	<p><u>Healthy me</u></p> <p><u>Super sleep</u></p> <p><u>Who can help? (1)</u></p> <p><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></p>	<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>Active Inactive Healthy Obese</p> <p>Routine</p> <p>Quality Healthy</p> <p>Emotional/feelings vocab.</p>



		<p><u>Good or bad touches?</u></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>	<p>Medicine</p> <p>Liquid          Tablet          Inhaler</p> <p>acceptable, comfortable,          unacceptable and          uncomfortable</p>
<p>SPRING 2</p>	<p>Rights and Responsibilities</p> <p>Includes money/living in the wider world/environment</p>	<p><u>Harold's wash and brush up</u></p> <p><u>Around and about the school</u></p> <p><u>Taking care of something</u></p> <p><u>Harold's money</u></p> <p><u>How should we look after our money?</u></p> <p><u>Basic first aid</u></p>	<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 placed 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>	<p>Hygiene          Routine          Personal          Dental</p> <p>Environment</p> <p>Indoor</p> <p>Outdoor          Explore</p> <p>Responsibility</p> <p>Value          Appreciate</p>



				First aid Confident
SUMMER 1	Being My Best  Includes keeping healthy/Growth Mindset/goal setting/achievement	<p><a href="#">I can eat a rainbow</a></p> <p><a href="#">Eat well</a></p> <p><a href="#">Catch it! Bin it! Kill it!</a></p> <p><a href="#">Harold learns to ride his bike</a></p> <p><a href="#">Pass on the praise!</a></p> <p><a href="#">Harold has a bad day</a></p>	<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; 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; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</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> <p>Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Healthy Diet</p> <p>Germes</p> <p>Disease Bacteria Virus</p> <p>Growth mind set</p> <p>Resilience Achievement</p> <p>friendships, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences</p>
SUMMER 2	Growing and Changing  Includes RSE-related issues	<p><a href="#">Inside my wonderful body!</a></p>	<p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them.</p> <p>Understand some of the tasks required to look after a baby;</p>	Body parts



		<p><u>Taking care of a baby</u></p>	<p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>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.</p>	<p>Caring Growing Changing</p>
		<p><u>Then and now</u></p>		
		<p><u>Who can help? (2)</u></p>	<p>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.</p>	<p>Tease Bully</p>
		<p><u>Surprises and secrets</u></p>	<p>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.</p>	<p>Secrets Surprises</p>
		<p><u>Keeping privates private</u></p>	<p>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.</p>	<p>Privacy Private parts Personal</p>