Year 1 PSHE Programme

KS1 PSHE Year 1				
TERM	UNIT	OBJECTIVES	SKILLS	VOCABULARY
AUTUMN 1	Me and My Relationships	Why we have classroom rules How are you listening Thinking about feelings Our feelings Feelings and bodies Good friends	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.
AUTUMN 2	Valuing Difference	Same or different? Unkind, tease or bully? Harold's school rules	Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe.	Respect British Values Tolerance Relationships Unkind Tease Bullying Cyberbullying Wellbeing

		Who are our special people? It's not fair! Our special people balloons	Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.	Courtesy Manners Love Security stability
SPRING 1	Keeping Safe	Super sleep Who can help? (1) Good or bad touches? Sharing pictures - What could Harold do? Harold loses Geoffrey	Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise the range of feelings that are associated with loss. 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. 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.	Active Inactive Healthy Obese Routine Quality Healthy Emotional/feelings vocab. Medicine Liquid Tablet Inhaler acceptable, comfortable, unacceptable and uncomfortable
SPRING 2	Rights and Respect	Harold's wash and brush up	Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.	Hygiene Routine Personal Dental

		Around and about the school	Identify what they like about the school environment; Recognise who cares for and looks after the school environment.	Environment Indoor Outdoor Explore
		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	Responsibility
		Harold's 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).	Value Appreciate
		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.	First aid Confident
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.	Healthy Diet
		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.	Germs

		Harold learns to ride his bike Pass on the praise! Harold has a bad day	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. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. Recognise how a person's behaviour (including their own) can affect other people.	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	Inside my wonderful body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets	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.	Body parts Caring Growing Changing Tease Bully Secrets

		Keeping privates private	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.	Surprises Privacy Private parts Personal