

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Autumn 1



Unit: Beginning and Belonging



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>positive – bringing something good, or giving some kind of advantage.</p> <p>relationship – a connection between people</p> <p>emotion – feelings</p> <p>ground rules - basic rules governing the behaviour in a given situation</p> <p>network of support – A group of people who someone trusts .</p> <p>safe – providing protection from harm, loss, or danger.</p> <p>situation – state of affair, circumstance</p>	<p>What their classroom's ground rules are.</p> <p>What a positive relationship looks like in the classroom and how they can build a positive relationship with someone else.</p> <p>What a new situation could be.</p> <p>What it could feel like to be in a new situation and how to cope with that.</p> <p>How people may feel when they start a new school.</p> <p>That they can help them and how they could help them.</p>	<p>What a ground rule is, what they are in their classroom and how they should use them.</p> <p>Why ground rules are important.</p> <p>What positive relationships look like. How these can benefit them.</p> <p>Different types of new situations.</p> <p>That they may feel certain ways in new situations.</p> <p>That there are strategies that they can use for helping people who arrive new to the school.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Participate in discussions about behaviour that helps the classroom feel a safe and happy place to learn</p> <p>Understand the agreed ground rules</p> <p>Name the other children in their class and to take part in relationship building activities</p> <p>Describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel</p>

<p>new – not seen or happened before</p> <p>support – to help during a time of trouble or stress</p> <p>trusted adult – a person over the age of 18 who someone knows well and can trust.</p> <p>trust - a belief in the strength or truth of a person or thing</p>	<p>What a network of support is and who is in theirs.</p> <p>What/ who a trusted adult is.</p>	<p>Who a trusted adult is. Why it is important to have trusted adults and how these can help in a way that a trusted child could not.</p> <p>That they can have trusted adults at school and at home.</p> <p>That their network of support will be made up of people they trust. That many of these will be trusted adults and that these people can help them.</p>	<p>welcome</p> <p>Identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help</p> <p>Show some simple strategies for helping other people who need support.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Autumn 1 and 2



Unit: Anti-Bullying



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to

<p>bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p>cyberbullying – bullying that happens online or using electronic communication devices.</p> <p>repetition – when something happens again and again</p> <p>intentional – carried out on purpose</p> <p>different – not the same, unique</p> <p>assertiveness - Boldly self-assured; confident without being aggressive</p> <p>bystander – A person who, although present at some event, does not take part in it; an observer or spectator.</p> <p>emotions - A person's internal state of being and response to an object or a situation</p> <p>feelings – an emotion</p> <p>strategy - A plan of action intended to accomplish a specific goal.</p> <p>defend - to support by words or writing; to vindicate, talk in favour of.</p>	<p>What the word bullying means.</p> <p>The difference between bullying and unkind behaviour or falling out with a friend.</p> <p>What bullying is and the different types of bullying.</p> <p>That bullying can happen in person or online.</p> <p>That bullying can happen to one person or a group of people.</p> <p>The reasons why people may be bullied and that this can sometimes be because someone is different from others.</p> <p>The different feelings and emotions that someone could feel if they are being bullied.</p> <p>The different ways to respond to bullying, including who to talk to and how to be kind to people who are being bullied.</p> <p>Appropriate assertiveness strategies that can be used to respond to bullying.</p> <p>That bullying can happen in different places, including at school.</p> <p>The places at school where bullying may occur and what can be done to make these places feel safer.</p>	<p>The definition of bullying and the difference between bullying and unkind behaviour.</p> <p>The different types of bullying and who it can happen to.</p> <p>Why someone may be bullied and that people’s differences can lead to them being bullied.</p> <p>What feelings and emotions are.</p> <p>That people who are bullied will experience different feelings and what these could be.</p> <p>That someone can respond to bullying and the appropriate ways to do this.</p> <p>How to treat someone who is being bullied.</p> <p>Where bullying may happen and what they and the school can do to prevent this.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>IS Internet Safety & Harms</p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying</p> <p>Understand that sometimes people are bullied because they may be different in some way from others Describe how it feels to be bullied or see someone else being bullied</p> <p>Demonstrate simple ways of responding to bullying including by being assertive</p> <p>Demonstrate how to be kind to children who are being bullied</p> <p>Identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur.</p>
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<p>online – actively connected to the Internet or to some other communications service.</p> <p>positive – bringing something good, or giving some kind of advantage.</p> <p>relationship – a connection between people</p> <p>trusted adult – a person over the age of 18 who someone knows well and can trust.</p> <p>trust - a belief in the strength or truth of a person or thing</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Autumn 2



Unit: Family and Friends



Vocabulary

Knowledge

Understanding

Skills

	Children will know (that)	Children will understand (that)	Children will be able to
<p>network of support – A group of people who someone trusts</p> <p>support – to help during a time of trouble or stress</p> <p>relationship – a connection between people</p> <p>positive – bringing something good, or giving some kind of advantage.</p> <p>special - different from others; unique</p> <p>family – any group living together as if they were related by blood</p> <p>peer - a person of the same rank, age group, or ability as another person; equal.</p>	<p>How to describe what a friend is and does.</p> <p>How to develop strategies for making and keeping friends.</p> <p>Friendship patterns change and they will be able to develop strategies for coping.</p> <p>How to recognise similarities and differences between themselves and their peers.</p> <p>Why families are special, that there are different family patterns and to be able to describe what is special about their own family.</p> <p>How to identify the range of people who are special to them and describe what makes them special.</p> <p>How to seek help and support and from whom.</p>	<p>What is a friend is and does and how to make and keep friends</p> <p>That friendships change over time</p> <p>That they have similarities and differences with their peers and the benefits of these</p> <p>That there are different family structures and what these can be</p> <p>What their network of support is and how to identify who is in it.</p> <p>How to ask for help and who it's best to ask for help from</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>CF Caring Friendships</p> <p>BS Being Safe</p> <p>Describe some of the qualities of friendship and to demonstrate skills in making friends.</p> <p>Develop some strategies for coping when they have friendship problems.</p> <p>Understand that friendships change.</p> <p>Recognise some similarities and differences between them and other children, and understand that difference is positive.</p> <p>Understand that there are different family patterns.</p> <p>Describe what is special about their own family and its members, and about other people they know.</p> <p>Know who they can talk to if they need help and how to ask for it.</p>

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Spring 1



Unit: Diversity and Communities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>difference – not the same as</p> <p>stereotype - a standardized and usually oversimplified and inaccurate conception held in common by many people.</p> <p>gender - the sex of a person or animal</p> <p>religious belief – the religion that a person chooses to believe in</p> <p>culture - the language, customs, ideas, and art of a particular group of people</p> <p>tradition - the handing down of a culture's beliefs and customs from parents to children over many years.</p>	<p>What a sense of identity is.</p> <p>What similarities and differences between people can be and why these are a good thing.</p> <p>What gender is that sometimes people have views about what boys and girls should have and do.</p> <p>That men and women do a range of jobs.</p> <p>How to express their family's structure, traditions, culture and beliefs and recognise that other families are different.</p>	<p>What builds their sense of identity through exploring similarities and differences.</p> <p>Perceptions of gender may limit personal expression and choice.</p> <p>Different family structures.</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Describe some aspects of their identity, and recognise some similarities and differences between themselves and others.</p> <p>Know about some similarities and differences in people's lifestyles, including different groups people belong to.</p>

<p>respect – to show consideration for the feelings, wishes, or rights of others</p> <p>benefit - anything that does someone good or gives an advantage.</p> <p>community - a group of people who live close together or have shared interests.</p> <p>family structure – the make up of a family</p> <p>media – the collective name for the main means of mass communication (broadcasting, publishing, and the internet)</p>	<p>To recognise different groups they belong to and the different backgrounds of people they know.</p> <p>What a stereotype is.</p> <p>About ways that people might be affected by stereotyping.</p> <p>About people who help different groups in their community.</p> <p>About the role of the media in their local community.</p>	<p>The different groups within their community that they belong to and the benefit of belonging to these.</p> <p>To understand that people come from different backgrounds and what these might be.</p> <p>How people might be affected by stereotypes.</p> <p>Who helps people in their community.</p> <p>What the media is and how this can affect people in their community.</p>	<p>Describe places in their community, how they and others might use them, and who is available to help them.</p> <p>Understand how they can help look after the school environment, and make a contribution to doing so.</p> <p>Know what animals and plants need to survive and how they can help look after them.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Spring 2



Unit: Personal Safety



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Early Warning Signs – your mind and body’s way of showing you that something is not right/ safe</p> <p>physical – of the body</p> <p>Network of Support – the people around you who you can trust and ask for help</p> <p>trust – to believe that someone is safe and reliable and won’t harm you</p> <p>adult – some over the age of 18</p> <p>unwanted – not wanted</p> <p>worry - to feel anxious, troubled, or uneasy</p> <p>feelings – emotions</p> <p>online - connected to or reached through a computer or computer network. On the Internet.</p> <p>private body parts – the parts of the bodies covered by their underwear. Male – penis, testicles. Female -vagina, breasts bottom</p>	<p>How to identify different feelings and tell others how they feel.</p> <p>What an Early Warning sign is.</p> <p>What a trusted adult is and who theirs are.</p> <p>Who I could talk with if I have a worry or need to ask for help.</p> <p>How to recognise which school/classroom rules are about helping people to feel safe.</p> <p>How to identify private body parts.</p> <p>That their body belongs to them and to be able to say ‘no’ to unwanted touch.</p> <p>What they could do if they feel worried about a secret.</p> <p>What they could do if a friend or someone in my family isn’t kind to me.</p> <p>What they could do if something worries or upsets them when they are online.</p>	<p>Different strategies to identify their own feelings and the feelings of others</p> <p>How to name my own Early Warning Signs.</p> <p>How to recognise which adults and friends I can trust.</p> <p>The benefits of talking to someone if they have a worry or need help.</p> <p>Why classroom rules are in place.</p> <p>What their private body parts are.</p> <p>That they can say no to unwanted touch.</p> <p>What the differences are between secrets that are ok and secrets that might be worrying. What they can do if they are worried about a secret.</p> <p>Who can help them if they are worried about something online.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>OR Online Relationships</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Identify different feelings and tell others how they feel</p> <p>Name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe</p> <p>Know who they could talk with if they have a worry or need to ask for help</p> <p>Identify private parts of the body and say ‘no’ to unwanted touch</p> <p>Know what to do if a friend or family member isn’t kind to them or if they are worried about something that happens online.</p>

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Summer 1



Unit: Relationship and Sex Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>clean – not dirty or stained</p> <p>same – being identical</p> <p>similar – having a resemblance or likeness</p> <p>different – not the same</p> <p>unique – the only one of its type</p> <p>special – different from others; unique</p> <p>responsibility - expected to take care of particular duties and jobs.</p> <p>birth – being born</p> <p>death – the end of life in a living thing</p>	<p>The main external parts of the bodies of humans, including names for sexual parts.</p> <p>What their bodies can do.</p> <p>They have responsibility for their body's actions and that their body belongs to them</p> <p>How to keep themselves clean.</p> <p>The importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.</p>	<p>The names of different external body parts. Eg. leg, stomach etc.</p> <p>The different things that their bodies can do.</p> <p>They have responsibility for their body's actions and that their body belongs to them</p> <p>What it means to keep themselves clean and how to do this</p> <p>Why we need to carry out basic hygiene practises.</p>	<p>Relationships Education:</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>HP Health & Prevention</p> <p>Recognise names for the main external parts of the body</p> <p>Name the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults</p> <p>Describe what their bodies can do and understand how amazing their body is</p>

<p>male – masculine sex – men, boys. female – female sex – women, girls.</p> <p>man – adult male human being</p> <p>woman – adult female human being</p> <p>teenager – human being age 13 – 18</p> <p>adult – grown up human being. Aged 18 and over.</p> <p>external body parts – eg. stomach, chest, leg.</p>			<p>Show some understanding that their body belongs to them</p> <p>Describe some basic personal hygiene routines and understand how these can prevent the spread of disease.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Summer 1



Unit: Drug Education



Vocabulary

Knowledge

Understanding

Skills

	Children will know (that)	Children will understand (that)	Children will be able to
<p>drug - a substance used to cure or heal; medicine. If misused, a drug can cause harm</p> <p>medicine - a drug or other substance used to treat a disease, injury, pain, or other symptoms</p> <p>legal – allowed by law</p> <p>illegal – not allowed by law</p> <p>immunisation – an injection to make someone immune to a disease.</p> <p>immune – protect from a disease</p> <p>alcohol – a drink containing alcohol</p> <p>consequence – the result of doing something</p> <p>misuse - a wrong or incorrect use</p> <p>substance – drugs or alcohol</p>	<p>Basic information about how substances enter the body and their effects.</p> <p>About attitudes towards medicines – how they can be helpful and their possible risks.</p> <p>About attitudes towards health professionals.</p> <p>Reasons why many people have injections, including childhood immunisations.</p> <p>Recognise that there are ways to feel good and better without taking medicines</p> <p>That all drugs and many household substances can be harmful if they are used incorrectly.</p> <p>How to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'</p> <p>How to recognise persuaders and pressure in risky situations.</p>	<p>What a drug is and how drugs can enter the body</p> <p>What a medicine is</p> <p>The possible risks that come with medicines</p> <p>Who is in charge of the medicines that they take</p> <p>What immunisations are and how they help people</p> <p>How to make themselves feel better without taking medicines. When these are appropriate</p> <p>All drugs and many household substances can be harmful if they are used incorrectly.</p> <p>There are some substances that can pose risks and how to ask for help and advice</p>	<p>Health Education:</p> <p>DAT Drugs, Alcohol & Tobacco</p> <p>HP Health & Prevention</p> <p>MW Mental Wellbeing</p> <p>Show a basic understanding of how things can get in the body and that some can be helpful and some can be harmful</p> <p>Show awareness of safety rules concerning medicines and be able to name people who could help them take them safely</p> <p>Understand that many people have injections and suggest some reasons why</p> <p>Understand that there can be alternatives to medicine use to feel Better</p> <p>Recognise simple risks and suggest ways of managing given scenarios.</p>

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Summer 2



Unit: Managing Change



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>loss – the feeling of grief after losing someone close to them</p> <p>change – when something becomes different</p> <p>strategy – a plan</p> <p>grief – great sadness</p> <p>emotions - a strong feeling such as joy, hatred, sorrow, or fear. When one feels an emotion, there are physical changes such as an increase in pulse, crying, or trembling</p> <p>support - to help during a time of trouble or stress</p>	<p>They are growing and that their achievements, skills and responsibilities are changing.</p> <p>That there are changes they can choose for themselves and changes they cannot do anything about.</p> <p>Some of the emotions that may be felt in situations involving the loss of special possessions.</p> <p>Strategies for coping with difficult emotions.</p>	<p>As they grow, their responsibilities, skills and achievements may change</p> <p>Some changes we can choose and some we cannot</p> <p>What they can do to cope with difficult emotions</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Talk about ways in which they have changed since they were babies as well as identifying recent achievements</p> <p>Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't</p> <p>Identify changes that they or other children might experience in their</p>

			<p>lives</p> <p>Name some emotions they or others might feel at particular times of change</p> <p>Suggest some strategies they might use to cope with times of change, including approaching others for help</p> <p>Know that change can be positive and something to look forward to</p>
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