

**Year 1 PSHE**

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| **Autumn 1: What is the same and different about us?** |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives** **(key vocabulary in bold)** |
| Respectful relationships.Being safe. | What do you like or dislike and what are your strengths? | 3a) The importance of **respecting others**, even when they're very **different** (for example**, physically, in character, personality or backgrounds**), or make different choices or have different **preferences or beliefs.**3d) The importance of **self-respect** and how this links to their own **happiness**5c) That each person’s **body belongs to them**, and the differences between **appropriate and inappropriate or unsafe physical, and other, contact** |
| How are your strengths different to other peoples? What is special about you? |
| How is each one of us unique?What do you like about yourself?  |
| What beliefs do we have in common? How are they different?  |
| What are the main parts of our body called? (correct vocabulary, incl external genitalia) |
| Which parts of your body do you think should be private?  |
|  | **Assessment****What is the same and different about us?** |  |

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| **Autumn 2: Who is special to us?** |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives** **(key vocabulary in bold)** |
| Families and people who care for me. | What sort of groups do we belong to? (include family) | 1a) That **families** are important for children growing up because they can give **love, security and stability**1b) The characteristics of **healthy family** life: **commitment** to each other, including in times of difficulty; **protection and care** for children and other family members; the importance of **spending time together** and **sharing** each other’s lives1c) That others’ **families**, either in school or in the wider world, sometimes **look different** from their family, but that they should **respect those differences** and know that other children’s families are also characterised by **love and care**1d) That **stable, caring** **relationships**, which may be of different types, are at the **heart of happy families**, and are important for children’s **security** as they grow up1e) That **marriage** (available to both opposite and same sex couples) and **civil partnerships** represent a formal and legally recognised commitment of two people to each other which is intended to be **lifelong**1f) How to recognise if family relationships are making them feel **unhappy or unsafe**, and how to seek **help or advice** from others if needed |
| Who are the members of your family?Who are the people that love and care for you? |
| What do the people who are special to you do to make you feel loved and cared for? |
| What is the same and different about families? |
| What do families enjoy doing together?  Are there differences and similarities? |
| Thinking about our families, what might make us feel unhappy or worried? What can we do if we feel like this?  |
|  | **Assessment****How does Stickman feel about his family? How do we know?** |  |

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| **Spring 1: How can we look after each other and the world?** |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives** **(key vocabulary in bold)** |
| Respectful Relationships | How can people show kindness/unkindness? How does it feel when someone is kind/unkind to you? | 3b) Practical steps they can take in a range of different contexts to improve or support **respectful relationships**3c) The conventions of **courtesy and manners**3e) That in school and in wider society they can expect to be treated with **respect** by others, and that in turn they should show due respect to others, including those in positions of authority |
| What does polite mean? And courteous?How can we show politeness and courtesy?How will that make others feel? |
| How can we create a happy classroom?  |
| How can we create a happy playground? |
| How do people need to be looked after?How do animals need to be looked after?Are there any similarities? |
| How can we look after our environment; what should and shouldn’t we do and why? |
|  | **Assessment****How does Supertato keep the supermarket a happy environment?** |  |

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| **Spring 2: How can we make friends?** |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives** **(key vocabulary in bold)** |
| Caring Friendships | How can we make friends with other people? | 2a) How important **friendships** are in making us **feel happy and secure**, and how people choose and make friends2b) The characteristics of friendships, **including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,** sharing interests and experiences, and **support** with problems and difficulties.2d) That most friendships have **ups and downs**, and that these can often be worked through so that the friendship is **repaired** or even **strengthened**, and that resorting to **violence is never right**2e) How to recognise **who to trust** and who not to trust, how to judge when a friendship is making them feel **unhappy** or **uncomfortable, managing conflict**, how to manage these situations and how to seek help or advice from others, if needed |
| How can we tell if someone is feeling lonely?What does feeling lonely feel like?What could we do if we/someone else is feeling lonely? |
| What does being friendly to someone look like? What makes a good friend? |
| What can we do if we have an argument with our friends? |
| What could we do if a friendship is making us sad or worried? |
|  | **Assessment****How can the ugly duckling make friends?****Are the other ducklings good friends?** |  |

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| **Summer 1: What helps us stay healthy?** |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives** **(key vocabulary in bold)** |
| Health and PreventionHealthy eating | What does being healthy mean?Who helps us stay healthy? | 11d) About **dental health** and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist11e) About **personal hygiene** and **germs** including **bacteria, viruses**, how they're spread and treated, and the importance of **handwashing**11f) The facts and science relating to **immunisation** and **vaccination**9c) The characteristics of a poor **diet** and **risks** associated with unhealthy eating (including, for example, **obesity and tooth decay)** and other behaviours (e.g. the impact of alcohol on diet or health) |
| How can what we eat make a difference to how we feel? |
| How can medicines (including vaccinations and immunisations) help us to stay healthy? |
| How can we help to stop germs and viruses being passed to each other?  |
| What should we do every day to keep ourselves healthy and why? |
| How do we feel about moving to a new year group?How can we help ourselves with our feelings about changing teacher and year group?  |
|  | **Assessment****Do you think the gardener in our story is healthy?** |  |

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| **Summer 2: Who helps us to keep safe?** |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives** **(key vocabulary in bold)** |
| Being Safe | Who are our trusted adults?Who helps us in the school community and the local community? | 5d) How to respond **safely and appropriately to adults** they may encounter (in all contexts, including online) **whom they do not know**5f) How to ask for **advice** or **help** for themselves or others, and to **keep trying until they're heard**5h) Where to get **advice** (e.g. family, school and/or other sources) |
| How could we respond (safely) to an adult we don’t know in different places and situations?  |
| Who can we ask for help if I need it? *( in different places and situations)*What could we do if we feel unsafe or worried?How could we safely ask for help? |
| What could we do if someone we don’t know contacts us online? |
| When might we need to make an emergency 999 call?How do we do it and what should we say? |
|  | **Assessment:****Who helps keep us safe?** |  |