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**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 lives  1c) 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 up  1e) 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 friends  2b) 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 Prevention  Healthy 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 dentist  11e) 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?** |  |