

Year One Curriculum Map for PSHE

Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain some of their school rules and how those rules help to keep everybody safe. • Explain their classroom rules and be able to contribute to making these. • Identify simple qualities of friendship; • Suggest simple strategies for making up. • 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. • 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.) <p><u>Valuing Difference</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Identify some of the people who are special to them • Recognise and name some of the qualities that make a person special to them. • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. <p><u>Keeping Myself Safe</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • 	<p><u>Me and My Relationships</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • 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. • 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><u>Valuing Difference</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others • 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><u>Keeping Myself Safe (moved)</u></p> <ul style="list-style-type: none"> • In this unit, pupils learn to: • Understand and learn the PANTS rules; • Name and know which parts should be 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. 	<p><u>Me and My Relationships</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Demonstrate attentive listening skills • Suggest simple strategies for resolve conflict situations; • Give and receive positive feedback, and experience how this makes them feel <p><u>Valuing Difference</u> On going reinforcement of learning</p> <p><u>Keeping Myself Safe</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Recognise the range of feelings that are associated with loss. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Understand why basic first Aid is important & basics on what to do in an emergency • To know Children should online use online sites with an adult present or an adults permission • To know that people may not be who they say they are online • To know to get help if they feel unhappy or unsafe when online <p><u>Rights and Responsibilities</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Recognise the importance of regular hygiene routines • Sequence personal hygiene routines into a logical order. <p><u>Being My Best</u> In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Recognise how a person's behaviour (including their own) can affect other people.

Being My Best

In this unit, pupils learn to:

- 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.
- 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.
- 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.
- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.

Growing and Changing

In this unit, pupils learn to:

- 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 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.
- 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.
- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.

Rights and Responsibilities

In this unit, pupils learn to:

- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.
- Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from;
- List some of the things that money may be spent on in a family home.
- 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 place and adding to it).

Growing and Changing

In this unit, pupils learn to:

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them.

Growing and Changing

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.