

Year 1	Topic	Vocabulary	I can statements	POS PSHE Association	Activities
Autumn 1 st	<p>New Beginnings</p> <p><i>NSPCC Class Assembly</i> Separate planning</p> <p><i>Values Education</i> Happiness Caring Respect</p>	<p>Belonging Similar Different Community Friends Strengths Class rules</p> <p>Feelings <u>others</u> Calm Scared Upset</p> <p>Relationship with others Solve problems Classroom School Safe Fair Unsafe Unfair</p> <p>Separate Vocabulary for <i>NSPCC Class Assembly</i></p> <p>Values Happiness Caring Respect</p>	<p>Belonging</p> <ul style="list-style-type: none"> I know that I belong to a community I can tell you how I am the same as and different from my friends. <p>Feelings</p> <ul style="list-style-type: none"> I know some ways to calm myself down when I feel scared or upset I can sometimes tell if other people are feeling sad or scared I know some ways to make other people feel better when they are feeling sad or scared <p>Relationships with others</p> <ul style="list-style-type: none"> I am beginning to know how to share my opinion I know some ways to solve a problem I know that it is not ok for other people to make it unsafe and unfair I can help to make the class a safe and fair place I can help to make my class a good place to learn 	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment (classroom environment)</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p><i>NSPCC Class Assembly</i></p> <p>R13. to recognise that some things are private and the importance of respecting privacy: that parts of their body covered by underwear are private</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R15. how to respond safely to adults they don't know **</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also, when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that</p>	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>Activities</p> <p>Establish rules to stay safe and fair in our different environments - playground, classroom and dinner hall.</p> <p>Discuss our new class – what is different, what is the same? How do we know we belong to this class (trays, pictures, work, friends).</p> <p>Our class is a community that we belong to. How are we the same and different to each other? How can we support each other?</p> <p>Imagine a new child is starting in your class. Discuss how they might be feeling. Sort these into comfortable feelings and uncomfortable feelings – reinforce that it is ok to have different feelings as long as we act in a way which keeps to the rules.</p> <p>Discuss the different ways we sometimes feel. What could you do to feel better? Who could help you to feel better?</p> <p>Discuss what fair and unfair mean. Look at the peaceful problem-solving process poster and discuss the steps that we should take to try and solve problems so that everyone is happy.</p> <p><i>NSPCC Class Assembly – separate planning</i></p>

				<p>others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe ** R20. what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking for help; importance of persisting until they are heard</p>	
<p>Autumn 2nd</p>	<p>Getting on and Falling Out</p> <p><i>Friendship week (Anti-Bullying week)</i> <u>Separate planning</u></p> <p><i>Road Safety week</i> <u>Separate planning</u></p> <p><i>Values Education</i></p>	<p>Friend Listening Angry Calm down Make up Peaceful problem solving Different Proud Techniques Good listening</p>	<ul style="list-style-type: none"> • I know when I am starting to feel angry • I know what happens on the inside and the outside of my body when I start to get angry • I know that feeling angry can make me do silly things and that I need to calm down • I know some ways to calm down when I am starting to feel angry • I know that when you feel sad it affects the way you behave and how you think • I know how to make up with a friend when we have fallen out • I can use peaceful problem solving to sort out problems so both people feel ok • I am proud of the ways in which I am different I can tell you what being a good friend means to me • I can work well in a group • I can listen well to other people when they are talking • I feel good about the ways we are similar in the group and the ways I am different 	<p>R6. about how people make friends and what makes a good friendship (Ongoing theme) R8. simple strategies to resolve arguments between friends positively R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R8. simple strategies to resolve arguments between friends positively H14. how to recognise what others might be feeling</p>	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>What does it mean to be angry? How does it feel when we get angry? What might make you feel angry? Discuss in pairs and share ideas with the group. Explain how being angry can make us want to do silly things and that we need to calm down. Practise techniques – deep breaths, stopping and counting, tensing, and relaxing muscles.</p> <p>If we fall out with a friend, what should we do to make up? Class friendship promises. Peaceful problem solving - ready steady go. To solve a problem both people need to feel ok.</p> <p>Discuss why it is important to listen to other people. Role play and discussion - demonstrate poor listening skills. Practise 'good listening' in pairs.</p> <p>Discuss things that are the same about us and things that are different. Does it matter that we are different to each other? Explain being different makes us special and it would be boring if we were all the same.</p> <p><i>Friendship Week / Anti-Bullying Week - Separate planning</i> <i>Road Safety week – separate planning</i></p>

				H22. to recognise the ways in which we are all unique	
Spring 1st	Going for Goals! <i>Values Education</i>	Resolution Goal Personal goal Realistic goal Small steps Different ways of learning Strengths Resist Distractions Problem Solving Solutions Predict Consequences Successes	<ul style="list-style-type: none"> I know what a resolution is I know what a goal is I can set a personal goal I can choose a realistic goal I can break a goal down into small steps I know we learn in different ways I can tell you some of my strengths as a learner I can resist distractions Problem Solving I can think of lots of different ideas or solutions I can predict or understand the consequences on my solutions or ideas. I can learn from my successes. 	H24. how to manage when finding things difficult R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>New Year Resolutions Discuss the new year as a chance for a new start and how many people set a resolution. Decide as a class what resolution or goal we could try to keep. How can we keep our resolution? Setting goals Remind the children that they set themselves goals when they were in Reception. Discuss examples of what a good goal might be. Children discuss with a partner something they want to get better at. Then set a goal and decide what they will need to do. Learning styles Ask the children to think of some things they have learned. Discuss that we can learn by looking, by listening, or by doing and sometimes we use a mixture of these to learn. Children consider how they can be good learners? Encourage ideas of good listening, persevering, independence, trying hard, asking others for help, having a go. Decide on 3 key learning rules as a class and display these in the room to be referred to in other subjects. Explore the link between problem solving and setting goals. Remind the children that when we problem solve, we need to think about what might happen later.</p>
Spring 2nd	Good to Be Me <i>Values Education</i>	Gifts Talents Describe Feelings Proud Worried Anxious Strategies to stop worrying	<ul style="list-style-type: none"> I can tell you about my 'gifts and talents' I feel good about my strengths I can name and describe my feelings. I can tell you something that makes me feel proud. I can help another person feel proud. I can tell when I am feeling worried or anxious. I can explain some things that help me stop worrying. 	H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H16. about ways of sharing feelings, a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>Discuss with children how we are all good at different things and that this makes everyone special. Children consider things that they are good at.</p> <p>Discuss that naming and describing the feelings you are experiencing will allow you to understand and deal with those feelings. Different feelings will make our bodies feel different. We don't all have the same feelings about the same events. It is helpful and important to discuss your feelings with your adults.</p> <p>Recap what feeling proud means? Show pictures of people feeling proud and discuss why the characters in</p>

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				<p>H19. to recognise that it is important to ask for help with feelings, and how to ask for it</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p>	<p>the pictures might be feeling proud. Share a time you have felt proud - what has made you feel proud?</p> <p>Discuss if we can only feel proud for ourselves? Who else might we feel proud for and why? – A friend who is trying hard, doing something well, doing something new etc. - How can we help someone else feel proud?</p> <p>What is a worry? Discuss with a partner and share ideas. Share the book - 'The Huge Bag of Worries.'</p> <p>What kind of things might make us feel worried/anxious? Discuss as a class who can help us if we are worried and what we can do if we are worried.</p>
<p>Summer 1st</p>	<p>Relationships Walk to school Week</p> <p><i>Values Education</i></p>	<p>Important Jealous Proud Behalf Feel better</p>	<ul style="list-style-type: none"> I know the people who are important to me. I can tell you something that has made me feel jealous. I can tell when I am proud or jealous. I can feel proud on behalf of my friends when they have done something well. I understand that hurting someone doesn't make me feel better. I can think of ways to make me feel better when I hurt without hurting others. 	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>H14. how to recognise what others might be feeling</p>	<p>4 Minutes Mindfulness at the beginning of every lesson. Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>Think of some people who are important to us, and why they are important.</p> <p>Thinking about feeling jealous: Show pictures, how are the people feeling? Introduce the word 'jealous' – what is it? Share the book When I am Feeling Jealous to help children visualise and describe the feeling. Read 'Amy's bad day' – how is Amy feeling? Why is she feeling like that? Is it Madge's fault that Amy is feeling bad?</p> <p><u>Thinking about feeling proud of myself and of others</u> Recap: Show proud picture on whiteboard – how is the boy feeling? Have you ever felt like this? What made you feel like this? etc. Explore how we can be proud of other people. Read the second Amy and Madge short story. Share experiences when children may have felt proud of other people – is it nicer to feel proud of somebody or feel jealous of them?</p> <p>Read the story 'Jealous'. Discuss how the way we are feeling on the inside can change the way we behave with the people around us, and that this can sometimes hurt other people. If we are having uncomfortable feelings what can we do to feel better? Discuss people who can help us, and what we can do to help ourselves – e.g. stop and think, use calming down techniques, explain how you are feeling.</p>

<p>Summer 2nd</p>	<p>Changes Moving to Year 2</p> <p>Changes</p> <p>RHE Education</p> <p>Values Education</p> <p>Pupil Voice Survey</p>	<p>Changing Future</p> <p>Natural</p> <p>Developing</p> <p>Safer</p> <p>Household products</p>	<ul style="list-style-type: none"> I can tell you some things about me that have changed and some things that will not change. I can tell you how I might change in the future. I know some changes are natural and happen “by themselves.” I can tell you about the changes I can make happen. I can make some changes quickly and easily. I know that making some changes is hard and takes a long time. I know that all household products, including medicines, can be harmful if not used properly I Know what improves and harms my local natural and built environments I know some of the ways to look after my environment (preparing to play an active role as citizens) 	<p>H26. about growing and changing from young to old and how people’s needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>L3. about things they can do to help look after their environment</p> <p>RHE - Separate Planning</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>H5. simple hygiene routines that can stop germs from spreading also SCIENCE</p>	<p>4 Minutes Mindfulness at the beginning of every lesson.</p> <p>Ongoing Themes: Making good choices and having a friend to play with in the playground.</p> <p>Changes – Discuss how we have changed since we were babies. How will you change when you are 10, 15 or 20. Consider things that change (baby) and things that don’t change (Sun). Think about changes that ‘just happen’ and then think about changes we can make happen. How do changes happen? What kind of changes happen quickly? What kind of changes take a long time? Discuss how sometimes it can be very hard to make a change happen and some changes can take a long time and need a lot of hard work – link back to individual targets.</p> <p>Discuss moving to Year 2,</p> <p>What might it be like? What will be different, what will be the same? What are children looking forward to? Do the children have any worries? In groups make posters for Year R highlighting what they might enjoy in Year 1.</p> <p>Safety around the house</p> <p>What could be dangerous in different rooms of the house?</p> <p>Minding the Environment</p> <p>Discuss the kinds of thing that can spoil our environment – litter, too many cars, pollution etc. Discuss what would happen if everyone left their rubbish on the floor? How can we look after our environment? Make posters in groups telling people how to look after the environment.</p> <p>RHE 3 lessons (Refer to RHE Progression Document)</p>
<p>Adaptation ideas:</p> <ul style="list-style-type: none"> Work to a child’s area of strength and interest during activities – do they prefer to talk, look at pictures, role play, multi-sensory? e.g. if they struggle to watch and listen to the slides about emotions they could play the emotions dominoes game, focus on using the sign language and facial expression for emotions and repetition without using slides etc. Consider how you will provide opportunities for repeated practice using techniques such as role modelling, role play and sign language to reinforce the behaviour you want to teach e.g. teaching kindness, sharing, helping others etc. Consider the roles other people can play, including those outside of the school setting (such as key family members), in building upon any new skills introduced in school to help strengthen learning across settings. Look at the language used – is the language used appropriate for the individual child? Consider the communication supports and strategies the child currently needs and how these can be utilised to support the child when learning new skills and concepts in PSHE. Use stem sentences to support learning of concepts and facts. Does the environment or setting need to be modified to help facilitate the child’s learning? Do any physical tasks need to be modified to complete the proposed activities? Consider the child’s gross and fine motor skills and whether they currently need physical support aids to facilitate their learning. Consider the learning style of the child and how their skills and strengths impact upon this. Do they learn better when things are presented to them visually, orally, through tactile experience, or a combination of all senses? Try to provide new information in the style(s) which best meets their needs and consolidate the child’s learning through a range of visual, auditory and kinaesthetic cues. Build in frequent positive progress and feedback points within a task and regularly check on the child’s understanding of the activity. 					



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- Provide **specific praise and encouragement which explains what the child has done** well and how they have improved or developed.
- **Adapt tasks by breaking them down** into small, manageable chunks, keeping steps short, concise and unambiguous.
- If appropriate, develop co-operation and learning amongst children by **sharing tasks and responsibilities within a small group** of pupils who are helped to work together towards a shared goal or outcome.
- **Be flexible in order to meet the needs of your particular class or individuals within your class.** If you need to focus more on a skill or concept, take the time to do this. E.g. choose to focus on only one success criteria at a time, choose your own story about anger choose not to use the slides at all for a session etc. The objectives and success criteria are always stated on the first few slides.

Programme Of Study Core Themes - PSHE Association H - Health and Wellbeing R – Relationships L – Living in the Wider World