

Year One PSHE

Highlight off as you go and put evidence in your PSHE books - only one or 2 examples / speech bubbles are sufficient for anything that you cover/photographs/captions *** highlighted strands are the new statutory curriculum

CORE THEME 1: HEALTH AND WELLBEING

Mental Wellbeing	Physical Health and Fitness	Healthy Eating
Health and Prevention	Basic First Aid	

Pupils should have the opportunity to learn:

H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating, sun safety and dental health (simple self care techniques, inc. time spent with friends and family and the benefits of hobbies and interests) (the importance of good quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn)

H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

H6. the importance of, and how to, maintain personal hygiene

H12. rules for and ways of keeping physically and emotionally safe including - road safety, fire safety

H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

CORE THEME 2: RELATIONSHIPS

Families and People who care for me	Caring Friendships
Respectful Relationships	Being Safe

Pupils should have the opportunity to learn:

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R2. to recognise that their behaviour can affect other people

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R6. to listen to other people and play and work cooperatively

R8. to identify and respect the differences and similarities between people

R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
8. a basic understanding of enterprise - enterprise theme weeks

Pupils should have the opportunity to learn:

- L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (being able to take turns, share and understand the need to return things that have been borrowed) (Penguin)
- L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy - Eco Warriors)
- L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

Successful Lifelong Learning

Try new things, work hard, concentrate, push themselves, imagine, improve, understand others, not give up

- o Discuss and learn techniques to improve the SIX areas of SLL

Study role models who have achieved success

Key Skills:

Emotional Aspect of Learning



Readiness to Learn

- Positive self-talk
- I can try to think of oneself as lucky and say what you are grateful for
- I am able to acknowledge, recognise and accept that emotions go up and down
- Am I ready to learn? ... I am able to think of ways to calm down and clear the mind

To concentrate



- I can give attention to all tasks
- I can begin to 'tune out' and manage distractions
- I can begin to show signs of concentration and become absorbed in your learning
- I can begin to seek help when needed
- To start to notice details and patterns

To persevere and help myself:

- I can help a friend not give up
- I can keep going in activities all activities
- My friends and teacher can help me push past my fears and carry on even if I am upset
- I can talk about any doubts and fears and how they feel



Cognitive

To imagine:



- Follow curiosities
- I can respond to ideas
- I am beginning to ask interesting questions
- I can make links with what they already know

Social

To understand others and work together:

- I can listen to others, showing attention
- I can show an understanding that one's own behaviour affects other people
- I can listen to other people's point of view
- I can spot a friend doing 'good learning behaviour' and copy them



Reflective/Strategic

To plan and review my work

- I can plan my learning with help from my teacher
- I can spot simple mistakes and improve my work
- I can talk about what I enjoy learning and why
- I can say what I am good at and what I want to get better at

- I can listen to people who try to help

- I can use resources to help me