

Year 1 PSHE Overview of Skills & Knowledge

Year 1 Autumn 1	Skills & Knowledge – Relationships and Health objectives	Vocabulary
Making a class charter	<ul style="list-style-type: none"> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded The conventions of courtesy and manners. 	Friendships, respect, differences, similarities, emotions, problem solving, kindness, trust, relationships, racism, equality, uniqueness, acceptance, tolerance
Getting to know each other	<ul style="list-style-type: none"> 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 	
Problem Solving	<ul style="list-style-type: none"> Practical steps they can take in a range of different contexts to improve or support respectful relationships 	
Democracy week	Democracy planning has learning objectives and activities to follow for this week. British values focus	
Happy playtimes	<ul style="list-style-type: none"> The importance of permission-seeking and giving in relationships with friends, peers and adults How to ask for advice or help for themselves or others, and to keep trying until they're heard 	
Making Choices	<ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 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 	
Operation Encompass – Friendships & Relationships Activity 1 & 2 & Show Racism the Red Card	<ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 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 	

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Year 1 Autumn 2	Skills & Knowledge – Relationships and Health objectives	Vocabulary
How to make friends	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • The conventions of courtesy and manners. 	danger, bullying, persistent, purpose, friendships, charity, community, donation, positivity, compliments
Understanding why we fall out	<ul style="list-style-type: none"> • The importance of self-respect and how this links to their own happiness • 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 	
Bullying	<ul style="list-style-type: none"> • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	
Angry feelings	<ul style="list-style-type: none"> • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	
Hazards in the home	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (In house risks, cigarettes, alcohol, harmful or dangerous aspects of the house – hot bath, oven etc) 	
Operation Encompass – Emotions & Empathy – Activity 1 & 2	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 	

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	<ul style="list-style-type: none">• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feeling	
Operation Encompass – Emotions & Empathy – How to help someone activity	<ul style="list-style-type: none">• Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support	

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Year 1 Spring 1	Skills & Knowledge – Relationships and Health objectives	Vocabulary
Understanding Hygiene	<ul style="list-style-type: none"> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing 	hygiene, growth, lifecycle, changes, trust, responsible, bullying, physically, mentally, healthy, aspirations, future, resilience, reflect, emotions
Growing and Changing	Science aspect – Growing from babies to adults. Similarities and Differences Science aspect	
Different Types of Families	<ul style="list-style-type: none"> Where to get advice (e.g. family, school and/or other sources) 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 That families are important for children growing up because they can give love, security and stability 	
Being Healthy	<ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise What constitutes a healthy diet (including understanding calories and other nutritional content) The characteristics and mental and physical benefits of an active lifestyle The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness 	
Computing & Safety Internet – Computing lead to plan	<ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they're not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met 	

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	<ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Why social media, some computer games and online gaming, for example, are age restricted That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	
Setting a personal goal	<ul style="list-style-type: none"> 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 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 <p>The importance of self-respect and how this links to their own happiness</p>	
Year 1 Spring 2	Skills & Knowledge – Relationships and Health objectives	Vocabulary
Likes and Dislikes	<ul style="list-style-type: none"> 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 What a stereotype is, and how stereotypes can be unfair, negative or destructive 	Respect, differences, stereotypes, friendships, manners, happiness, trust, resolve, support, emotions, feelings, wellbeing, exercise, health, relationships, gender
Being Proud and special	<ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough (sharing proud moments to support friends to feel happier about themselves and yourself) 	
Feeling worried	<ul style="list-style-type: none"> Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) 	

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	<ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they're feeling and how they're behaving is appropriate and proportionate 	
How to stay calm and relaxed	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn 	
How to stand up for myself	<ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they're feeling and how they're behaving is appropriate and proportionate • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • 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 • 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 	
Operation Encompass – Rules & Expectations – Activity 1 & 2	<ul style="list-style-type: none"> • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive 	

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Year 1 Summer 1	Skills & Knowledge – Relationships and Health objectives	Vocabulary
<p>To know how to ask for help</p> <p>W.B 19.04.21</p>	<ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • Where to get advice (e.g. family, school and/or other sources) • How to ask for advice or help for themselves or others, and to keep trying until they're heard • How to recognise who to trust and who not to trust 	<p>Respect, differences, stereotypes, friendships, manners, happiness, trust, resolve, support, emotions, feelings, wellbeing, relationships, worries, problem solving, support</p>
<p>Recognising when we are loved</p> <p>W.B 26.04.21</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 	
<p>Thoughts, feelings, behaviours</p> <p>W.B 03.05.21</p>	<ul style="list-style-type: none"> • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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 • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations 	
<p>Dealing with worries</p> <p>W.B 10.05.21</p>	<ul style="list-style-type: none"> • Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they're feeling and how they're behaving is appropriate and proportionate 	

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<p>Helping one another</p> <p>W.B 17.05.21</p>	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • 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 	
<p>Operation Encompass – Friendships & Relationships – How to help someone activity</p> <p>W.B 24.05.21</p>	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 	
<p>Year 1 Summer 2</p>		
<p>Listening Effectively</p> <p>W.B 07.06.21</p>	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness 	<p>Speaker, listener, observer, opinions, voting, agree, disagree, responsibility, respect, friendships</p>
<p>Express opinions</p> <p>W.B 14.06.21</p>	<p>Democracy – pupil voice and opinions</p> <p>British values</p>	
<p>Making right or wrong choices</p> <p>W.B 21.06.21</p>	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners. 	

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	<ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings How to judge whether what they're feeling and how they're behaving is appropriate and proportionate 	
What living things need W.B 28.06.21	<ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability 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 The characteristics and mental and physical benefits of an active lifestyle The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise What constitutes a healthy diet (including understanding calories and other nutritional content) 	
Responsibility W.B 05.07.21	<ul style="list-style-type: none"> 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 The characteristics and mental and physical benefits of an active lifestyle The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise What constitutes a healthy diet (including understanding calories and other nutritional content) 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 	
Operation Encompass – Rules and Expectations – How to help activity	<ul style="list-style-type: none"> 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 How to ask for advice or help for themselves or others, and to keep trying until they're heard 	

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W.B 12.07.21		
Transition week – preparing for meeting new teachers and different classroom environment	<ul style="list-style-type: none"> • Preparing for changes, fears they might be feeling are normal, how can we overcome them? • New beginnings and new challenges • Working together with peers • Respectful relationships new and old 	
W.B 19.07.21		