

**Year 1 PSHE Curriculum Map**

Term	Learning Focus		Memorable Experience	Innovative Challenge	Conceptual Development
	Knowledge	Skills			
<p><b>Autumn 1</b> <b><u>Being Me in My World</u></b></p>	<p>To understand the rights and responsibilities as a member of my class.</p> <p>To know that my views are valued and can contribute to the Learning Charter.</p> <p>To recognise the choices that I make and understand the consequences.</p> <p>To understand my rights and responsibilities within our Learning Charter.</p>	<p>I can tell you the rights and responsibilities as a member of my class.</p> <p>I can sort the rights and responsibilities pictures and talk about my choices.</p> <p>I can follow simple actions initialized by my teacher (clapping, tapping fingers).</p> <p>I can describe scenario pictures and to talk about what might be happening.</p> <p>I can illustrate different types of behaviour using a freeze-frame.</p> <p>I can work cooperatively in a group.</p>	<p>School Council Elections</p>		<p><b>Build upon:</b> <b><u>Early Learning Goal (Reception)</u></b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Prepare for:</b> To increase awareness of self-identity; being part of a class; rights and responsibilities; rewards and consequences.</p>
<p><b>Autumn 2</b> <b><u>Celebrating Differences</u></b></p>	<p>To identify similarities between people in my class.</p> <p>To identify differences between people in my class.</p> <p>To be able to tell you what bullying is.</p> <p>To know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>To know how to make new friends.</p>	<p>I can identify similarities between people in my class.</p> <p>I can tell you some ways I am different from my friends.</p> <p>I can tell you what is special about me.</p> <p>I can talk about myself.</p> <p>I can share ideas with my peers and teachers.</p> <p>I can tell you what bullying is.</p> <p>I can describe you what might be happening in picture cards.</p> <p>I can illustrate different types of behaviour using a freeze-frame.</p> <p>I can show my feelings through role-play.</p>	<p>Anti-bullying Week – Amy Goodall singer visit &amp; Workshop</p> <p>Visit to Whitchurch Lodge Nursing Home (Christmas time)</p>	<p>Creating and recording a role-play focusing on problem-solving a bullying situation (share it in the Phase Assembly)</p>	<p><b>Build upon:</b> Managing feeling and behaviour: children understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. They are aware of the boundaries set, and of behavioural expectations in the setting. Children are beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>Prepare for:</b></p>

	To tell you some ways I am different from my friends.	I can sing a song with my friends.	Children in Need Day		To increase awareness of similarities and differences; understanding bullying and knowing how to deal with it; making new friends.
<b>Spring 1</b> <b><u>Dream &amp; Goals</u></b>	<p>To be able to set simple goals.</p> <p>To set a goal and work out how to achieve it.</p> <p>To understand how to work well with a partner and celebrate achievement.</p> <p>To identify how I feel when I am faced with a new challenge.</p> <p>To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</p>	<p>I can set simple goals.</p> <p>I can identify my successes and achievements.</p> <p>I can write about my successes.</p> <p>I can share them with my friends.</p> <p>I can work out how to achieve my goal.</p> <p>I can tell you how I learn best.</p> <p>I can use paint sensibly to decorate a welly.</p> <p>I can tackle a new challenge, I understand that it might stretch my learning.</p> <p>I can identify how I feel when I am faced with a new challenge.</p> <p>I can express my thoughts and feelings associated with success.</p> <p>I can sing a song with my friends.</p> <p>I can draw around my hand, cut out the hand print and decorate it.</p>		<p>Painting wellies, making stretchy flowers to show/ express their dreams</p>	<p><b>Build upon:</b></p> <p>Children are confident to speak to others about own needs, wants, interests and opinions.</p> <p>Children can describe self in positive terms and talk about abilities.</p> <p><b>Prepare for:</b></p> <p>To increase awareness of setting goals; identifying successes and achievements; learning styles; working well and celebrating achievement with a partner; tackling new challenges; identifying and overcoming obstacles.</p>
<b>Spring 2</b> <b><u>Healthy Me</u></b>	<p>To understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.</p> <p>To know how to make healthy lifestyle choices.</p> <p>To know how to keep myself clean</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can express my thoughts on how to keep ourselves healthy and healthy lifestyle choices.</p> <p>I can recognise how being healthy helps me to feel happy.</p> <p>I can make healthy choices.</p> <p>I can sing a song with friends and understand its message.</p>	<p>Road Safety (visit local park – Chandos Park; focus: traffic hazards)</p> <p>School Nurse</p>		<p><b>Build upon:</b></p> <p>Children can explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>They are confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Prepare for:</b></p>

	<p>and healthy and understand how germs cause illness.</p> <p>To understand that medicines can help me if I feel poorly and know how to use them safely.</p> <p>To know how to keep safe when crossing the road.</p>	<p>I can tell you how germs cause disease / illness.</p> <p>I can tell you why some household products and medicines can be harmful.</p> <p>I can role play with my friends to show what happens when we feel poorly.</p> <p>I can sort picture cards deciding which things are safe/unsafe and healthy/unhealthy.</p> <p>I can keep myself safe.</p> <p>I can demonstrate how to cross the road safely using a rug and Jigsaw Jack.</p> <p>I can draw and write a stay-safe message.</p> <p>I can tell you why my happiness and well-being is important.</p>	<p>(Focus: Keeping Teeth Healthy)</p> <p>Sports Week</p> <p>Healthy Living Workshop</p>		<p>To increase awareness of keeping myself healthy; healthier lifestyle choices; keeping clean; being safe; medicine safety/keeping safe with household items; road safety; linking health and happiness.</p>
<p><b>Summer 1 Relationships</b></p>	<p>To identify the members of my family and understand that there are lots of different types of families.</p> <p>To identify what being a good friend means to me.</p> <p>To know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>To recognise my qualities as person and as a friend.</p> <p>To tell you why I appreciate someone who is special to me.</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I can share my ideas and feelings with my friends.</p> <p>I can draw and annotate a picture of my family.</p> <p>I can recognise a good friend.</p> <p>I can tell you what the qualities of a good friend are.</p> <p>I can sing a song with my friends.</p> <p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> <p>I can talk about people who can help us in my school community.</p>			<p><b>Build upon:</b>  <b>Making Relationships</b>  Children initiate conversations, attend to and takes account of what others say.</p> <ul style="list-style-type: none"> <li>• Explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>• Take steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Prepare for:</b>  To increase awareness of belonging to a family; making friends; being a good friend; qualities as a friend; self-acknowledgement; celebrating special relationships.</p>

		<p>I can role play different scenarios where people ask for help.</p> <p>I can show my feelings through role-play.</p> <p>I can express my appreciation for the people in my special relationships.</p>			
<p><b>Summer 2</b> <b><u>Changing Me</u></b></p>	<p>To start to understand the life cycles of animals and humans.</p> <p>To be able to tell you how my body has changed since I was a baby.</p> <p>To identify the parts of the body that make boys different to girls and can use the correct names for these (penis, vagina).</p> <p>To understand that every time I learn something new, I change a little bit.</p> <p>To be able to tell you about changes that have happened in my life.</p>	<p>I recognise different stages of growth (from birth to adulthood).</p> <p>I can work with a partner to sort picture cards to show stages of growth and development.</p> <p>I can draw a picture about what I like about being at my current age.</p> <p>I can tell you about changes since I was a baby.</p> <p>I can talk confidently in front of my peers.</p> <p>I can tell you how my body has changed since I was a baby.</p> <p>I can distinguish between my body changes and changes in my abilities.</p> <p>I can share my ideas with my friends.</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</p> <p>I can draw one change I have experienced.</p> <p>I can write in a speech bubble about how I feel when the change was happening.</p>		<p>A group of Year 2 children invited to talk about their Y2 experience.</p>	<p><b>Build upon:</b> Children initiate conversations, attend to and takes account of what others say. Children explain own knowledge and understanding, and ask appropriate questions of others.</p> <p><b>Prepare for:</b> To increase awareness of animal and human life cycles; changes since being a baby; differences between male and female bodies (correct terminology); linking growing and learning; coping with change; transition to Year 2.</p>