

PSHE and RSE Planning Year 1 Learning Objectives



PINK means it refers to the RSE curriculum

Term 1 Flat Stanley explores the UK	Term 2 Beegu- A Visit to Planet Earth Friendship Week	Term 3 Fire, Fire!	Term 4 Healthy eating – The Lighthouse Keeper’s Lunch	Term 5 From the Ground Up Identity Week	Term 6 Our Living Planet
<p>Relationships Why we have classroom rules</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. <p>Thinking about feelings</p> <ul style="list-style-type: none"> 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>Our feelings</p>	<p>Growing and changing Inside my wonderful body!</p> <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. <p>Being My Best Catch it! Bin it! Kill it!</p> <ul style="list-style-type: none"> Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. <p>Me and My Relationships Good friends</p> <ul style="list-style-type: none"> Identify simple qualities of friendship; 	<p>Keeping myself safe Good or bad touches? <u>PANTS - NSPCC</u></p> <ul style="list-style-type: none"> Understand and learn the PANTS rules; Name and know which parts should be private; 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. <p>Growing and changing Keeping privates private</p> <ul style="list-style-type: none"> Identify parts of the body that are private; Describe ways in which private parts can be kept private; 	<p>Keeping myself safe Healthy me</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. <p>Being My Best I can eat a rainbow</p> <ul style="list-style-type: none"> 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. 	<p>Valuing Difference Same or different</p> <ul style="list-style-type: none"> 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>It’s not fair!</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. <p>Our special people balloons</p>	<p>Growing and changing Surprises and secrets</p> <ul style="list-style-type: none"> 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. <p>Being My Best Harold learns to ride his bike</p> <ul style="list-style-type: none"> Recognise that learning a new skill requires practice and the

<ul style="list-style-type: none"> Identify a range of feelings; Identify how feelings might make us behave: <p>Feelings and bodies</p> <ul style="list-style-type: none"> Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. <p>Responsibility Around and about school</p> <ul style="list-style-type: none"> Identify what they like about the school environment; Recognise who cares for and looks after the school environment. <p>Harold's School Rules</p>	<ul style="list-style-type: none"> Suggest simple strategies for making up. <p>How are you listening?</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. <p>Being My Best Pass on the praise!</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. <p>Valuing Difference Who are our special people?</p> <ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities 	<ul style="list-style-type: none"> Identify people they can talk to about their private parts. <p>Who can help? (1)</p> <ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. <p>Keeping myself safe Who could Harold do? (medicines)</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. <p>Super sleep</p> <ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that 	<p>Eat well</p> <ul style="list-style-type: none"> Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide 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. <p>Rights and responsibilities Harold's wash and brush up</p> <ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. <p>Harold's money</p> <ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home. 	<ul style="list-style-type: none"> 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. <p>Rights and responsibilities Taking care of something</p> <ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. <p>Growing and changing Taking care of a baby</p> <ul style="list-style-type: none"> 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, 	<p>opportunity to fail, safely;</p> <ul style="list-style-type: none"> Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. <p>Harold has a bad day</p> <ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people.
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	<p><i>that make a person special to them.</i></p> <p>Keeping myself safe</p> <p>Harold loses Geoffrey (loss)</p> <ul style="list-style-type: none"> • <i>Recognise the range of feelings that are associated with loss.</i> 	<p><i>promote healthy sleep.</i></p>	<p>How should we look after our money?</p> <ul style="list-style-type: none"> • <i>Recognise that different notes and coins have different monetary value;</i> • <i>Explain the importance of keeping money safe;</i> • <i>Identify safe places to keep money;</i> • <i>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</i> 	<p><i>washing, changing, feeding.</i></p> <p>Then and now</p> <ul style="list-style-type: none"> • <i>Identify things they could do as a baby, a toddler and can do now;</i> <p><i>Identify the people who help/helped them at those different stages.</i></p>	
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Resources for Parents:

The Talk PANTS Guide for parents

<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/pants-parents-guide-online.pdf>

- *Understand and learn the PANTS rules;*
- *Name and know which parts should be private;*
- *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.*

Zone of Regulation: how to talk about emotions

<https://drive.google.com/file/d/1fwPE5SMwYqpHv8-5H440pGyUZKQ74SCM/view?usp=sharing>

Listening Games:

<https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills/>

<https://drive.google.com/file/d/1enBBh-1qRIDuPDx88x8BpLGRiWbCcdJz/view?usp=sharing>

Support with mental health:

<https://www.mindedforfamilies.org.uk/young-people>