

PSHE CURRICULUM FRAMEWORK: YEAR 1

Each key theme is colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

Health and Well Being

Relationships *RSE: Red italics*

Living in the Wider World *Life on Line: Blue italics*

Rights and responsibilities

Feelings and Relationships

RSE

Money

Safety and risk

Life on Line

Health

Identity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>How do we decide how to behave?</p> <p>L1. To learn how they can contribute to the life of the classroom and school.</p> <p>L2. To help construct, and agree to follow, group, class, school rules and to understand how these rules help them.</p> <p><i>Including rules about use of technology in the classroom</i></p> <p>R1. To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>R2. To recognise that their behaviour can affect other people.</p> <p>R4. To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>R12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>R6. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>What can we do with money?</p> <p>Where money comes from; spending; saving; keeping money safe</p> <p><i>Including that people buy things online and have online bank accounts, passwords to keep money safe</i></p> <p>L6. To understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>L7. To recognise the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p> <p>R13/14 -That most friendships have ups and downs, and that these can often be worked</p>	<p>How do we keep safe?</p> <p>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p> <p><i>Including what to do if we see something that makes us upset, worried online, adults should supervise when online</i></p> <p>*H11. To understand that household products, including medicines, can be harmful if not used properly.</p> <p>*H12. To understand rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>H11 -The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>H12 -How information and data is shared and used online</p> <p>R8 -That other people's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and how that</p>		<p>How can we be kind to others?</p> <p>R11. To recognise that people's bodies and feelings can be hurt.</p> <p>*R13. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>*R14. To be aware of strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>R13/14 -That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened,</p>	<p>What makes us special?</p> <p>Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p> <p>H3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>*R8. To identify and respect the differences and similarities between people.</p> <p>*R9. To identify their special people (family, friends, carers) what makes them special, and how special people should care for one another.</p> <p>L8. To identify ways in which they are all unique; understand that there has never been and will never be another 'them'.</p> <p>L9. To identify ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>R8 -That other people's families, either in school or in the wider world, sometimes look</p>

	<p>R7. To offer constructive support and feedback to others.</p> <p>R1 -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> <p>R2 -That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>R4 -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> <p>R12 -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>	<p>through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>other families are also categorised by love and care for them.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>R9 -That families are important for children growing up because they can give love, security and stability. -How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>and that resorting to violence is never right.</p> <p>-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>-That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>different from their family, but they should respect those differences and how that other families are also categorised by love and care for them.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>R9 -That families are important for children growing up because they can give love, security and stability. -How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>
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