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| **PSHE**  **(Mixed 1.2 Cycle A)** | | |
| **Term 1.1**  Family and Relationships | | |
| Vocabulary | Knowledge | Objectives |
| emotion  relation  friendship  love  manners  respect  support | Understand the need for rules for PSHE lessons. Understand that families can include a range of people.  Understand what people like to do with friends and who their own friends are.  Describe what people might look like if they are feeling: angry, scared, upset, worried. Understand the skills needed to work together in a group.  Understand friendships have problems and ways that these can be overcome.  Explain what a stereotype is, why they are incorrect and provide examples.  Understand that friendships are not always positive.  Understand why manners are important. Understand that not everybody feels the same about a situation.  Explain how being friendly can make others feel included. | 1. To begin to understand what PSHE education (or the name used in your school) is and how we can help everyone learn in these lessons. 2. To understand the role of families 3. To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy. 4. To begin to understand the range of families they may encounter now and in the future 5. To recognise how others show feelings and how to respond to these, To identify their special people and how they should care for one another 6. To begin to understand how courtesy and manners make us feel 7. To begin to understand that friendships can have problems but we can overcome these 8. To understand what is meant by a stereotype |
| **Term 1.2**  Health and Wellbeing | | |
| Vocabulary | Knowledge | Objectives |
| allergy  emotions  feelings  germs  qualities  relax | Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like.  Describe situations which may provoke certain feelings.  Describe their own qualities and strengths and recognise something they want to get better at. Describe their bedtime routine, explaining why sleep is important.  Explain how rest and relaxation affects our bodies, including mental functions.  Identify examples where they could use relaxation to help manage difficult emotions. Understand that germs can be spread via our hands.  Know how to wash their hands properly.  Know the three things they need to do when out in the sun to keep safe.  Know people can be allergic to certain things and how to help with an allergic reaction. Understand that there are a range of people who help to keep us healthy | 1. To describe and understand their feelings, To develop simple strategies for managing these feelings 2. To know how to relax in different ways 3. To recognise and celebrate their strengths and set simple but challenging goals 4. To understand the benefits of physical activity and rest 5. To begin to understand how germs are spread and how we can stop them spreading 6. To begin to understand the risks associated with the sun 7. To begin to understand allergies 8. To understand that there are people in the local community who help to keep us healthy |
| **Term 2.1**  Safety and the Changing Body | | |
| Vocabulary | Knowledge | Objectives |
| boundaries  contact  damage  medicine  safe  secret | Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.  Knowing that a stranger is simply anyone you don’t know.  Know how to move politely out of a situation that makes them feel uncomfortable and to tell an adult they trust right away.  Understand that people do jobs that help keep us safe and what some of those jobs are. Understand how we can help people to keep us safe by behaving in an appropriate way. Understand how to keep safe near roads. Understand how to cross the road carefully with an adult.  Understand what goes into or onto the body. Know when to check about substances with an adult.  Know the number for the emergency services and know their own address.  Know the number to call in an emergency, can select the correct emergency service required and know their own address including postcode. Understand what a secret is and what a surprise is.  Understand the difference between a secret and a surprise.  Understanding that some physical contact is never acceptable.  Understanding that physical contact that is acceptable with someone who is close to you may be unacceptable with a stranger.  Know the name of parts of the body including those of the private parts for their gender.  Know the people and organisations we can go to for help if we are concerned about something. Know that I can choose what happens to my body and give permission and take it away; explaining who I can talk to if I feel uncomfortable. | 1. To know how to respond to adults politely and safely 2. To understand that there are people in the local community who help to keep us safe 3. To understand ways to keep safe on and near roads 4. To begin to understand what is safe to put into or onto our bodies 5. To know what is an emergency and to make a phone call if needed 6. To begin to understand the difference between secrets and surprises 7. To begin to understand the difference between acceptable and unacceptable physical contact 8. To begin to understand the concept of privacy and the correct vocabulary for body parts |
| **Term 2.2**  Citizenship | | |
| Vocabulary | Knowledge | Objectives |
| rule  unique  same  community  environment  responsibility | Understand the rules in the classroom and school and the purpose of these rules. Understand some similarities and differences between themselves and their peers. Understand that we all belong to different groups and can identify some groups they belong to.  Understand the roles people have in the local community.  Understand what makes a good school environment and how everyone has a responsibility to maintain it.  Understand some jobs people do to keep the local environment pleasant. | 1. To begin to understand the importance of rules 2. To begin to recognise ways in which we are the same and different to other people 3. To understand the range of groups people belong to 4. To begin to understand the roles people have in the community 5. To understand ways to look after the school environment 6. To recognise the role people play in looking after the environment |
| **Term 3.1**  Economic Wellbeing | | |
| Vocabulary | Knowledge | Objectives |
| Bank  Building society  Earn  Priority  Skill  Value | Describe different ways we can keep money safe.  Recognise that different skills are needed for different jobs.  Explain how children might get money.  Explain the difference between wants and needs. Explain that banks and building societies are a way of keeping money safe  Explain how adults might get money.  Recognise that saving may be necessary to buy the things we want.  Consider different elements when choosing a bank account | Learning about what money is, where it comes from and how people make money  To begin to understand the difference between wants and needs  To understand how to keep cash safe  To understand the benefits of banks and building societies  To understand that skills and interests will help someone decide what job to do |
| **Term 3.2**  Transition | | |
| Vocabulary | Knowledge | Objectives |
| An end of year transition lesson where Year 1 consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead. | | |