

# Pudsey Bolton Royd Primary School PSHE Long-Term Plan

## Year 1

<u>Autumn 1</u> <i>Physical health and wellbeing</i>	<u>Autumn 2</u> <i>Keeping safe and managing risk</i>	<u>Spring 1</u> <i>Identity, society and equality</i>
<b>Enquiry Questions</b>		
How are celebrations, food and games different for everyone?	How can I keep myself safe?	What behaviours are helpful?
<b>Outcomes</b>		
Draw pictures about their celebrations, food and games.	Draw pictures onto a 'helping hand' template showing who can support them in staying safe.	Sorting pictures/scenario cards
<b>Linked Texts</b>		
I like to play by Marla Stewart Konrad	Can't you sleep little bear? by Martin Waddell	It's okay to be different by Todd Parr This is our house by Michael Rosen Look after your planet by Lauren Child
<b>Linked Experiences</b>		
N/A	N/A	N/A
<b>Overview</b>		
Pupils learn about food that is associated with special times, in different cultures. They will discuss some of the food and drinks associated with different celebrations and will identify what makes their home lives similar or different to others, including the food they eat. They will understand why food eaten on special days may be different from everyday foods. They will then be learning about active playground games from around the world, looking at the importance of being active. Once the children know about different games around the world, they will learn about sun-safety, linking to other countries having warmer weather.	Pupils learn about safety in familiar situations, understanding that there are situations when secrets should not be kept and know to tell a trusted adult if they feel unsafe. The unit will move onto learning about personal safety, which involves recognising the difference between good and bad touches and understanding there are parts of the body which are private. The children will explore who they can go to, what to say or do if they feel unsafe or worried. They will learn about people who can help keep them safe outside the home by identifying situations where they might need help.	In this unit pupils learn about what makes themselves and others special. They will describe ways they are similar and different to others, understanding that everyone has something about them that makes them special. Pupils will learn about roles and responsibilities at home and school. They will explore how to solve simple dilemmas and look at why it is important to take responsibility at school and at home, including looking after the local environment. They will then learn about being co-operative with others, recognising different types of helpful and unhelpful behaviour in the playground and in the classroom. The pupils will use this knowledge to explore ways to challenge unhelpful behaviour in a positive way. They will discuss how their behaviour can affect others.
<b>Knowledge and/or Skills Covered</b>		
<u>Personal –</u> Appreciation of "human creativity and achievement: Show signs of enjoyment <u>Social -</u> Communication: Share their opinions on things that matter to them Offer feedback to others Collaboration including Conflict Management: Play with others, rather than alongside them	<u>Personal –</u> Self-awareness: Make simple comments about good and not-so-good feelings Trustworthiness, honesty, integrity: With support, make choices based on an understanding of right and wrong (e.g. follow the class rules) Adaptability including Resilience and Perseverance: With support, tackle a challenge until it is resolved	<u>Personal –</u> Self-awareness: Make simple comments about good and not-so-good feelings Self-control of behaviour: Recognise that their actions may have negative consequences Self-confidence: List some positives about themselves

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<p><u>Health –</u> Self-care: Recognise what they like and dislike, and how these can have good and not-so-good consequences</p>	<p><u>Social –</u> Discernment: Make simple comments about trust e.g. naming a trusted adult Building bonds: Recognise when people are being unkind to them or others Accepting advice: Follow the advice of others Communication: Share their opinions on things that matter to them Offer feedback to others</p> <p><u>Health –</u> Risk assessment/management: Be able to identify a few basic hazards and risks e.g. sharp objects</p>	<p>Trustworthiness, honesty, integrity: With support, make choices based on an understanding of right and wrong (e.g. follow the class rules) Adaptability including Resilience and Perseverance: With support, tackle a challenge until it is resolved Appreciation of “human creativity and achievement: Show signs of enjoyment</p> <p><u>Social –</u> Respect: Start to show respect through their actions e.g. following class rules Empathy: Identify the differences and similarities between people in a polite way Building bonds: Recognise when people are being unkind to them or others Collaboration including Conflict Management: Play with others, rather than alongside them Recognise that resorting to violence is never right Communication: Share their opinions on things that matter to them</p>
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### **National Curriculum Attainment Targets**

<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (Health Education, Mental Wellbeing). The characteristics and mental and physical benefits of an active lifestyle (Health Education, Physical health and fitness). How and when to seek support including which adults to speak to in school if they are worried about their health (Health Education, Physical health and fitness). Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage (Health Education, Health and prevention).</p>	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (Relationship Education, Families and people who care for me). How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed (Relationship Education, Caring friendships). The importance of permission-seeking and giving in relationships with friends, peers and adults (Relationship Education, Respectful friendships). What sorts of boundaries are appropriate in friendships with peers and others including in a digital context (Relationship Education, Being safe). About the concept of privacy and the implications of it for both children and adults; including that it is not</p>	<p>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 (Relationship Education, Caring relationships). 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 (Relationship Education, Respectful relationships). Practical steps they can take in a range of different contexts to improve or support respectful relationships (Relationship Education, Respectful relationships). The importance of self-respect and how this links to their own happiness. (Relationship Education, Respectful relationships).</p>
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	<p>always right to keep secrets if they relate to being safe (Relationship Education, Being safe).</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (Relationship Education, Being safe).</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult (Relationship Education, Being safe).</p> <p>How to ask for advice or help for self and for others, and to keep trying until they are heard (Relationship Education, Being safe).</p>	
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<b>Important Vocabulary</b>		

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<u>Spring 2</u> <i>Drug, alcohol and tobacco education</i>	<u>Summer 1</u> <i>Mental health and emotional wellbeing</i>	<u>Summer 2</u> <i>Careers, financial capability and economic wellbeing</i>
<b>Enquiry Questions</b>		
Which substances can be harmful to our bodies?	What different feelings can you experience?	What do people do with money?
<b>Outcomes</b>		
Pupils look at pictures of different substances found around home and school and identify whether they are good or not so good (harmful) to bodies – sorting pictures and/or write a simple phrase.	Pupils are given different situations e.g. birthday party, an argument, spiders. Pupils to draw/write how they feel in this situation.	Role play activity – buying and selling
<b>Linked Texts</b>		
N/A	Angry Arthur by Haiwyn Oram Lost and found by Oliver Jeffers The Very Lonely Firefly by Eric Carle	Charlotte's Piggy bank by David McGee Little Croc's purse by Lizzie Finlay My rows and piles of coins by Tolowa M Mollet
<b>Linked Experiences</b>		
N/A		
<b>Overview</b>		
In this unit pupils learn about what can go into bodies and how it can make people feel. They will recognise that different things that go into bodies can make people feel good or not so good. Pupils will identify whether a substance might be harmful to take in and know how to ask for help if they are unsure whether something should go into the body. Pupils will then learn about what can go on to bodies and how it can make people feel. They will understand that substances can be absorbed through the skin. Using this knowledge, pupils will explore some basic safety rules for things that go on to the body.	In this unit pupils will learn about different types of feelings, naming good and not-so-good feelings. They will recognise that people may feel differently about the same situation and can identify how different emotions look and feel in the body. They will then learn about managing different feelings, recognising that some feelings can be stronger than others. Pupils will learn about change or loss and how this can feel. They will give examples of when people might experience change or loss and describe how they might feel during this time. They will explore what they can do to help themselves or someone else who may be feeling unhappy.	In this unit pupils will learn about where money comes from and making choices when spending money. They will understand that people get money in different ways and recognise that people make choices about what to buy. The pupils will develop the understanding that they may not always be able to have all the things they want. Pupils will then learn about saving money and how to keep it safe. They will understand why people might want to save their money and can say how it feels to save for something you really want. Pupils will recognise where money is stored to keep it safe and some places are safer than others. Pupils will learn about the different jobs people do, recognising that both men and women are able to do a range of jobs.
<b>Knowledge and/or Skills Covered</b>		
<u>Personal –</u> Self-awareness: Make simple comments about good and not-so-good feelings Self-control of behaviour: Recognise that their actions may have negative consequences Trustworthiness, honesty, integrity:	<u>Personal –</u> Self-awareness: Make simple comments about good and not-so-good feelings <u>Social –</u> Respect: Start to show respect through their actions e.g. following class rules Empathy:	<u>Personal –</u> Self-control of behaviour: Recognise that their actions may have negative consequences Trustworthiness, honesty, integrity: With support, make choices based on an understanding of right and wrong (e.g. follow the class rules) <u>Economics –</u>

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<p>With support, make choices based on an understanding of right and wrong (e.g. follow the class rules)</p> <p><u>Social –</u> Communication: Share their opinions on things that matter to them Offer feedback to others</p> <p><u>Health –</u> Self-care: Recognise what they like and dislike, and how these can have good and not-so-good consequences Show some basic self-care skills, e.g. flushing a toilet, washing hands Risk assessment/management: Be able to identify a few basic hazards and risks e.g. sharp objects.</p>	<p>Identify the differences and similarities between people in a polite way Accepting advice: Follow the advice of others Communication: Share their opinions on things that matter to them Offer feedback to others</p> <p><u>Health –</u> Self-care: Recognise what they like and dislike, and how these can have good and not-so-good consequences</p>	<p>Money: Know about where money comes from and making choices when spending money. Know about saving money and how to keep it safe. Career: Know about the different jobs people do.</p>
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### National Curriculum Attainment Targets

<p>N/A</p>	<p>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 (Health Education, Mental Wellbeing) 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 (Health Education, Mental Wellbeing) Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions including issues arising online (Health Education, Mental Wellbeing)</p>	<p>N/A</p>
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### Important Vocabulary

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