

Year 1 – PSHE Curriculum Map

<b>AUTUMN</b>	<b>Relationships</b>	<p><b><u>Be Yourself:</u></b> This unit is inspired by the idea of having that confidence to ‘be yourself’ can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feeling and emotions and explore the importance of sharing their thoughts and feelings.</p>
		<ul style="list-style-type: none"> <li>• identify their own special traits and qualities;</li> <li>• identify and name common feelings;</li> <li>• select times and situations that make them feel happy;</li> <li>• talk about what makes them feel unhappy or cross;</li> <li>• explain how change and loss make them feel;</li> <li>• understand the importance of sharing their thoughts and feelings.</li> </ul>
<b>AUTUMN</b>	<b>Health and Wellbeing</b>	<p><b><u>Safety First</u></b> In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.</p>
		<ul style="list-style-type: none"> <li>• identify some everyday dangers;</li> <li>• understand some basic rules that help keep people safe;</li> <li>• know what to do if they feel in danger;</li> <li>• identify some dangers in the home;</li> <li>• identify some dangers outside;</li> <li>• identify which information they should never share on the Internet;</li> <li>• know that their private body parts are private;</li> <li>• recall the number to call in an emergency;</li> <li>• list some people who can help them stay safe.</li> </ul>
<b>SPRING</b>	<b>Living in the Wider World</b>	<p><b><u>Diverse Britain</u></b> This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.</p>

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		<ul style="list-style-type: none"> <li>• identify groups and communities that they belong to;</li> <li>• explain how to be a good neighbour;</li> <li>• pick out things that harm and things that help a neighbourhood;</li> <li>• describe what it is like to live in Britain;</li> <li>• identify similarities and differences between British people;</li> <li>• talk about what makes them feel proud of being British.</li> </ul>
	Relationships	<p><u>VIPs</u> This unit explores the Very Important Persons (VIPs) in children’s lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.</p> <ul style="list-style-type: none"> <li>• explain who the special people in their lives are;</li> <li>• talk about the importance of families;</li> <li>• describe what makes someone a good friend;</li> <li>• know how to resolve an argument in a positive way;</li> <li>• know the skills involved in successful cooperation;</li> <li>• identify a way to show others that they care.</li> </ul>
SUMMER	Health and Wellbeing	<p><u>It’s My Body</u> The It’s My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p> <ul style="list-style-type: none"> <li>• explain how much sleep they need;</li> <li>• discuss why exercise is good for them;</li> <li>• understand they can choose what happens to their bodies;</li> <li>• list healthy snacks;</li> <li>• know to ask a trusted adult if uncertain about whether something is safe to eat or drink;</li> <li>• demonstrate hygienic ways to look after their bodies.</li> </ul>
	Living in the Wider World	<p><u>One World</u> This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children’s family life, homes and school from around the world which are</p>

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different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.

- talk about special people in their life and say why they are special;
- talk about different homes around the world and identify how they are the same as and different from their own;
- describe what their school is like;
- explain what an environment is;
- explain what natural resources are and identify how people use them;
- say what they love about the world in which they live and describe how they would feel if these things disappeared