



## Year 1 - PSHRE

Autumn 1	Spring 1	Summer 1
<p>LWW</p> <ul style="list-style-type: none"> <li>To understand the reason why we have rules.</li> <li>To understand rules as expectations.</li> <li>To agree and follow rules for a group and the classroom.</li> <li>To recognise why rules and expectations are important.</li> <li>To understand the reason why we have rules/ expectations.</li> <li>To know how to contribute to class life.</li> <li>To take turns.</li> <li>To agree to and follow rules for a collaborative game.</li> </ul> <p>HWB</p> <ul style="list-style-type: none"> <li>To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>To know that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>To know the importance of using the internet safely.</li> </ul> <p>R</p> <ul style="list-style-type: none"> <li>To know the importance of self-respect and how this links to personal happiness.</li> <li>To know the characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>To develop positive relationships with peers.</li> </ul>	<p>HWB</p> <ul style="list-style-type: none"> <li>To eradicate germs and the spread of diseases by washing hands.</li> <li>To understand how germs spread infections and diseases.</li> <li>To know about where vegetables and fruit grow.</li> <li>To make simple choices that improve our health and well-being e.g. healthy eating.</li> <li>To understand the need for protein as part of a balanced diet.</li> <li>To recognise which types of food are healthy.</li> <li>To make positive real-life choices.</li> <li>To understand the need for physical activity to keep healthy.</li> <li>To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health.</li> </ul> <p>R</p> <ul style="list-style-type: none"> <li>To know the importance of respecting others, even when they are very different from us (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p>R</p> <ul style="list-style-type: none"> <li>To recognise what is kind and unkind behaviour.</li> <li>To know that families are important for children growing up because they can give love, security and stability.</li> <li>To identify our special people and what makes them special.</li> </ul> <p>LWW</p> <ul style="list-style-type: none"> <li>To understand that people and other living things have needs and that we have responsibilities to meet them.</li> <li>To understand about responsibility to others.</li> <li>To understand the concept of 'borrowing'.</li> <li>To show responsibility to others.</li> <li>To understand the importance of sharing.</li> <li>To know that everyone has a responsibility to consider the needs of others.</li> </ul>



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<p>To recognise that family and friends should care for each other.</p> <p>To know that in school and in wider society we can expect to be treated with respect by others, and that in turn we should show due respect to others, including those in positions of authority.</p> <p>To understand the importance of making friends.</p> <p>To identify and respect the differences and similarities between people.</p>		
<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
<p>R</p> <p>To learn about the conventions of courtesy and manners.</p> <p>To recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>To recognise and communicate feelings to others.</p> <p>To share our views.</p> <p>To recognise, name and deal with our feelings in a positive way.</p> <p>To know 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>To take part in discussions with one other person and the whole class.</p>	<p>R</p> <p>To know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</p> <p>To know about bullies and bullying behaviour.</p> <p>To understand that bullying is wrong.</p> <p>To understand that name-calling is hurtful and avoidable.</p> <p>To take part in discussions with the whole class.</p> <p>To recognise how their behaviour affects other people.</p> <p>To understand what is and what is not bullying behaviour.</p> <p>HWB</p> <p>To know the difference between secrets and surprises.</p> <p>To understand when not to keep adults' secrets.</p> <p>To understand that it is acceptable to say no.</p>	<p>HWB</p> <p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>To understand the importance of sun safety.</p> <p>To know how to keep safe in the sun.</p> <p>To know rules for, and ways of, keeping safe, including basic road safety and about people who can help us to stay safe.</p> <p>To develop an awareness of the Green Cross Code.</p> <p>LWW</p> <p>To understand where money comes from</p> <p>To recognise notes and coins.</p> <p>To understand the role of money in our society.</p> <p>To understand why it is important to keep money safe.</p>



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<p>To understand that it is important to share our opinions and to be able to explain our views. To listen to other people and play and work co-operatively. HWB To know that 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. To learn about making positive choices and how they can lead to happiness. To recognise, name, manage and express feelings in a positive way.</p>	<p>To know where and how to seek support (including recognising the triggers for seeking support), including to whom in school we should speak if we are worried about our own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). To know who to go to for help and advice.</p>	
<b>Autumn Safe Zone</b>	<b>Spring Safe Zone</b>	<b>Summer Safe Zone</b>
<p>To explain why work created using technology belongs to me. To save my work so that others know it belongs to me.  To recognise that there are many people online who could make me feel sad, embarrassed or upset. To give examples of when to speak to an adult I trust if something makes me feel sad, embarrassed, uncomfortable or worried. To describe how to behave online. To explain why it is important to be considerate and kind to people online. To use the internet with adult support to communicate with people I know.</p>	<p>To use the internet to find things out. To use simple key words in search engines. To describe and demonstrate how to get help from a trusted adult or helpline if I find content I don't like.  To recognise more detailed examples of information that is personal to me. To explain why I should ask a trusted adult before I share information about myself online. To explain how passwords can protect information and devices.</p>	<p>No safe zone units this term.</p>



Vocabulary					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engage with, Talk about, Explore, Ask questions, Recognise, Listen and respond, Find out about, Identify, Hear and respond, Listen to, Find out about					
rules difference expectations community environment negative harassment self-respect attitude authority responsibility truthfulness trustworthiness kindness generosity decision making collaborative	consideration positive feelings nervous surprise fear recognise fear sensitive others co-operative listen opinion reflect	healthy eating germs infections diseases improve health and well-being positive life changes benefits exercise fair right wrong respect similarities differences real-life choices improve	impact bullying name-calling responsibilities by-standers impulsive considered behaviour peer pressure positive negative secrets surprises risks safety	attitude behaviour influence positive relation-ships reflect respect rules views opinions consideration decision-making independently collaboratively	responsibility safety risk Green Cross Code road safety workplace money spending
Safe Zone Vocabulary					
Keywords, Search engine, Technology, Ownership, Folder, Trusted adult, Empathy					
I will learn...					
How their behaviour affects other people.  How to recognise right and wrong, what is fair and unfair and explain why.  How to recognise the	How to recognise, name and manage their feelings in a positive way.  That my behaviour and that of others may influence people both	How to make simple choices that improve health and well-being e.g. healthy eating.  How to manage basic personal hygiene.	That there is a difference between impulsive and considered behaviour.  That there are different types of teasing and bullying, understand that bullying is wrong and	How to work independently and in groups, taking on different roles and collaborating towards common goals.  How to take the lead,	How to take responsibility for their own safety and the safety of others and be able to seek help in an emergency.  How to demonstrate basic road safety skills.



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<p>difference between good and bad choices.</p> <p>How to listen to, reflect on and respect other people's views and feelings.</p> <p>How to consider ways of looking after the school or community and how to care for the local environment.</p> <p>How to identify the importance of rules and be able to say why rules applying to them are necessary.</p> <p>How to express views and take part in decision-making activities to improve their immediate environment or community.</p> <p>How to take turns and share as appropriate.</p> <p>How to suggest rules that would improve things for the common good.</p> <p>How to recognise and respond to different issues</p>	<p>positively and negatively.</p> <p>How to identify and talk about their own and others' strengths and weaknesses and how to improve.</p> <p>Safe Zone - That information put online cannot be taken down and we need to think about how other people might feel before we comment about them.</p>	<p>How to recognise why healthy eating and physical activity are beneficial.</p> <p>How to recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health.</p> <p>How to reflect on the similarities and differences between people.</p> <p>Safe Zone - That not everything that they might see online is suitable for them and what to do if they find something that upsets them.</p>	<p>know how to get help to deal with bullying.</p> <p>How attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying.</p> <p>How to keep safe and how and where to get help.</p> <p>How to recognise what they like and dislike.</p> <p>Safe Zone - We must not put personal information online for others to see. If anyone asks for personal information online to tell a trusted adult so they can help.</p>	<p>prioritise actions and work independently and collaboratively towards goals.</p>	<p>How to recognise where money comes from and the choices people make to spend money on things they want and need.</p> <p>How to identify the different types of work people do and learn about different places of work.</p>
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<p>of safety relating to themselves and others and how to get help.</p> <p>How to use strategies to stay safe when using ICT and the internet.</p> <p>How to respond to challenges, including recognising, taking and managing risk.</p> <p>That there are people who care for and look after them.</p> <p>That there are different relationships that they have and why these are important.</p> <p>How to seek help from an appropriate adult when necessary.</p> <p>How to develop positive relationships through work and play, in groups and independently.</p> <p>How to recognise how attitude and behaviour,</p>					
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<p>including bullying, may affect others.</p> <p>Safe Zone - To be able to save, access and open a document. Understand that they don't have the right to access another pupil's file without their permission. They have to name their file to be able to find it again.</p>					
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