

The Grove Primary School: YEAR 1 PSHE overview (including RSE)

Year 1	Term 1: Me and My Relationships - Name a variety of different feelings and explain how these might make them behave. - Recognise that people's bodies and feelings can be hurt. - Give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this. - Know when they need help and who to go to for help. - Know a range of classroom rules and explain why we have them. Term 2: Valuing Difference - Describe ways in which people are similar as well as different. - Explain the difference between unkindness, teasing and bullying. - Explain some of their school rules and how those rules help to keep everybody safe. - Identify some of the people who are special to them. - Explain why things sometimes seem unfair, even if they are not. - Suggest ways they can show kindness to others. Term 3: Keeping Myself Safe - Understand that the body gets energy from food, water and air (oxygen); - Recognise that exercise and sleep are important parts of a healthy lifestyle. - Identify simple bedtime routines that promote healthy sleep. - Recognise emotions and physical feelings associated with feeling unsafe; - Identify people who can help them when they feel unsafe. - Understand what they can do if they have strong, but not so good feelings, to help them stay safe (e.g. sad - talk to someone). - Recognise the range of feelings that are associated with loss. - Give examples of how they keep themselves healthy. - Understand that medicines can sometimes make people feel better when they're ill; - Explain simple issues of safety and responsibility about medicines and their use. - Understand and learn the NSPCC PANTS rules so that they can name and know which parts should be private; - Explain the difference between appropriate and inappropriate touch; - Understand that they have the right to say "no" to unwanted touch; - Start thinking about who they trust and who they can ask for help. Term 4: Rights and Responsibilities - Recognise the importance of regular hygiene routines; - Sequence personal hygiene routines into a logical order. - Give examples of how they look after themselves and their environment - at school or at home. - Demonstrate responsibility in looking after something (e.g. a class pet or plant); - Explain the importance of looking after things that belong to themselves or to others. - Explain where people get money from; - List some of the things that money may be spent on in a family home. - Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). Term 5: Being my Best - Recognise what I can do if I find something difficult - Recognise the importance of fruit and vegetables in their daily diet; - Know that eating at least five portions of vegetables and fruit a day helps to maintain health. - Recognise that they may have different tastes in food to others; - Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; - Recognise which foods we need to eat more of and which we need to eat less of to be healthy. - Understand how diseases can spread; - Recognise and use simple strategies for preventing the spread of diseases. - Recognise that learning a new skill requires practice and the opportunity to fail, safely. - Demonstrate attentive listening skills. - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel. - Recognise how a person's behaviour (including their own) can affect other people.	
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Term 6: Growing and Changing

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them.
- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.
- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.
- Explain the difference between a secret and a nice surprise;
- Identify situations as being secrets or surprises;
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
- Identify and name the parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.