Year One

PSHE

(including RHE)

Curriculum

PORTER CROFT
Church of England Primary Academy

Here at Porter Croft, PSHE (personal, social, health and economic) education is a school curriculum subject through which children and young people acquire knowledge and skills to stay safe, be healthy (physical and mentally) and prepared for life, and work, in the modern world. Each PSHE unit is delivered over a series of lessons every half term, PSHE lessons are also where pupils will receive the statutory RHE (relationship and health education) content.

As a parent/carer you play a vital role in their personal and social development. Therefore, PSHE education should always be a partnership between schools and parents/carers. This guide will support you to contribute to your child's education outside of school.

The PSHE curriculum is organised into three themes: 'health and wellbeing'; 'relationships', and 'living in the wider world' (which focusses on careers, media literacy and economic wellbeing). Topics in lessons include age-appropriate teaching about healthy lifestyles (e.g. diet, fitness and maintaining good mental health); relationships, including friendships and families; personal safety (including online); growing and changing; study skills; media literacy and digital resilience (including how to recognise fake news); managing risk and personal safety; money, careers and preparing for the world of work.

In addition to the PSHE curriculum, we also use Project EVOLVE (a national online safety scheme of work) to supplement pupils' knowledge and skills and ensure pupils are equipped to keep themselves safe online. Project EVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives.

The information in this booklet includes details of what is covered and an outline of the planned curriculum for each year group. This will give you an overview of what your child is being taught, and what is considered age-appropriate for them to be learning.

	Identity and Diversity		Sustainable Development		Globalisation and interdependence	
Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Community	Mental health **M1** Where do feelings come from? **M3** What helps me to be happy?	Friends **F1** Who is my friend? **F2** What makes a good friend?	Physical **P1** How do I help my body stay healthy? **P2** How do I decide what to eat?	Family **Fa1** Who's in my family? **Fa2** Do families always stay the same?	Growing Up **P3** How do we stop getting ill? **P4** How do I stay safe?

Some of the content learnt in Project EVOLVE may be covered in more than one term

Project Evolve	Self-image and identity	online relationships	Online bullying	Privacy and security	Online reputation	Managing online information	Health, wellbeing and life style	Copy right and ownership

Identity and Diversity

Autumn 1

I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.

<u>Outcome Criteria</u>
- I can recognise that there may be people online who could make me feel sad, embarrassed or upset.
- I know when I should ask an adult for help with things online that upset me.
- I can give examples of different adults I can ask for help.

If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.

<u>Outcome Criteria</u>
- I can recognise that there may be people online who could make me feel sad, embarrassed or upset.
- I know when I should ask an adult for help with things online that upset me.
- I can give examples of different adults I can ask for help.

Autumn 2

PSHE Unit: Mental health

M1 Where do feelings come from?
Objectives
1. Understand that we have a range of emotions, depending on our experiences and situations
2. Know what to do when we experience strong emotions
3. Build language to talk about feelings
Key vocabulary
Angry, happy, nervous, scared, sad, calm, surprised

<u>*PSHE links*</u>
H11. about different feelings that humans can experience
H12. how to recognise and name different feelings
H16. about ways of sharing feelings; a range of words to describe feelings
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

M3 What helps me to be happy?
Objectives
1. Understand the connection between their actions and the feelings of themselves and others
2. Discover how our choice of activities can affect our happiness
Key vocabulary
feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors

<u>*PSHE links*</u>

H17. *about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)*

H19. *to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it*

H23. *to identify what they are good at, what they like and dislike*

H21. *to recognise what makes them special*

H22. *to recognise the ways in which we are all unique*

H11. *about different feelings that humans can experience*

H12. *how to recognise and name different feelings*

H16. *about ways of sharing feelings; a range of words to describe feelings*

H18. *different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good*

Project Evolve (Online Safety) Unit: Online relationships

I can give examples of when I should ask permission to do something online and explain why this is important.

<u>Outcome Criteria</u>

- Understand how to ask permission to use technology/do something online.
- Understand how to ask permission to do something that affects someone else online.
- Give examples of situations where permission must always be sought.

I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).

<u>Outcome Criteria</u>

- I can name the people I know and how I know them, describing what they are like.
- I can describe how I might use the internet to communicate with family or close friends
- I understand and can describe why I might need some help from an adult when doing this.

I can explain why it is important to be considerate and kind to people online and to respect their choices.

<u>Outcome Criteria</u>

- I understand what being considerate/kind means
- I can describe what someone might feel like if you were unkind to them
- I can describe ways in which I can try to be kind both offline and online.
- I can explain why it is important to be considerate and kind to people online and to respect their choices

I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

<u>Outcome Criteria</u>

- I can explain what I like and dislike and give reasons
- I can explain what I like, dislike and find funny and sad online
- I can understand that different people may have different reactions to different things online

Spring 1

F1 Who is my friend?

Objectives

1. Understand that there is a difference between close friends, friends, acquaintances and strangers

Key vocabulary
Friend, family, stranger, acquaintance, member of my community

PSHE links
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
R2. to identify the people who love and care for them and what they do to help them feel cared for

F2 What makes a good friend?

Objectives

1. Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.
2. Understand that difference can be a positive thing in our relationships

Key vocabulary
Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team

PSHE links
H16. about ways of sharing feelings; a range of words to describe feelings
R22. about how to treat themselves and others with respect; how to be polite and courteous
R25. how to talk about and share their opinions on things that manner to them
R24. how to listen to other people and play and work cooperatively
R6. about how people make friends and what makes a good friendship

Project Evolve (Online Safety) Unit: Online bullying

I can describe how to behave online in ways that do not upset others and can give examples.

Outcome Criteria
- Recognise that certain behaviours online can upset others.
- Give examples of behaviours that are unlikely to upset others.
- Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)

Project Evolve (Online Safety) Unit: privacy and security

I can explain how passwords are used to protect information, accounts and devices.

Outcome Criteria
- Understand how passwords and PINs keep devices and information secure.
- Recognise some examples of strong and poor password practice.

I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).

Outcome Criteria
- Demonstrate the types of data that may be personal to you.
- Able to articulate under what conditions I would ask an adult for help.

I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Outcome Criteria
- Demonstrate the types of data that may be personal to you.
- Able to articulate under what conditions I would ask an adult for help.

Spring 2

P1 How do I help my body stay healthy?

Objectives
1. Understand that active lifestyles including regular exercise can keep our bodies more healthy
2. Appreciate that some people live with disabilities or are differently abled and that
3. Understand that we can't always have healthy bodies, because sometimes we get ill or injured

Key vocabulary
Exercise, diet, sleep, brushing, teeth

PSHE links
H1. about what keeping healthy means; different ways to keep healthy
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H10. about the people who help us to stay physically healthy
Link with KS1 Science Programme of Study
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

P2 How do I decide what to eat?

Objectives
1. Identify the components of a balanced diet

Key vocabulary
Diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher

PSHE links
H2. about foods that support good health and the risks of eating too much sugar

I can recognise that information can stay online and could be copied.

Outcome Criteria

- I understand that information that is shared online can stay there for a very long time
- I know that information can copied off the internet
- I understand that information about me can be copied by others

I can describe what information I should not put online without asking a trusted adult first.

Outcome Criteria

- I know that I should not share my personal information online
- I can name different types of personal information that can be shared (photos, text, video)
- I can name 3 adults that can help me if I am unsure about information I want to share

Summer 1

PHSE unit:Family

Fa1 Who's in my family?
Objectives
1. Understand that families are made up of a special group of people, which changes gradually over time.
2. Understand that these people are all connected in different ways, and that these connections are important

Key vocabulary
People, roles, change, loss

PSHE Links
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
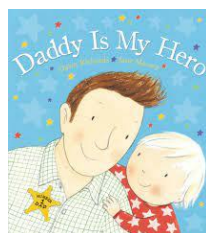*R2. to identify the people who love and care for them and what they do to help them feel cared for*
R4. to identify common features of family life

Fa2 Do families always stay the same?
Objectives
1. Understand how changes and events can influence our feelings

Key vocabulary
Change, moving, forever, feelings

PSHE links
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Project Evolve (Online Safety) unit: Managing online information

I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.

Outcome Criteria
- I can give simple examples of how to find information (e.g. search engine, voice activated searching).
- I can use the internet to find things out.

I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.

Outcome Criteria

- I know that we can encounter a range of things online including things we like and don't like.
- I know that we can encounter things online which are real or make believe / a joke.
- I know I can get help if I see content that makes me feel sad, uncomfortable, worried or frightened.
- I know how to get help from a trusted adult.

I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

Outcome Criteria
- I know that we can encounter a range of things online including things we like and don't like.
- I know that we can encounter things online which are real or make believe / a joke.
- I know I can get help if I see content that makes me feel sad, uncomfortable, worried or frightened.
- I know how to get help from a trusted adult.

Summer 2

P3 How do we stop getting ill?
P4 How do I stay safe?
Objectives
1. Understand how to stay healthy
2. Know what medicines are and what they are for
3. Who gives us medicines?

PHSE Unit: Health, Well-being and Lifestyle

I can explain rules to keep myself safe when using technology both in and beyond the home.

Outcome criteria

- Tell you the rules around their own use of technology in and beyond the home.
- Explain why these rules help keep them safe.
- Identify rules that apply to safety and rules that apply to health/well-being
- Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with)

Project Evolve (Online Safety) Unit :Copy write and ownership

I can explain why work I create using technology belongs to me

Outcome Criteria

- Recognise that objects and work can belong to them.
- Demonstrate how and why they own digital work they have created.
- Explain why digital work belongs to them

I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'')

Outcome Criteria

- Recognise that objects and work can belong to them.
- Demonstrate how and why they own digital work they have created.
- Explain why digital work belongs to them

I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).

Outcome Criteria

- Understand the benefits of naming my electronic work.
- Demonstrate ways of naming files to help me find them late

I understand that work created by others does not belong to me even if I save a copy

Outcome Criteria

- Understand the benefits of naming my electronic work.
- Demonstrate ways of naming files to help me find them later.