

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Spring 1



Unit: Diversity and Communities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>difference – not the same as</p> <p>stereotype - a standardized and usually oversimplified and inaccurate conception held in common by many people.</p> <p>gender - the sex of a person or animal</p> <p>religious belief – the religion that a person chooses to believe in</p> <p>culture - the language, customs, ideas, and art of a particular group of people</p> <p>tradition - the handing down of a culture's beliefs and customs from parents to children over many years.</p>	<p>What a sense of identity is.</p> <p>What similarities and differences between people can be and why these are a good thing.</p> <p>What gender is that sometimes people have views about what boys and girls should have and do.</p> <p>That men and women do a range of jobs.</p> <p>How to express their family's structure, traditions, culture and beliefs and recognise that other families are different.</p>	<p>What builds their sense of identity through exploring similarities and differences.</p> <p>Perceptions of gender may limit personal expression and choice.</p> <p>Different family structures.</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Describe some aspects of their identity, and recognise some similarities and differences between themselves and others.</p> <p>Know about some similarities and differences in people's lifestyles, including different groups people belong to.</p>

<p>respect – to show consideration for the feelings, wishes, or rights of others</p> <p>benefit - anything that does someone good or gives an advantage.</p> <p>community - a group of people who live close together or have shared interests.</p> <p>family structure – the make up of a family</p> <p>media – the collective name for the main means of mass communication (broadcasting, publishing, and the internet)</p>	<p>To recognise different groups they belong to and the different backgrounds of people they know.</p> <p>What a stereotype is.</p> <p>About ways that people might be affected by stereotyping.</p> <p>About people who help different groups in their community.</p> <p>About the role of the media in their local community.</p>	<p>The different groups within their community that they belong to and the benefit of belonging to these.</p> <p>To understand that people come from different backgrounds and what these might be.</p> <p>How people might be affected by stereotypes.</p> <p>Who helps people in their community.</p> <p>What the media is and how this can affect people in their community.</p>	<p>Describe places in their community, how they and others might use them, and who is available to help them.</p> <p>Understand how they can help look after the school environment, and make a contribution to doing so.</p> <p>Know what animals and plants need to survive and how they can help look after them.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Spring 2



Unit: Personal Safety



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Early Warning Signs – your mind and body’s way of showing you that something is not right/ safe</p> <p>physical – of the body</p> <p>Network of Support – the people around you who you can trust and ask for help</p> <p>trust – to believe that someone is safe and reliable and won’t harm you</p> <p>adult – some over the age of 18</p> <p>unwanted – not wanted</p> <p>worry - to feel anxious, troubled, or uneasy</p>	<p>How to identify different feelings and tell others how they feel.</p> <p>What an Early Warning sign is.</p> <p>What a trusted adult is and who theirs are.</p> <p>Who I could talk with if I have a worry or need to ask for help.</p> <p>How to recognise which school/classroom rules are about helping people to feel safe.</p> <p>How to identify private body parts.</p> <p>That their body belongs to them and to be able to say ‘no’ to unwanted touch.</p>	<p>Different strategies to identify their own feelings and the feelings of others</p> <p>How to name my own Early Warning Signs.</p> <p>How to recognise which adults and friends I can trust.</p> <p>The benefits of talking to someone if they have a worry or need help.</p> <p>Why classroom rules are in place.</p> <p>What their private body parts are.</p> <p>That they can say no to unwanted touch.</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>OR Online Relationships</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Identify different feelings and tell others how they feel</p> <p>Name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe</p>

<p>feelings – emotions</p> <p>online - connected to or reached through a computer or computer network. On the Internet.</p> <p>private body parts – the parts of the bodies covered by their underwear. Male – penis, testicles. Female -vagina, breasts bottom</p>	<p>What they could do if they feel worried about a secret.</p> <p>What they could do if a friend or someone in my family isn't kind to me.</p> <p>What they could do if something worries or upsets them when they are online.</p>	<p>What the differences are between secrets that are ok and secrets that might be worrying. What they can do if they are worried about a secret.</p> <p>Who can help them if they are worried about something online.</p>	<p>Know who they could talk with if they have a worry or need to ask for help</p> <p>Identify private parts of the body and say 'no' to unwanted touch</p> <p>Know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online.</p>
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