

# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Summer 1



Unit: Relationship and Sex Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>clean</b> – not dirty or stained</p> <p><b>same</b> – being identical</p> <p><b>similar</b> – having a resemblance or likeness</p> <p><b>different</b> – not the same</p> <p><b>unique</b> – the only one of its type</p> <p><b>special</b> – different from others; unique</p> <p><b>responsibility</b> - expected to take care of particular duties and jobs.</p> <p><b>birth</b> – being born</p> <p><b>death</b> – the end of life in a living thing</p>	<p>The main external parts of the bodies of humans, including names for sexual parts.</p> <p>What their bodies can do.</p> <p>They have responsibility for their body's actions and that their body belongs to them</p> <p>How to keep themselves clean.</p> <p>The importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.</p>	<p>The names of different external body parts. Eg. leg, stomach etc.</p> <p>The different things that their bodies can do.</p> <p>They have responsibility for their body's actions and that their body belongs to them</p> <p>What it means to keep themselves clean and how to do this</p> <p>Why we need to carry out basic hygiene practises.</p>	<p><b>Relationships Education:</b></p> <p><b>BS Being Safe</b></p> <p><b>Health Education:</b></p> <p><b>HP Health &amp; Prevention</b></p> <p>Recognise names for the main external parts of the body</p> <p>Name the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults</p> <p>Describe what their bodies can do and understand how amazing their body is</p>

<p><b>male</b> – masculine sex – men, boys.  <b>female</b> – female sex – women, girls.</p> <p><b>man</b> – adult male human being</p> <p><b>woman</b> – adult female human being</p> <p><b>teenager</b> – human being age 13 – 18</p> <p><b>adult</b> – grown up human being. Aged 18 and over.</p> <p>external body parts – eg. stomach, chest, leg.</p>			<p>Show some understanding that their body belongs to them</p> <p>Describe some basic personal hygiene routines and understand how these can prevent the spread of disease.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Summer 1 and 2



Unit: Drug Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>drug</b> - a substance used to cure or heal; medicine. If misused, a drug can cause harm</p> <p><b>medicine</b> - a drug or other substance used to treat a disease, injury, pain, or other symptoms</p> <p><b>legal</b> – allowed by law</p> <p><b>illegal</b> – not allowed by law</p> <p><b>immunisation</b> – an injection to make someone immune to a disease.</p> <p><b>immune</b> – protect from a disease</p> <p><b>alcohol</b> – a drink containing alcohol</p>	<p>Basic information about how substances enter the body and their effects.</p> <p>About attitudes towards medicines – how they can be helpful and their possible risks.</p> <p>About attitudes towards health professionals.</p> <p>Reasons why many people have injections, including childhood immunisations.</p> <p>Recognise that there are ways to feel good and better without taking medicines</p>	<p>What a drug is and how drugs can enter the body</p> <p>What a medicine is</p> <p>The possible risks that come with medicines</p> <p>Who is in charge of the medicines that they take</p> <p>What immunisations are and how they help people</p> <p>How to make themselves feel better without taking medicines. When these are appropriate</p>	<p><b>Health Education:</b></p> <p><b>DAT Drugs, Alcohol &amp; Tobacco</b></p> <p><b>HP Health &amp; Prevention</b></p> <p><b>MW Mental Wellbeing</b></p> <p>Show a basic understanding of how things can get in the body and that some can be helpful and some can be harmful</p> <p>Show awareness of safety rules concerning medicines and be able to name people who could help them take them safely</p> <p>Understand that many people have injections and suggest some</p>

<p><b>consequence</b> – the result of doing something</p> <p><b>misuse</b> - a wrong or incorrect use</p> <p><b>substance</b> – drugs or alcohol</p>	<p>That all drugs and many household substances can be harmful if they are used incorrectly.</p> <p>How to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'</p> <p>How to recognise persuaders and pressure in risky situations.</p>	<p>All drugs and many household substances can be harmful if they are used incorrectly.</p> <p>There are some substances that can pose risks and how to ask for help and advice</p>	<p>reasons why</p> <p>Understand that there can be alternatives to medicine use to feel Better</p> <p>Recognise simple risks and suggest ways of managing given scenarios.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 1

Term: Summer 2



Unit: Managing Change



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>loss</b> – the feeling of grief after losing someone close to them</p> <p><b>change</b> – when something becomes different</p> <p><b>strategy</b> – a plan</p> <p><b>grief</b> – great sadness</p> <p><b>emotions</b> - a strong feeling such as joy, hatred, sorrow, or fear. When one feels an emotion, there are physical changes such as an increase in pulse, crying, or trembling</p> <p><b>support</b> - to help during a time of trouble or stress</p>	<p>They are growing and that their achievements, skills and responsibilities are changing.</p> <p>That there are changes they can choose for themselves and changes they cannot do anything about.</p> <p>Some of the emotions that may be felt in situations involving the loss of special possessions.</p> <p>Strategies for coping with difficult emotions.</p>	<p>As they grow, their responsibilities, skills and achievements may change</p> <p>Some changes we can choose and some we cannot</p> <p>What they can do to cope with difficult emotions</p>	<p><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p>Talk about ways in which they have changed since they were babies as well as identifying recent achievements</p> <p>Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't</p> <p>Identify changes that they or other children might experience in their lives</p>

			<p>Name some emotions they or others might feel at particular times of change</p> <p>Suggest some strategies they might use to cope with times of change, including approaching others for help</p> <p>Know that change can be positive and something to look forward to</p>
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