

KS1 PSHE Whole School Curriculum Map Year B

Key question	Topic	In this unit of work, pupils learn...
	Class rules	
Autumn 1 What makes a good friend?	Relationships – Friendship; feeling lonely; managing arguments PoS refs: R6 - about how people make friends and what makes a good friendship R7 - about how to recognise when they or someone else feels lonely and what to do R8 - simple strategies to resolve arguments between friends positively R9 - how to ask for help if a friendship is making them feel unhappy R25 - how to talk about and share their opinions on things that matter to them	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 What is bullying? Anti-bullying week	Relationships - Behaviour; bullying; words and actions; respect for others PoS refs: R10 - that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11 - about how people may feel if they experience hurtful behaviour or bullying R12 - that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16 - about how to respond if physical contact makes them feel uncomfortable or unsafe R17 - about knowing there are situations when they should ask for permission and also when their permission should be sought R21 - about what is kind and unkind behaviour, and how this can affect others R22 - about how to treat themselves and others with respect; how to be polite and courteous R24 - how to listen to other people and play and work cooperatively R25 - how to talk about and share their opinions on things that matter to them	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including <ul style="list-style-type: none"> • online, to a trusted adult and the importance of doing so
Spring 1 What jobs do people do?	Living in the wider world - People and jobs; money; role of the Internet PoS refs: L15 - that jobs help people to earn money to pay for things L16 - different jobs that people they know or people who work in the community do L17 - about some of the strengths and interests someone might need to do different jobs	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and

Right Start training in Forest School Slot	<p>L7 - about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8 - about the role of the internet in everyday life</p>	everyday life
<p>Spring 2</p> <p>What helps us to stay safe?</p>	<p>Health and wellbeing - Keeping safe; recognising risk; rules</p> <p>PoS refs:</p> <p>H28 - about rules and age restrictions that keep us safe</p> <p>H29 - to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30 - about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31 - that household products (including medicines) can be harmful if not used correctly</p> <p>H32 - ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34 - basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R14 - that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R16 - about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18 - about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19 - basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20 - what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>L1 - about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L9 - that not all information seen online is true</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across • something that scares or concerns them
<p>Summer 1</p> <p>What helps us grow and stay healthy?</p>	<p>Health and wellbeing - Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs:</p> <p>H1 - about what keeping healthy means; different ways to keep healthy</p> <p>H2 - about foods that support good health and the risks of eating too much sugar</p> <p>H3 - about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4 - about why sleep is important and different ways to rest and relax</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know

	<p>H8 - how to keep safe in the sun and protect skin from sun damage</p> <p>H9 - about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>when to take a break from screen-time</p> <ul style="list-style-type: none"> • how sunshine helps bodies to grow and how to keep safe and well in the sun
<p>Summer 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing - Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs:</p> <p>H11 - about different feelings that humans can experience</p> <p>H12 - how to recognise and name different feelings</p> <p>H13 - how feelings can affect people's bodies and how they behave</p> <p>H14 - how to recognise what others might be feeling</p> <p>H15 - to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16 - about ways of sharing feelings; a range of words to describe feelings</p> <p>H17 - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>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</p> <p>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</p> <p>H20 - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H24 - how to manage when finding things difficult</p> <p>H27 - about preparing to move to a new class/year group</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and • how to ask for help when they need it