

PSHE Framework: Year 1

Non statutory	Citizenship Working Together	Ongoing throughout whole year
Autumn 1 Non statutory	Myself and My Relationships Beginning and Belonging	<p>Taught in the first 3 weeks explicitly in relation to new classes, school elections, rules and routines and through collective worship.</p> <ul style="list-style-type: none"> Do I understand simple ways to make sure my school is a safe, happy place? How can I get to know the people in my class? How do I feel when I am doing something new? How can I make someone feel welcome in class? What helps me manage in new situations?
Non statutory	Citizenship Rights, Rules and responsibilities	<ul style="list-style-type: none"> Can I listen to other people, share my views and take turns?
	Whole school Safety Day	
Autumn 2	Healthy and Safer Lifestyles Relationships and sex education Links with science unit: Animals including humans	<ul style="list-style-type: none"> What are the names of the main parts of the body? What am I in charge of my actions and my body? Can I identify a trusted adult I can talk to about my body? (from RSE Year 3) How do I keep my body clean? How can I avoid spreading common illnesses and diseases?
	Myself and My Relationships Anti-bullying Whole school Anti-Bullying week objectives covered in YR 1 & 2	<ul style="list-style-type: none"> Why might people fall out with their friends? Can I describe what bullying is? Do I understand some of the reasons people bully others? Why is bullying never acceptable or respectful? How might people feel if they are being bullied? Who can I talk to if I have worries about friendship difficulties or bullying? How can I be assertive? Do I know what to do if I think someone is being bullied? How do people help me to build positive and safe relationships? <p>What does my school do to stop bullying?</p>
Spring 1	Myself and My Relationships Family & friends	<ul style="list-style-type: none"> Can I describe what a good friend is and does and how it feels to be friends? Why is telling the truth important? What skills do I need to choose, make and develop friendships? How might friendships go wrong, and how does it feel? How can I try to mend friendships if they have become difficult? What is my personal space and how do I talk to people about it? Who is in my family and how do we care for each other? Who are my special people, why are they special and how do they support me?
Spring 1&2 Summer 1&2 makes some places sacred?	Citizenship Diversity and Communities RE links -what does it mean to be part of a faith community. What	<ul style="list-style-type: none"> What makes me 'me' and you 'you'? Do all boys and girls like the same thing? What is my family like and how are other families different? What different groups do we belong to? What is a stereotype and can I give some examples? What does 'my community' mean and how does it feel to be part of it?

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Spring 2 & Summer 1	Healthy and Safer Lifestyles Managing Safety and Risk	<ul style="list-style-type: none"> • What is my name, address and phone number and when might I need to give them? • What is an emergency and who can help? • What are the benefits and risks for me in the sun and how can I stay safer? • What are the risks for me if I am lost and how can I get help? • How can I help to stop simple accidents from happening and how can I help if there is an accident? •
Summer 2	Myself and My Relationships Managing Change	<ul style="list-style-type: none"> • Taught during the last 2 weeks of term & transition days within school.
Throughout year specialist teacher Nicola Murphy	Healthy and Safer Lifestyles Digital Lifestyles (To be covered in Internet Safety Week – in Year 2 as well)	<ul style="list-style-type: none"> • What are some examples of ways in which I use technology and the internet and what are the benefits? • What is meant by 'identity' and how might someone's identity online be different from their identity in the physical world? • What are some examples of online content or contact which might mean I feel unsafe, worried or upset? • What might I need to report and how would I do this? • What sort of rules can help to keep us safer and healthier when using technology? • Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?