



## Year 1 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rolling Programme School Values: Year 1	Responsibility	Respect	Happiness	Honesty	Aspiration	Tolerance
Rolling Programme School Values: Year 2	Cooperation	Friendship	Health	Harmony	Fairness	Hope
<b>British Values</b>	Law and Democracy - school council	We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.	We know that we are all special. We try and help other people.	We understand the consequences of our actions. We understand right from wrong.	We treat everybody equally. Courage	We treat everybody equally. Courage
<b>Themes:</b>	<b>Team</b>	<b>It's My Body</b>	<b>Britain</b>	<b>Be Yourself</b>	<b>Aiming High</b>	<b>Money Matters</b>
H - Health and Wellbeing  R - Relationships  L - Living in the wider world.	H2 - To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H3 - To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging	H1 - To know what constitutes, and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. H2 - To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	H2 - To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. R2 - To recognise that their behaviour can affect other people R5 - To share their opinions on things that matter to them and explain their	H2 - To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H3 - To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging	H2 - To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H3 - To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging	H9 - To know about growing and changing and new opportunities <b>and responsibilities that increasing independence may bring.</b>  L6 - To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.



	<p>goals.</p> <p>R2 - To recognise that their behaviour can affect other people</p> <p>R4 - To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R6 - To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7 - to offer constructive support and feedback to others</p> <p>R9 - To identify their special people (family, friends, carers), what makes them special and how people should care for one another</p> <p>R12 - To recognise when people are being unkind to them or others, how to</p>	<p>H6 - To know the importance of and how to maintain personal hygiene.</p> <p>H7 - To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>H11 - To know that household products including medicines, can be harmful if not used properly.</p> <p>H12 - To know rules for and ways of keeping physically and emotionally safe including ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>H13 - To know about people who look after</p>	<p>views through discussions with one other person and the whole class</p> <p>R8 - To identify and respect the differences and similarities between people</p> <p>L1 - To know how they can contribute to the life of the classroom and school.</p> <p>L3 - To know people and other living things have the rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that they have borrowed).</p> <p>L4 - To know that they belong to different groups and communities such as family and school.</p>	<p>goals.</p> <p>H4 - To know about good and not so good feelings, a vocabulary to describe their feelings to others and develop simple strategies for managing feelings.</p> <p>H5 - To know about change and loss and the associated feelings (including moving house, losing toys, pets or friends).</p> <p>R1 - To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R5 - To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>L8 - To know the</p>	<p>goals.</p> <p>H5 - To know about change and loss and the associated feelings (including moving house, losing toys, pets or friends).</p> <p>H9 - To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>R5 - To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R8 - To identify and respect the differences and similarities between people</p>	<p>L7 - to know about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>
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	<p>respond, who to tell and what to say  R13 - To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable  R14 - Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help  L4 - To know that they belong to different groups and communities such as family and school.</p>	<p>them, their family networks, who to go to if they are worried and how to attract their attention.  H15 - To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.  R3 - The difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid  R10 - To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p>	<p>L5 - To know what improves and harms their local, natural and built environments and develop strategies and skill needed to care for these (including conserving energy).  L9 - To know the ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p>ways in which they are all unique; understand that there has never been and never will be another 'them'.</p>		
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		<p>(including who to tell and how to tell them) R11 - That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>				
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