






# PSHE Long Term Plan Hadrian Y1






Y1 PSHE				
National Curriculum Objectives KS1			Key Links	
Relationships and Health Education Framework End of Primary Objectives		<ul style="list-style-type: none"> <li><a href="http://pshe-association.org.uk">Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</a> Lesson 1, 'My special people'</li> <li><a href="http://pshe-association.org.uk">resources and curriculum (pshe-association.org.uk)</a> NSPCC – The underwear rule resources (PANTS)</li> <li><a href="http://www.pshe-association.org.uk">1decision primary PSHE education resources   www.pshe-association.org.uk</a> (5-8) Relationships</li> <li><a href="http://www.pshe-association.org.uk">1decision primary PSHE education resources   www.pshe-association.org.uk</a> (5-8) Being Responsible</li> <li><a href="http://pshe-association.org.uk">resources and curriculum (pshe-association.org.uk)</a> Alzheimer's Society Creating a dementia-friendly generation (KS1)</li> <li><a href="http://www.pshe-association.org.uk">Mental health and emotional wellbeing lesson plans   www.pshe-association.org.uk</a></li> <li><a href="http://pshe-association.org.uk">Medway Public Health Directorate relationships and sex education, KS1-3 (pshe-association.org.uk)</a> Lesson 2, 'Growing up: the human life cycle)</li> <li><a href="http://www.pshe-association.org.uk">Jessie &amp; Friends   www.pshe-association.org.uk</a></li> </ul>		
Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Relationships Families and Friendships	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability;</li> </ul>	<ul style="list-style-type: none"> <li>identify people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> </ul>	Friends, teachers, parents, sibling, grandparen

		<ul style="list-style-type: none"> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;</li> <li>• how to recognise if family relationships are making</li> </ul>	<ul style="list-style-type: none"> <li>• understand the role these different people play in children's lives and how they care for them</li> <li>• know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• to know the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	<p>ts, relatives, families</p>
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		<p>them feel unhappy or unsafe and how to seek help or advice from others if needed.</p>		
<p>Progression</p> 	<p>Roles of different people; families; feeling cared for</p>			
<p>Teacher Subject Knowledge</p> 	<p>What a relationship is, what friendship is, what family means and who the people are who can support them. Pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.</p> <p>Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include, for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, among other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.</p>			
<p>Cross Curricular Links</p> 	<p>Operation Encompass Next Steps</p>			
<p>Autumn 2</p>	<p>Relationships Safe Relationships</p>	<ul style="list-style-type: none"> <li>that each person's body belongs to them; the differences between</li> </ul>	<ul style="list-style-type: none"> <li>about situations when someone's body or feelings might be hurt and whom to</li> </ul>	<p>feeling's, help, private,</p>

	Respecting ourselves and others	<p>appropriate and inappropriate or unsafe, physical, and other, contact;</p> <ul style="list-style-type: none"> <li>• about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• how to report concerns or abuse and the vocabulary and confidence needed to do so;</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and</li> </ul>	<p>go to for help</p> <ul style="list-style-type: none"> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people</li> </ul>	<p>uncomfortable, safe, unsafe, permission Behaviour, school, kind, feeling's, respect, polite, rules, sharing</p>
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		<p>difficulties;</p> <ul style="list-style-type: none"> <li>the conventions of courtesy and manners;</li> <li>that in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority;</li> </ul>	<p>feel</p> <ul style="list-style-type: none"> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>	
<p>Progression</p> 	<p>Recognising privacy; staying safe; seeking permission How behaviour affects others; being polite and respectful</p>			
<p>Teacher Subject Knowledge</p> 	<p>Explicit talk about the features of healthy friendships, family relationships and other relationships, which young children are likely to encounter.</p>			
<p>Cross Curricular Links</p> 	<p>Computing, Anti-bullying week</p>			
<p>Spring 1</p>	<p>Living in the Wider World</p>	<ul style="list-style-type: none"> <li>that in school and in wider society they can expect to</li> </ul>	<ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g. class</li> </ul>	<p>Rules, care, environmen</p>

	Belonging to a community	<p>be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority;</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</li> </ul>	<p>rules, rules at home, rules outside</p> <ul style="list-style-type: none"> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how they can look after the environment, e.g. recycling</li> </ul>	t, recycling, differences
Progression	What rules are; caring for others' needs; looking after the environment			



Teacher Subject Knowledge



A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes in the individual. In a school-wide context, which encourages the development and practice of resilience and other attributes, this includes character traits, such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Cross Curricular Links



Science - recycling

Spring 2

Living in the wider world



Media literacy and Digital resilience

Money and Work

- the importance of self-respect and how this links to their own happiness;
- how information and data is shared and used online.
- how to critically consider their online friendships and sources of information, including awareness of the

- how and why people use the internet
- the benefits of using the internet and digital devices
- how people find things out and communicate safely with others online
- that everyone has different

Internet, digital, devices, safety, online Strengths, interests, community, jobs, work

		<p>risks associated with people they have never met;</p> <ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous;</li> </ul>	<p>strengths, in and out of school</p> <ul style="list-style-type: none"> <li>about how different strengths and interests are needed to do different jobs</li> <li>about people whose job it is to help us in the community</li> <li>about different jobs and the work people do</li> </ul>	
<p>Progression</p> 	<p>Using the internet and digital devices; communicating online Strengths and interests; jobs in the community</p>			
<p>Teacher Subject Knowledge</p> 	<p>Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.</p>			
<p>Cross Curricular Links</p>	<p>Computing – online safety covered in depth autumn term computing My Online Life – recap during Spring 2 PSHE Northumbria Police/Community police officer – People who help us</p>			





Summer 1

Health and Wellbeing  
Physical health and Mental Wellbeing

- what constitutes a healthy diet (including understanding calories and other nutritional content);
  - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;
  - about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing;
  - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and
- what it means to be healthy and why it is important
  - ways to take care of themselves on a daily basis
  - about basic hygiene routines, e.g. hand washing
  - about healthy and unhealthy foods, including sugar intake
  - about physical activity and how it keeps people healthy
  - about different types of play, including balancing indoor, outdoor and screen-based play
  - about people who can help them to stay healthy, such as parents, doctors, nurses,

Healthy, hygiene, care, unhealthy, balance, safe

		<p>tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer;</li> <li>• how and when to seek support, including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>dentists, lunch supervisors</p> <ul style="list-style-type: none"> <li>• how to keep safe in the sun</li> </ul>	
<p>Progression</p> 	<p>Keeping healthy; food and exercise, hygiene routines; sun safety</p>			
<p>Teacher Subject Knowledge</p> 	<p>Pupils should be taught the benefits and importance of daily exercise, good nutrition and sufficient sleep, giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing and the benefits to mental wellbeing of physical exercise and time spent outdoors.</p>			
<p>Cross Curricular Links</p>	<p>Science, PE</p>			






Summer 2


Health and Wellbeing  
Growing and changing  
Keeping safe

- the importance of self-respect and how this links to their own happiness;
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;

- to recognise what makes them special and unique including their likes, dislikes and what they are good at
- how to manage and whom to tell when finding things difficult, or when things go wrong
- how they are the same and different to others
- about different kinds of feelings
- how to recognise feelings in themselves and others
- how feelings can affect how people behave
- to recognise what makes them special and unique

Unique, special, same, different, feelings, recognise Safe, restrictions, online, trust, feelings

		<ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>including their likes, dislikes and what they are good at</p> <ul style="list-style-type: none"> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> </ul>	
<p>Progression</p> 	<p>Recognising what makes them unique and special; feelings; managing when things go wrong How rules and age restrictions help us; keeping safe online</p>			
<p>Teacher Subject Knowledge</p> 	<p>Pupils should be taught about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.</p>			
<p>Cross Curricular Links</p> 	<p>Science</p>			
<p>Education for a Connected World (Throughout the year)</p>	<p><b>Health, well-being and lifestyle</b></p> <ul style="list-style-type: none"> <li>• I can identify rules that help keep us safe and healthy in and beyond the home when using technology</li> <li>• I can give some simple examples</li> </ul>			

	<p><b>Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>● I know that the work I create belongs to me</li> <li>● I can name my work so that others know it belongs to me</li> </ul> <p><b>Privacy and security</b></p> <ul style="list-style-type: none"> <li>● I can give reasons why I should only share information with people I choose to and can trust.</li> </ul>	
<p>Key texts</p> 	<p><b>A friend for Henry</b> Jenn Bailey</p> <p><b>A huge bag of worries</b> Virginia Ironside</p> <p><b>Once Upon an Ordinary School Day</b> Colin McNaughton &amp; Satoshi Kitamura</p> <p><b>The Proudest Blue</b> Ibtihaj Muhammad</p>	