

KS1 PSHE Autumn 1 Being in my world	
Previous learning	
In Cycle A, the children were introduced to their Jigsaw Journals and discussed their Jigsaw Charter. As part of this, they discussed rights and responsibilities, and choices and consequences. The children learnt about being special and how to make everyone feel safe in their class as well as recognising their own safety.	
Substantive knowledge (Key objectives are in bold)	Disciplinary knowledge (Key objectives are in bold)
Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Know that positive choices impact positively on self-learning and the learning of others Identifying hopes and fears for the year ahead	Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried
Lesson 1 PSHE learning intention Social and emotional development learning intention	'Hopes and fears for the year.'
	- I can identify some of my hopes and fears for this year - I know how to use my Jigsaw Journal - I can recognise when I feel worried and know who to ask for help
Lesson 2	'Rights and responsibilities.'
	- I understand the rights and responsibilities for being a member of my class and school - I know how to help myself and others feel like we belong
Lesson 3	'Rewards and consequences.'
	- I listen to other people and contribute my own ideas about rewards and consequences - I help make my class a safe and fair place
Lesson 4	'Rewards and consequences.'
	- I can listen to other people and contribute my own ideas about rewards and consequences - I can help make my class a safe and fair place
Lesson 5	'Our learning charter.'
	- I understand how following the Learning Charter will help me and others learn - I work cooperatively
Lesson 6	'Owning our learning charter.'
	- I recognise the choices I make and understand the consequences - I can follow the Learning Charter
Vocabulary	
Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	

KS1 PSHE Autumn 2 Celebrating difference	
Previous learning	
In Cycle A, the children explored the similarities and differences between people and how these make us unique and special. The children learnt what bullying is and what it isn't. They talked about how it might feel to be bullied and when and who to ask for help. The children discussed friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discussed being nice to and looking after other children who might be being bullied.	
Substantive knowledge (Key objectives are in bold)	Disciplinary knowledge (Key objectives are in bold)
Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends Know there are stereotypes about boys and girls Know where to get help if being bullied Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know the difference between right and wrong and the role that choice has to play in this	Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people because they are different
Lesson 1 PSHE learning intention Social and emotional development learning intention	'Boys and girls.' (1)
	- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) - I understand some ways in which boys and girls are similar and feel good about this
Lesson 2	'Boys and girls.' (2)
	- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) - I understand some ways in which boys and girls are different and accept that this is OK
Lesson 3	'Why does bullying happen.'
	- I understand that bullying is sometimes about difference - I can tell you how someone who is bullied feels - I can be kind to children who are bullied
Lesson 4	'Standing up for myself and others.'
	- I can recognise what is right and wrong and know how to look after myself - I know when and how to stand up for myself and others - I know how to get help if I am being bullied
Lesson 5	'Gender diversity.'
	- I understand that it is OK to be different from other people and to be friends with them - I understand we shouldn't judge people if they are different - I know how it feels to be a friend and have a friend
Lesson 6	'Celebrating difference and still being friends.'
	- I can tell you some ways I am different from my friends - I understand these differences make us all special and unique
Vocabulary	

Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value

KS1
PSHE
Spring 1
Dreams and goals

Previous learning

In Cycle A, the children talked about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learnt to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discussed partner working and how to do this well.

Substantive knowledge (Key objectives are in **bold**)

Disciplinary knowledge (Key objectives are in **bold**)

Know how to choose a realistic goal and think about how to achieve it
Know that it is important to persevere
Know how to recognise what working together well looks like
Know what good group-working looks like
Know how to share success with other people

Recognise how working with others can be helpful
Be able to work effectively with a partner
Be able to choose a partner with whom they work well
Be able to work as part of a group
Be able to describe their own achievements and the feelings linked to this
Recognise their own strengths as a learner
Recognise how it feels to be part of a group that succeeds and store this feeling

Lesson 1

'Goals to success.'

- I can choose a realistic goal and think about how to achieve it
- I can tell you things I have achieved and say how that makes me feel

Lesson 2

'My learning strengths.'

- I carry on trying (persevering) even when I find tasks difficult
- I can tell you some of my strengths as a learner

Lesson 3

'Learning with others.'

- I can recognise who I work well with and who it is more difficult for me to work with
- I can tell you how working with other people helps me learn

Lesson 4

'A group challenge.' (1)

- I can work well in a group to create an end product
- I can work with other people in a group to solve problems

Lesson 5

'A group challenge.' (2)

- I can explain some of the ways I worked well in my group to create the end product
- I can express how I felt to be working as part of this group

Lesson 6

'Celebrating our achievement.'

- I know how to share success with other people
- I know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud)

Vocabulary

KS1
PSHE
Spring 2
Healthy me

Previous learning

In Cycle A, the children learnt about healthy and less healthy choices and how these choices make them feel. They explored hygiene, keeping themselves clean and that germs can make you unwell. The children learnt about road safety, and about people who can help them to stay safe.

Substantive knowledge (Key objectives are in **bold**)

Disciplinary knowledge (Key objectives are in **bold**)

Know what their body needs to stay healthy
Know what relaxed means
Know why healthy snacks are good for their bodies
Know which foods given their bodies energy
Know that it is important to use medicines safely
Know what makes them feel relaxed/stressed
Know how medicines work in their bodies
Know how to make some healthy snacks

Feel positive about caring for their bodies and keeping it healthy
Have a healthy relationship with food
Desire to make healthy lifestyle choices
Identify when a feeling is weak and when a feeling is strong
Express how it feels to share healthy food with their friends

Lesson 1

'Being healthy.'

- I know what I need to keep my body healthy
- I am motivated to make healthy lifestyle choices

Lesson 2

'Being relaxed.'

- I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
- I can tell you when a feeling is weak and when a feeling is strong

Lesson 3

'Medicine safety.'

- I understand how medicines work in my body and how important it is to use them safely
- I feel positive about caring for my body and keeping it healthy

Lesson 4

'Healthy eating.' (1)

- I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
- I have a healthy relationship with food and know which foods I enjoy the most

Lesson 5

'Healthy eating.' (2)

- I can make some healthy snacks and explain why they are good for my body
- I can express how it feels to share healthy food with my friends

Lesson 6

'Healthy, happy me.'

- I understand which foods to eat to give my body energy
- I have a healthy relationship with food and I know which foods are most nutritious for my body

Vocabulary

Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious

**KS1
PSHE
Summer 1
Relationships**

Previous learning

In Cycle A, the children's breadth of relationships was widened to include people they may find in their school community. They considered their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learnt that touch can be used in kind and unkind ways. This supported later work on safeguarding. Pupils also considered their own personal attributes as a friend, family member and as part of a community, and were encouraged to celebrate these.

Substantive knowledge (Key objectives are in bold)

Know that there are lots of forms of physical contact within a family
Know how to stay stop if someone is hurting them
Know there are good secrets and worry secrets and why it is important to share worry secrets
Know what trust is
 Know that everyone's family is different
 Know that families function well when there is trust, respect, care, love and co-operation
 Know some reasons why friends have conflicts
 Know that friendships have ups and downs and sometimes change with time
 Know how to use the Mending Friendships or Solve it together problem-solving methods

Disciplinary knowledge (Key objectives are in bold)

Can identify the different roles and responsibilities in their family
 Can recognise the value that families can bring
Can recognise and talk about the types of physical contact that is acceptable or unacceptable
Can identify the negative feelings associated with keeping a worry secret
Can identify who they trust in their own relationships
 Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict
 Can identify the feelings associated with trust
 Can give and receive compliments
 Can say who they would go to for help if they were worried or scared

Lesson 1

'Families.'

- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
- I accept that everyone's family is different and understand that most people value their family

Lesson 2

'Keeping safe - exploring physical contact.'

- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
- I know which types of physical contact I like and don't like and can talk about this

Lesson 3

'Friends and conflict.'

- I can identify some of the things that cause conflict with my friends
- I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends

Lesson 4

'Secrets.'

- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
- I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this

Lesson 5

'Trust and appreciation.'

	• I recognise and appreciate people who can help me in my family, my school and my community • I understand how it feels to trust someone
Lesson 6	'Celebrating my special relationships.' • I can express my appreciation for the people in my special relationships • I am comfortable accepting appreciation from others
Vocabulary	
Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	

KS1 PSHE Summer 2 Changing me	
Previous learning	
In Cycle A, the children were introduced to life cycles, e.g. that of a frog and identify the different stages. They compared this with a human life cycle and looked at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discussed how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils were taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They were also taught that nobody has the right to hurt these parts of the body. Change was discussed as a natural and normal part of getting older which can bring about happy and sad feelings. The children practised a range of skills to help manage their feelings and learnt how to access help if they are worried about change, or if someone is hurting them.	
Substantive knowledge (Key objectives are in bold)	Disciplinary knowledge (Key objectives are in bold)
Know the physical differences between male and female bodies Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable Know the correct names for private body parts Know that life cycles exist in nature Know that ageing is a natural process including old age Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age	Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say what they are looking forward to in the next year
Lesson 1	'Life cycles in nature.' • I can recognise cycles of life in nature • I understand there are some changes that are outside my control and can recognise how I feel about this
Lesson 2	'Growing from young to old.' • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can identify people I respect who are older than me
Lesson 3	'The changing me.'

	• I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I feel proud about becoming more independent
Lesson 4	'Boys' and girls' bodies.'
	• I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private • I can tell you what I like/don't like about being a boy/girl
Lesson 5	'Assertiveness.'
	• I understand there are different types of touch and can tell you which ones I like and don't like • I am confident to say what I like and don't like and can ask for help
Lesson 6	'Looking ahead.'
	• I can identify what I am looking forward to when I move to my next class • I can start to think about changes I will make when I am in my next class and know how to go about this
Vocabulary	
Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy	