Caslon PSHE and RSE Curriculum

Year 1

<mark>Highlighting shows lessons to be taught summer 2021</mark>

Order of Delivery	Essential skills and attributes	Objectives	Content
1	Self organisation Empathy Compassion Teamwork Identifying risk Links between values, belief, decision and actions.	To learn how they can contribute to the life of the classroom and school (L1) To help construct, and agree to follow, group and class rules and to understand how these rules help them (L2). To understand that people and other living things have 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 have been borrowed) (L3).	**Why do we have rules?** School rules, class charters, jobs and responsibilities of teachers. How can pupils help teachers and make a valuable contribution. Positive classroom ethos. Responsibilities. Respecting needs of others. Do we all have the same needs?
2	Healthy self-concept Valuing diversity	For pupils to learn that they belong to various groups and communities such as family and school (L4). To identify and respect the differences and similarities between people (R8). Education for a Connected World: Privacy and Security -I can recognise more detailed examples of information that is personal to me. (where I live, may family's names, where I go to school.)	**What communities do I belong to?** Groups and communities that we belong to. What do we do with them? What makes them special? How do these contribute to my identity and self-image? Knowing their personal information. Suggested resource E4CW https://projectevolve.co.uk/toolkit/content/privacy-and-security/early-years-7/i-can-recognise-more-detailed-examples-of-information-that-is-personal-to-me-e-g-where-i-live-my-family-s-names-where-i-go-to-school-i-can-explain-why-i-should-always-ask-a-trusted-adult-before-i-share-any-information-about-myself-online/?from=years
3	Healthy self-concept Developing links between values and beliefs, decisions and actions.	To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1). Education for a Connected World: Online relationships and reputation: -I can identify rules that help keep us safe and healthy in and beyond the home when using technology. -I can give some simple examples of these rules.	**How can I keep my body healthy?** About some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) What is healthy eating and food which are good for us? Which foods are not so good for us? Explore 'healthy' habits with regards to use of devices, the internet, times of use and parental permission. Suggested resources: E4CW https://projectevolve.co.uk/toolkit/content/health-well-being-and-lifestyle/early-years-7/explain-rules/?from=years

4	Self improvement Healthy self-concept Enterprise skills	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 think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (H3).		**What are the consequences of not keeping healthy?** About making healthy choices. Likes and dislikes. What do we like that makes us feel good? Setting simple goals.
5	Self regulation Empathy and compassion	To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (H4). For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond (R1). Education for a Connected World: Online Relationships I can explain why it is important to be considerate and kind to people online		**Why do I experience different types of feelings?** Identify different kinds of feeling; good/bad. Why do we have feelings? What affects our feelings? Simple strategies to manage feelings. How to communicate feelings to others. Who should I talk to? Uh-oh feelings. Noticing feelings of others. Suggested resource E4CW https://projectevolve.co.uk/toolkit/content/online-relationships/early-years-7/i-can-explain-why-it-is-important-to-be-considerate-and-kind-to-people-online/?from=years
6	Resilience Empathy and Compassion	To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5).		**How can changes affect us?** Different types of changes e.g. loss, things ruined/broken. How to cope with this. Suggested Text: Dogger
7	Self organisation Identifying risk Accessing help Making decisions	To learn the importance of and how to maintain personal hygiene (H6). To learn 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 (H7).		**What is good hygiene?** Identifying germs and infections, how they spread. Personal hygiene. Simple steps to preventing passing on germs. Suggested Visitor: school nurse for hand washing.
8	Help and support Identifying risk Making decisions	To learn that household products, including medicines, can be harmful if not used properly (H11).		**What is safe to put in my mouth?** What goes into your body? What is safe and harmful. Who can you trust to give put things onto/into our bodies?
9	Self-regulation Empathy and compassion	For pupils to recognise that their behaviour can affect other people (R2). For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong (R4) To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say (R12).		LINK TO ANTI-BULLYING WEEK (Switch as needed) **Can I identify bullying behaviours?** Different types of behaviour, how it makes others feel. Fair/unfair. Right/wrong. What is bullying?

		Education for a Connected World: Online Bullying To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8)	E4CW: https://projectevolve.co.uk/toolkit/content/online-bullying/early-years-7/i-can-describe-how-to-behave-online-in-ways-that-do-not-upset-others-and-can-give-examples/?from=years
10	Managing influence Identifying risk Accessing help	To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3). To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (H16). Education for a Connected World: Privacy and Security -I can explain how passwords can be used to protect information and devices. -I can explain how this could be either in real life or online.	**When is it okay to keep a secret?** Importance of not keeping secrets which make them feel uncomfortable, anxious or afraid. What is a secret? What is a surprise and what does it mean to surprise someone? Recognise that no one should ask them to keep a secret that would be hurtful to themselves or someone else. Explore scenarios. Who can they go to in school to tell if they are worried? Keeping passwords a secret – why? Suggested resource E4CW: https://projectevolve.co.uk/toolkit/content/privacy-and-security/early-years-7/i-can-explain-how-passwords-can-be-used-to-protect-information-and-devices/?from=years
11	Accessing help and support Empathy and Compassion	To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (R13) To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (R14). Education for a Connected World -I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. -I can explain how this could be either in real life or online.	**How should we respond to bullying?** What constitutes teasing/bullying? Examples. How is it wrong? How does it make the victim feel? Identifying who to talk to. Being a witness/bystander/good friend. Who can help us in and out of school? Suggested resource E4CW https://projectevolve.co.uk/toolkit/content/self-image-and-identity/early-years-7/i-can-recognise-that-there-may-be-people-online-who-could-make-me-feel-sad-embarrassed-or-upset/?from=years
12	Healthy self-concept Valuing and respecting diversity	To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8). To understand the ways in which we are the same as all other people; what we have in common with everyone else (L9).	**In what ways am I unique?** Understand the term 'unique'. How am I unique? What is special about me? No-one else exactly like me. More subtle similarities and difference e.g. likes/dislikes. Identifying unhelpful thinking linked to gender/stereotypes.
13	Healthy self-concept	To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10).	**Can I identify my private body parts?** Developing a healthy self-image. What does this mean? Compare similarities in bodies including external genitalia. Correct names penis, testicles, bottom, vulva, anus. Keeping private parts private. Suggested resource: NSPCC Pantasaurus
14	Accessing help Healthy relationships Identifying risks	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R10).	**When is it okay to touch someone?** Different types of touch? Cuddle/kiss/punch/poke/stroke/tug. What is appropriate touch/inappropriate touch? How does it feel in our bodies when we are touched safely/unsafely? Suggested resource: Refer back to PANTASAURUS NSPCC

15	Accessing help Recalling knowledge Identifying risk	To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12). Education for a Connected World: Health, Wellbeing and Lifestyles -I can identify rules that help keep us safe and healthy in and beyond the home when using technology. -I can give some simple examples of these rules	**How can I stay safe near roads?** Road and cycle safety. How to identify dangers. Crossing safely. Travelling safely. Suggested resource: E4CW: https://projectevolve.co.uk/toolkit/content/health-well-being-and-lifestyle/early-years-7/explain-rules-examples/?from=years https://www.everyschool.co.uk/pshe-key-stage-1-keep-safe-and-healthy.html
16	Resilience Strategies for help and support	To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them (H14). 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(H15). Education for a Connected World: Privacy and Security I can explain why I should always ask a trusted adult before I share information about myself online.	**How can I identify a safe person?** How to ask for help if they are worried. People who look after them. Being safe/unsafe. Stranger Safety -who would you say 'yes/no' to. Family networks – immediate/wider. Suggested Text: Not Now Bernard. E4CW - https://projectevolve.co.uk/toolkit/content/privacy-and-security/early-years-7/i-can-explain-why-i-should-always-ask-a-trusted-adult-before-i-share-any-information-about-myself-online/?from=years
18	Empathy and compassion Active listening	To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (R6) To learn to offer constructive support and feedback to others (R7).	**How do we get along with others?** Taking turns. Participating and negotiating. Listening to others. Compromise. Things we can do to help us get on with others. How does it feel when others off us kindness and support? Suggested resource: https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1
19	Health self-concept Valuing and respecting diversity.	To identify and respect the differences and similarities between people (R8). To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8)	**How do we value other people?** How are people similar/different/equal? What stereotypes have we heard about boys/girls? Are stereotypes fair? Why/why not? Each one of us is unique! Each person is valuable.
20	Own values and beliefs Respecting others Employability skills	For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R5). Education for a connected world: Online Reputation -I can recognise that information can stay online and could be copied.	**What happens when we don't agree?** Valuing differences of opinion. When might we have a difference of opinion? Why is it important to let others know our feeling? When do we want our opinions to be considered? How to take turns in conversation in pairs, groups or whole class. E4CW https://projectevolve.co.uk/toolkit/years/year-one/online-reputation/
21	Empathy and Compassion Active listening	To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (R6) To learn to offer constructive support and feedback to others (R7).	**How can we cooperate with others?** Listening to others and cooperating. What does it feel like not to be listened to? Demonstrate how to listen to others. How to play cooperatively.

22	Healthy self-concept Clarify own values	To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another (R9). To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11).	**<u>Who is special to me?</u>** Special people in their lives, Who are they? Why are they special? How can they help look after us? That bodies and feelings can be hurt. Occasions when have been hurt (physically, emotionally). Who to go to for help. How to help others. How can we care for special people in our lives.
23	Clarify own values Empathy and compassion Values and beliefs, decisions and actions.	To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (L5).	**<u>How can we look after our environment?</u>** What do we mean by 'our environment'? How can we take care of our surroundings? Pleasant/unpleasant things about the environment? What damages our environment? What can I do to care for my environment?
24	Self-organisation Values and beliefs, decisions and actions. Making decisions	To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6). To learn 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 (L7).	**<u>What do we need money for?</u>** Where does money come from? What do we use it for? What do we pay for? How do we choose what to buy?
25	Accessing help Resilience	About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency (L10). To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them (H14). 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(H15).	**<u>Who helps us in an emergency?</u>** People who work in the community. What constitutes an emergency? Getting help in an emergency. Different jobs in the community. Calling 999. Fire/Police/Ambulance.
26	Accessing help Applying knowledge in new situations Identifying risk	To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).	**<u>What do we do in a 'fire' emergency?</u>** What might cause a fire? How can we keep our homes safe from the risk of fires? What must we do in the event of a fire breaking out in our homes? Who can help us. Calling 999. Knowing your address.

27	Accessing help Applying knowledge in new situations Identifying risk	To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).	**How can I keep safe around water?** Where can we come across different expanses of water? How can water be fun? How can water be dangerous? Learn to spot dangers. Being careful around water. Differences between water in a bath/swimming pool to flowing water. Importance of learning to swim/float.
28	Accessing help Applying knowledge in new situations Identifying risk	To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).	**How can I stay safe in the sun?** What can we enjoy doing in the warmer weather? How does the sunshine make us feel? Vitamin D is good for our bodies. Dangers of heat and exposure to the sun. Need for sun cream, shade and protective clothing.

Where there is space for additional lessons in the annual timetable, teachers may use their professional judgement to do further lessons on content which they feel is necessary for their unique cohort.