

# Year One

## PSHE

### (including RHE)



## Curriculum



**PORTER CROFT**  
Church of England Primary Academy

Here at Porter Croft, PSHE (personal, social, health and economic) education is a school curriculum subject through which children and young people acquire knowledge and skills to stay safe, be healthy (physical and mentally) and prepared for life, and work, in the modern world. Each PSHE unit is delivered over a series of lessons every half term, PSHE lessons are also where pupils will receive the statutory RHE (relationship and health education) content.

As a parent/carer you play a vital role in their personal and social development. Therefore, PSHE education should always be a partnership between schools and parents/carers. This guide will support you to contribute to your child's education outside of school.

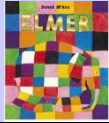
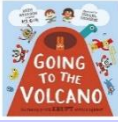




The PSHE curriculum is organised into three themes: 'health and wellbeing'; 'relationships', and 'living in the wider world' (which focusses on careers, media literacy and economic wellbeing). Topics in lessons include age-appropriate teaching about healthy lifestyles (e.g. diet, fitness and maintaining good mental health); relationships, including friendships and families; personal safety (including online); growing and changing; study skills; media literacy and digital resilience (including how to recognise fake news); managing risk and personal safety; money, careers and preparing for the world of work.

In addition to the PSHE curriculum, we also use Project EVOLVE (a national online safety scheme of work) to supplement pupils' knowledge and skills and ensure pupils are equipped to keep themselves safe online. Project EVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives.

To enhance PSHE curriculum learning, promote inclusive education and community cohesion, each half term we also use 'No Outsiders' books. 'No Outsiders' is a scheme which uses stories to prompt discussion around diversity and inclusive education which can help prepare young people for life as global citizens.

As part of our work to provide an inclusive and diverse curriculum, we have implemented Andrew Moffat's 'No Outsiders' scheme of work. Using a different picture book each half term, the children look at Protected Characteristics such as disability, race, gender, age and faith. The Protected Characteristics are nine personal characteristics or situations that cannot be used as a reason to discriminate against someone according to law. The vision of the project is to develop our pupils as inclusive, global citizens. All books are age appropriate and many of the books for the project are already part of our curriculum

The information in this booklet includes details of what is covered and an outline of the planned curriculum for each year group. This will give you an overview of what your child is being taught, and what is considered age-appropriate for them to be learning.

Lesson	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing (Healthy, Happy Week)
1	Community C1 How do we make a happy school?	Mental health M1 Where do feelings come from?	Friends F1 Who is my friend?	Physical P1 How do I help my body stay healthy?	Family Fa1 Who's in my family?	Physical P3 How do we stop getting ill?
2	No Outsiders 	M3 What helps me to be happy?	F2 What makes a good friend?	P2 How do I decide what to eat?	Fa2 Do families always stay the same?	P4 How do I stay safe?
3	KS1 Anti-Racism Education L1 – Talking About Race and Racism	No Outsiders 	No Outsiders S, SO A 	No Outsiders  R	No Outsiders R, RB 	No Outsiders 
4	Project Evolve Online Safety Self-Image and Identity L1	KS1 Anti-Racism Education L2 – Defining Anti-Racism	Project Evolve Online Safety Online Bullying L1	Project Evolve Online Safety Privacy and Security L3	KS1 Anti-Racism Education L3 – Redefining Racism	KS1 Anti-Racism Education L4 – Understanding Racial Socialisation and Stereotypes
5	Project Evolve Online Safety Self-Image and Identity L2	Project Evolve Online Safety Online Relationships L3	Project Evolve Online Safety Privacy and Security L1	Project Evolve Online Safety Online Reputation L1	Project Evolve Online Safety Managing Online Information L1	Project Evolve Online Safety Health Wellbeing and Lifestyle L1
6	Project Evolve Online Safety Online Relationships L1	Project Evolve Online Safety Online Relationships L4	Project Evolve Online Safety Privacy and Security L2	Project Evolve Online Safety Online Reputation L2	Project Evolve Online Safety Managing Online Information L2	

## Identity and Diversity

### Autumn 1

#### Project Evolve (Online Safety) Unit: Self-Image and Identity

**I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.**

##### Outcome Criteria

- I can recognise that there may be people online who could make me feel sad, embarrassed or upset.
- I know when I should ask an adult for help with things online that upset me.
- I can give examples of different adults I can ask for help.

**If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.**

##### Outcome Criteria

- I can recognise that there may be people online who could make me feel sad, embarrassed or upset.
- I know when I should ask an adult for help with things online that upset me.
- I can give examples of different adults I can ask for help.

#### Project Evolve (Online Safety) Unit: Online relationships

**I can give examples of when I should ask permission to do something online and explain why this is important.**

##### Outcome Criteria

- Understand how to ask permission to use technology/do something online.
- Understand how to ask permission to do something that affects someone else online.
- Give examples of situations where permission must always be sought

## Autumn 2

PSHE Unit: Mental health

### M1 Where do feelings come from?

#### Objectives

1. Understand that we have a range of emotions, depending on our experiences and situations
2. Know what to do when we experience strong emotions
3. Build language to talk about feelings

#### **Key vocabulary**

*Angry, happy, nervous, scared, sad, calm, surprised*



#### PSHE links

*H11. about different feelings that humans can experience*

*H12. how to recognise and name different feelings*

*H16. about ways of sharing feelings; a range of words to describe feelings*

*H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good*

### M3 What helps me to be happy?

#### Objectives

1. Understand the connection between their actions and the feelings of themselves and others
2. Discover how our choice of activities can affect our happiness

#### **Key vocabulary**

*feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors*

#### PSHE links

*H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)*

*H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it*

*H23. to identify what they are good at, what they like and dislike*

*H21. to recognise what makes them special*

*H22. to recognise the ways in which we are all unique*

*H11. about different feelings that humans can experience*

*H12. how to recognise and name different feelings*

*H16. about ways of sharing feelings; a range of words to describe feelings*

*H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good*

Project Evolve (Online Safety) Unit: Online relationships

**I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).**

Outcome Criteria

- I can name the people I know and how I know them, describing what they are like.
- I can describe how I might use the internet to communicate with family or close friends
- I understand and can describe why I might need some help from an adult when doing this.

**I can explain why it is important to be considerate and kind to people online and to respect their choices.**

Outcome Criteria

- I understand what being considerate/kind means
- I can describe what someone might feel like if you were unkind to them
- I can describe ways in which I can try to be kind both offline and online.
- I can explain why it is important to be considerate and kind to people online and to respect their choices

PHSE unit: Friends

**F1 Who is my friend?**

**Objectives**

1. Understand that there is a difference between close friends, friends, acquaintances and strangers

**Key vocabulary**

*Friend, family, stranger, acquaintance, member of my community*

**PSHE links**

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for

**F2 What makes a good friend?**

**Objectives**

1. Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.
2. Understand that difference can be a positive thing in our relationships

**Key vocabulary**

*Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team*

**PSHE links**

H16. about ways of sharing feelings; a range of words to describe feelings

R22. about how to treat themselves and others with respect; how to be polite and courteous

R25. how to talk about and share their opinions on things that matter to them

R24. how to listen to other people and play and work cooperatively

R6. about how people make friends and what makes a good friendship

Project Evolve (Online Safety) Unit: Online bullying

**I can describe how to behave online in ways that do not upset others and can give examples.**

**Outcome Criteria**

- Recognise that certain behaviours online can upset others.
- Give examples of behaviours that are unlikely to upset others.
- Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)

Project Evolve (Online Safety) Unit: privacy and security

**I can explain how passwords are used to protect information, accounts and devices.**

**Outcome Criteria**

- Understand how passwords and PINs keep devices and information secure.
- Recognise some examples of strong and poor password practice.

**I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).**

**Outcome Criteria**

- Demonstrate the types of data that may be personal to you.
- Able to articulate under what conditions I would ask an adult for help.

## Spring 2

### PHSE Unit: Physical

#### P1 How do I help my body stay healthy?

##### **Objectives**

1. Understand that active lifestyles including regular exercise can keep our bodies more healthy
2. Appreciate that some people live with disabilities or are differently abled and that
3. Understand that we can't always have healthy bodies, because sometimes we get ill or injured

##### **Key vocabulary**

Exercise, diet, sleep, brushing, teeth

##### **PSHE links**

H1. about what keeping healthy means; different ways to keep healthy

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H10. about the people who help us to stay physically healthy

##### **Link with KS1 Science Programme of Study**

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### P2 How do I decide what to eat?

##### **Objectives**

1. Identify the components of a balanced diet

##### **Key vocabulary**

Diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher

##### **PSHE links**

H2. about foods that support good health and the risks of eating too much sugar

### Project Evolve (Online Safety) Unit: privacy and security

**I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.**

##### **Outcome Criteria**

- Demonstrate the types of data that may be personal to you.
- Able to articulate under what conditions I would ask an adult for help.

### Project Evolve (Online Safety) Unit: Online reputation

**I can recognise that information can stay online and could be copied.**

##### **Outcome Criteria**

- I understand that information that is shared online can stay there for a very long time
- I know that information can be copied off the internet
- I understand that information about me can be copied by others

**I can describe what information I should not put online without asking a trusted adult first.**

##### **Outcome Criteria**

- I know that I should not share my personal information online
- I can name different types of personal information that can be shared (photos, text, video)
- I can name 3 adults that can help me if I am unsure about information I want to share



## Summer 1

### PHSE unit: Family

#### Fa1 Who's in my family?

##### Objectives

1. Understand that families are made up of a special group of people, which changes gradually over time.
2. Understand that these people are all connected in different ways, and that these connections are important

##### Key vocabulary

People, roles, change, loss

##### PSHE Links

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

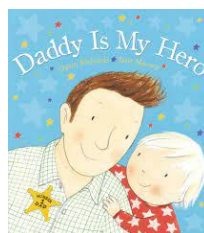
R2. to identify the people who love and care for them and what they do to help them feel cared for

R4. to identify common features of family life

#### Fa2 Do families always stay the same?

##### Objectives

1. Understand how changes and events can influence our feelings



##### Key vocabulary

Change, moving, forever, feelings

##### PSHE links

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

### Project Evolve (Online Safety) unit: Managing online information

**I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.**

##### Outcome Criteria

- I can give simple examples of how to find information (e.g. search engine, voice activated searching).
- I can use the internet to find things out.

**I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.**

##### Outcome Criteria

- I know that we can encounter a range of things online including things we like and don't like.
- I know that we can encounter things online which are real or make believe / a joke.
- I know I can get help if I see content that makes me feel sad, uncomfortable, worried or frightened.
- I know how to get help from a trusted adult.

## Summer 2

### PHSE unit: Physical (taught during Happy and Healthy Week)

#### P3 How do we stop getting ill?

#### P4 How do I stay safe?

##### Objectives

1. Understand how to stay healthy
2. Know what medicines are and what they are for
3. Who gives us medicines?

## PHSE Unit: Health, Well-being and Lifestyle

**I can explain rules to keep myself safe when using technology both in and beyond the home.**

### Outcome criteria

- Tell you the rules around their own use of technology in and beyond the home.
- Explain why these rules help keep them safe.
- Identify rules that apply to safety and rules that apply to health/well-being
- Emerging awareness of how rules may change with simple changes in context (where they are, what they are doing and who they might be with)