



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 1 - Health

Term : Autumn One



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Hygiene – Those conditions and practices that promote and preserve health.

Prevent – A measure taken to stop an outcome before the event occurs

Disease - An abnormal condition of a human, animal or plant that causes discomfort or dysfunction

Spread – To become more widely present

Mental health

Wellbeing

Healthy

Unhealthy

PSHE

Know what keeping healthy means; different ways to keep healthy

Know foods that support good health and the risks of overeating sugar

Know how physical activity helps us to stay healthy; ways to be physically active every day

Know why sleep is important and different ways to rest and relax

Know simple hygiene routines that can stop germs from spreading

Know different feelings that humans can experience

Know how to recognise and name different feelings

Know how feelings can affect people's bodies and how they behave

Understand how these can prevent the spread of disease.

Understand how amazing their body is.

Understand that their body belongs to them.

Understand what can make us feel mentally healthy and ways to help ourselves.





Understand how to keep our bodies physically healthy and ways to help ourselves.

To be able to recognise names for the main external parts of the body.

To be able to name the sexual parts using colloquial and occasionally scientific words.

To be able to describe what their bodies can do

To be able to describe some basic personal hygiene routines

			
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
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	<p>Know how to recognise what others might be feeling</p> <p>Know to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>Know ways of sharing feelings; a range of words to describe feelings</p> <p>Know things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>		
<p>Assertive – Boldly self-assured; confident without being aggressive.</p> <p>Emotions – A person's internal state of being based on physical state</p> <p>Relax – To calm down.</p> <p>Behaviour – The way a living creature acts.</p> <p>Problem solving – Resolving a difficulty</p>	<p>RSE</p> <p>Know ways to communicate about feelings, to recognise how others show feelings and know how to respond.</p>	<p>Understand how they can help look after the school environment, and make a contribution to doing so</p> <p>Understand how we care for animals and plant</p> <p>Understand what 'my community' means and what do people do there</p>	<p>To be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others.</p> <p>To be able to describe places in their community, how they and others might use them, and who is available to help them.</p> <p>To be able to look after the school environment</p> <p>To talk about and demonstrate how to care for animals and plants</p>







Orton Wistow Primary School – Curriculum Plan







Subject : PSHE & RSE

Year : 1 - Bullying

Term : Autumn Two

									
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Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Culture - The beliefs, values, behaviour that constitute a people's way of life.</p> <p>Similarity - Closeness of appearance or relation to something else.</p> <p>Difference - A characteristic of something that makes it different from something else.</p> <p>Respect - an attitude of consideration or high regard.</p> <p>Community - A group sharing a common understanding, language, law, and traditions.</p> <p>Belonging - The feeling that one is part of something.</p> <p>Bullying – ongoing, persistent and on purpose</p>	<p>PSHE</p> <p>Know the roles different people (e.g. acquaintances, friends, and relatives) play in our lives</p> <p>Know to identify the people who love and care for them and what they do to help them feel cared for</p> <p>Know different types of families, including those that may be different to their own</p> <p>Know to identify common features of family life</p> <p>Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Know how people make friends and what makes a good friendship</p>			<p>What makes you different to other people?</p> <p>What makes you the same as other people?</p> <p>Why do we need rules in school?</p> <p>What words can you use to describe yourself?</p> <p>Understand what rules are and why we need them.</p> <p>Understand ourselves and that we are able to experience ourselves as unique and separate individuals.</p> <p>What are some of the similarities and differences between me and others?</p> <p>What do I understand about my culture and beliefs and those of other people?</p>			<p>Identify what makes us special.</p> <p>Recognise similarities and differences between ourselves and others.</p> <p>Creating an anti-bullying ethos.</p> <p>Describe aspects of their identity, and recognise some similarities and differences between themselves and others.</p> <p>Describe places in their community, how they and others might use them, and who is available to help them.</p>		



									
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	<p>Know how to recognise when they or someone else feels lonely and what to do</p> <p>Know simple strategies to resolve arguments between friends positively</p>	<p>Understand the needs of the environment (including the school environment), plants and animals, and also their ability to make a contribution to their care.</p> <p>Understand how they can help look after the school environment, and make a contribution to doing so.</p> <p>To understand it is important to respect the needs and views of others including different groups and cultures within their community, and about the importance of not stereotyping people on the basis of difference.</p>							
<p>Penis</p> <p>Testicles</p> <p>Hand</p> <p>Vagina</p> <p>Stomach</p> <p>Arm</p> <p>Leg</p> <p>Head</p> <p>Chest</p>	<p>RSE</p> <p>Pupils can correctly name the main parts of the body, including external genitalia using scientific terms</p>	<p>Understand that our body is ours alone and we can say 'no' if we do not want someone to touch us.</p> <p>Understand which parts of the body are private and which are seen on a daily basis by everyone.</p>	<p>Name body parts, including external genitalia.</p> <p>Identify private areas of the body.</p>						



Orton Wistow Primary School – Curriculum Plan







Subject : PSHE & RSE





Year : 1





Term : Spring One

Keeping Safe





									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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<p>PSHE – Keeping Safe</p> <p>Safety/safe - The condition or feeling of being safe. Unsafe - Not safe; dangerous.</p> <p>Emergency - A situation which poses an immediate risk and which requires urgent attention.</p> <p>Risk - The probability of a negative outcome to a decision or event.</p> <p>Personal - Relating to an individual.</p> <p>Information - The act of informing or imparting knowledge.</p> <p>Decisions - A choice or judgement.</p> <p>Reduce - To bring down the size, quantity, quality, value or intensity of something.</p>	<p>Know what makes them feel safe and what makes them feel unsafe</p> <p>Know how to ask for help in an emergency.</p> <p>To recognise familiar situations where they can offer help.</p> <p>To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger.</p> <p>To develop knowledge of dangers from the sun and understand how to keep safe.</p> <p>To identify the dangers of familiar places where water is present and understand how to keep safe.</p> <p>To develop knowledge and skills to stay safe when they are lost.</p>	<p>Understand what risks are there to my safety, my friendships and my feelings</p> <p>Understand how might my friends affect my decisions about risk?</p> <p>Understand how do I feel and how does my body react in risky situations</p> <p>Build on their understanding of the importance of people they can turn to regularly for help, support and reassurance.</p> <p>Understand what is meant by an emergency and know ways they and others might help in one.</p>	<p>Name a risky situation and suggest ways of reducing risk.</p> <p>Name some emotions people might feel in a risky situation.</p> <p>Say their full name and address and know when this might be useful.</p> <p>Suggest some people who might help them in a risky situation.</p> <p>Practise giving personal information and consider times when they might need to do this such as in an emergency situation.</p> <p>Reflect on emotional and physical reactions to risky situations and consider ways they can take control of their own safety and times when adults are needed to help.</p>						



			
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	To identify characteristics of safe places to play.		

			
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Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
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RSE – My Relationships Listen - To pay attention to a sound or speech. Negotiate - To arrange or settle something by mutual agreement.	Know what is a useful evaluation Know why is it important to take turns be able to name some of their own strengths and skills. Know how to identify a new skill to develop.	Understand new skills would I like to develop Understand what am I and other people good at Understand how are my skills useful in a group	I can listen well to other people I can work well in a group I can negotiate to sort out disagreements I can evaluate a group work task.



									
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Evaluation - An assessment or a summary of a particular situation.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
	Know how their strengths and skills can be useful in a group.			understand and practise listening skills, take turns and make clear explanations.			I can practise group work skills, including discussion, negotiation and co-operation.		







Orton Wistow Primary School – Curriculum Plan







Subject : PSHE & RSE

Year : 1 – Economic Wellbeing

Term : Spring Two

																					
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<p>Listen - To pay attention to a sound or speech.</p> <p>Negotiate - To arrange or settle something by mutual agreement.</p> <p>Evaluation - An assessment or a summary of a particular situation.</p> <p>Co-operation –the action or process of working together to the same end.</p> <p>Perseverance - persistence in doing something despite difficulty or delay in achieving success.</p>	<p>Know what is a useful evaluation</p> <p>Know why is it important to take turns</p> <p>be able to name some of their own strengths and skills.</p> <p>Know how to identify a new skill to develop.</p> <p>Know how their strengths and skills can be useful in a group.</p>	<p>Understand new skills would I like to develop</p> <p>Understand what am I and other people good at</p> <p>Understand how are my skills useful in a group</p> <p>Understand and practise listening skills, take turns and make clear explanations.</p>	<p>I can listen well to other people</p> <p>I can work well in a group</p> <p>I can negotiate to sort out disagreements</p> <p>I can evaluate a group work task.</p> <p>I can practise group work skills, including discussion, negotiation and co-operation.</p>																		
<p>RSE – My Beliefs</p> <p>Respect – regard for the feelings, wishes, or rights of others.</p> <p>Difference – a point or way in which people or things are dissimilar.</p>	<p>Know how to identify people according to their similarities</p> <p>Know how to identify people according to their differences</p>	<p>Understand how to identify people according to their similarities</p> <p>Understand how to identify people according to their differences</p>	<p>I can explain how to identify people according to their similarities</p> <p>I know how to identify people according to their differences</p>																		



									
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<p>Similarities – the state or fact of being similar.</p> <p>Unique - being the only one of its kind; unlike anything else.</p>	<p>Know how to show respect to the differences and similarities between people.</p>			<p>Understand how to show respect to the differences and similarities between people.</p>			<p>I know how to show respect to the differences and similarities between people.</p>		



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 1 - Rules

Term : Summer One



Vocabulary

Define the word and include etymology if useful.

Rules - a set of understood regulations within a particular area of activity

Responsibility - the state or fact of having a duty to deal with something or of having control over someone

Safety - the condition of being protected from or unlikely to cause danger, risk, or injury

Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives

Representative - a person chosen or appointed to act or speak for another or others



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

To be able to name some people who look after them and some of their responsibilities towards them.
 To identify jobs and responsibilities they have at school.
 To understand the responsibilities they have to their friends, family, and class.
 To be able to explain the rules which affect them in school and how they have been made.
 To understand how rules enable them to feel safe and happy in school.
 To understand how democratic decisions might affect them in the everyday life of their class.
 To understand and experience the process of electing a school council representative.
 To be able to share opinions, take turns, and value the views of others by listening actively.
 To be able to contribute to paired and class discussions about a topical issue
 To understand what they have learned and to be able to share it with others.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand people who look after them and some of their responsibilities towards them.
 Understand jobs and responsibilities they have at school.
 Understand the responsibilities they have to their friends, family, and class.
 Understand the rules which affect them in school and how they have been made.
 Understand how rules enable them to feel safe and happy in school.
 Understand how democratic decisions might affect them in the everyday life of their class.
 Understand and experience the process of electing a school council representative.
 Understand how to share opinions, take turns, and value the views of others by listening actively.
 Understand how to contribute to paired and class discussions about a topical issue.
 Understand what they have learned and to be able to share it with others.







Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Name some people who look after them and some of their responsibilities towards them.
 Identify jobs and responsibilities they have at school.
 Explain the responsibilities they have to their friends, family, and class.
 Explain the rules which affect them in school and how they have been made.
 Describe how rules enable them to feel safe and happy in school.
 Explain how democratic decisions might affect them in the everyday life of their class.
 Experience the process of electing a school council representative.
 Share opinions, take turns, and value the views of others by listening actively.
 Contribute to paired and class discussions about a topical issue
 Explain what they have learned and to be able to share it with others.



									
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<p>Rights - a moral or legal entitlement to have or do something</p> <p>Responsibilities - the state or fact of having a duty to deal with something or of having control over someone</p> <p>Disease – a cause with symptoms</p> <p>Protected - preserved from harm</p>	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.			Understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.			Describe how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.		







Orton Wistow Primary School – Curriculum Plan







Subject : PSHE & RSE

Year : 1 – Sense of Self

Term : Summer Two

																					
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<p>Sense of Self - your perception of the collection of characteristics that define you</p> <p>Achievement - a thing done successfully with effort, skill, or courage</p> <p>Responsibility - the state or fact of having a duty to deal with something or of having control over something</p> <p>Emotions - strong feeling deriving from one's mood</p> <p>Possession - something that is owned</p> <p>Identity - the fact of being who or what a person or thing is</p> <p>Stereotype - an oversimplified image or idea of a particular type of person or thing</p>	<p>To recognise that they are growing and that their achievements, skills and responsibilities are changing. To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about.</p> <p>To be able to name some of the emotions that may be felt in situations involving the loss of special possessions. To develop strategies for coping with difficult emotions.</p> <p>To begin to understand what makes up their identity. To understand how roles and characteristics of boys and girls can be stereotyped.</p>	<p>Understand that they are growing and that their achievements, skills and responsibilities are changing. Understand that there are changes they can choose for themselves and changes they cannot do anything about. Understand some of the emotions that may be felt in situations involving the loss of special possessions. Understand strategies for coping with difficult emotions. Understand what makes up their identity. Understand how roles and characteristics of boys and girls can be stereotyped.</p>	<p>Explain that they are growing and that their achievements, skills and responsibilities are changing. Explain that there are changes they can choose for themselves and changes they cannot do anything about. Name some of the emotions that may be felt in situations involving the loss of special possessions. Develop strategies for coping with difficult emotions. Explain what makes up their identity. Describe how roles and characteristics of boys and girls can be stereotyped.</p>																		
<p>Help - make it easier or possible for someone to do something</p> <p>Worry - feel or cause to feel anxious or troubled about actual or potential problems</p>	<p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention</p>	<p>Understand the people who look after them, who to go to if they are worried and how to attract their attention</p>	<p>Identify and name the people who look after them, who to go to if they are worried and how to attract their attention</p>																		



																					
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Attention - notice taken of someone or something																					