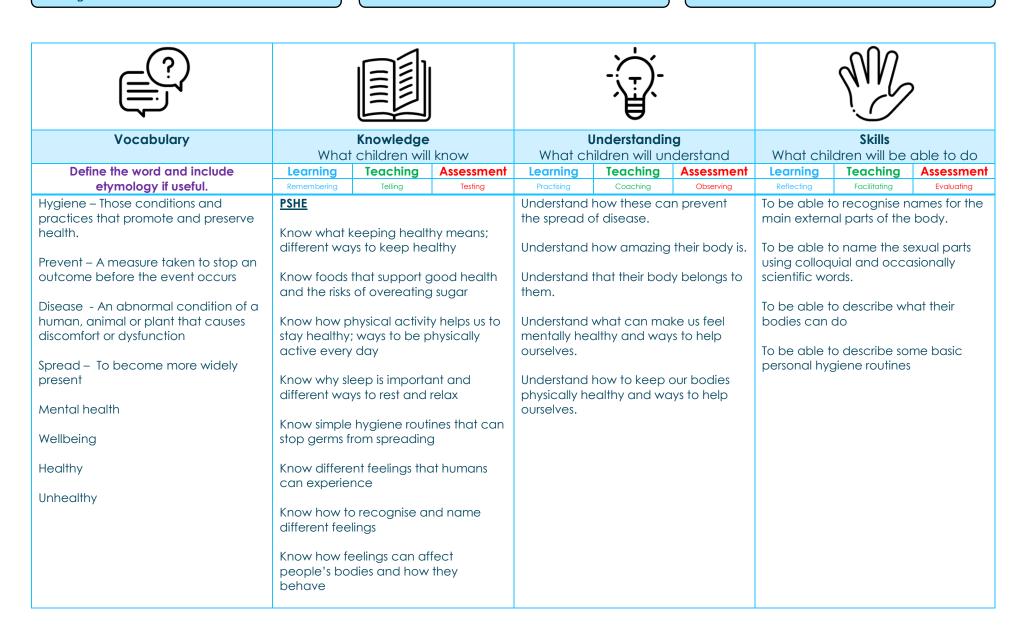




Subject: PSHE & RSE

Year: 1 - Health

Term: Autumn One



(P)					-			/PS Curriculum 2.0	
Vocabulary	What	Knowledge children wil			Inderstandir nildren will ur		What chil	Skills dren will be	able to do
Assertive – Boldly self-assured; confident without being aggressive.	Learning Remembering Know how to might be feel Know to recordeels the same feels	Teaching Telling Telli	Assessment Testing That others of everyone te time, or same things lings; a range things opple feel te, doing time with	Learning Practising Understand h	Teaching Coaching ow they can he vironment, and	Assessment Observing	Learning Reflecting To be able to	Teaching Facilitating describe aspected aspect	Assessment Evaluating cts of their
Emotions – A person's internal state of being based on physical state Relax – To calm down. Behaviour – The way a living creature acts. Problem solving – Resolving a difficulty	feelings, to re	o communica ecognise how know how to	others show	contribution to Understand h plant Understand w		animals and unity' means	and difference others. To be able to community, he them, and whe to be able to environment	describe place ow they and of no is available to look after the st	emselves and s in their hers might use help them.



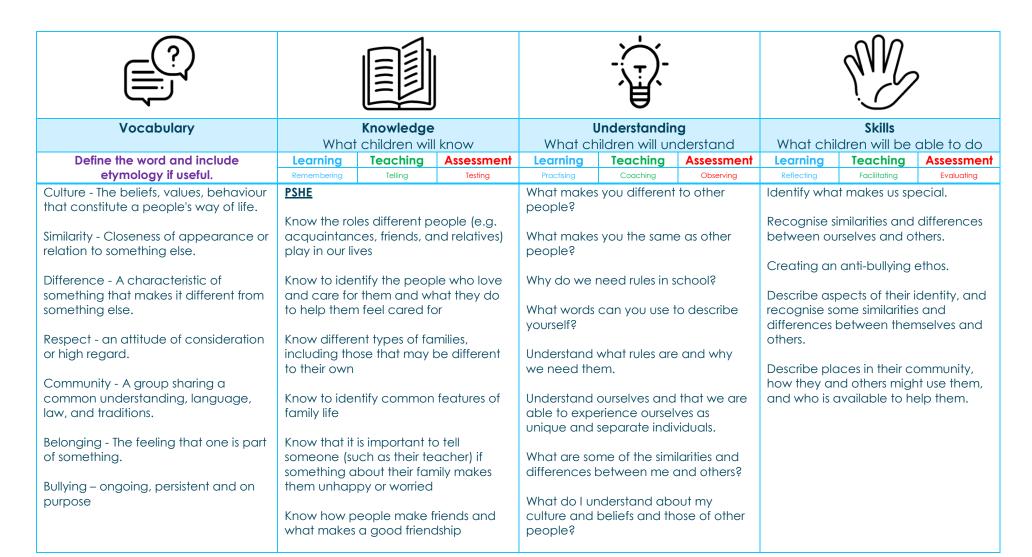




Subject: PSHE & RSE

Year: 1 - Bullying

Term: Autumn Two





		-	M				
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 Remembering Telling Testing Know how to recognise when they or someone else feels lonely and what to do Know simple strategies to resolve arguments between friends positively	Learning Teaching Assessment Practising Coaching Observing Understand the needs of the environment (including the school environment), plants and animals, and also their ability to make a contribution to their care. Understand how they can help look after the school environment, and make a contribution to doing so. To understand it is mportant 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.	Learning Teaching Assessment Reflecting Facilitating Evaluating				
Penis Testicles Hand Vagina Stomach Arm Leg Head Chest	RSE Pupils can correctly name the main parts of the body, including external genitalia using scientific terms	Understand that our body is ours alone and we can say 'no' if we do not want someone to touch us. Understand which parts of the body are private and which are seen on a daily basis by everyone.	Name body parts, including external genitalia. Identify private areas of the body.				





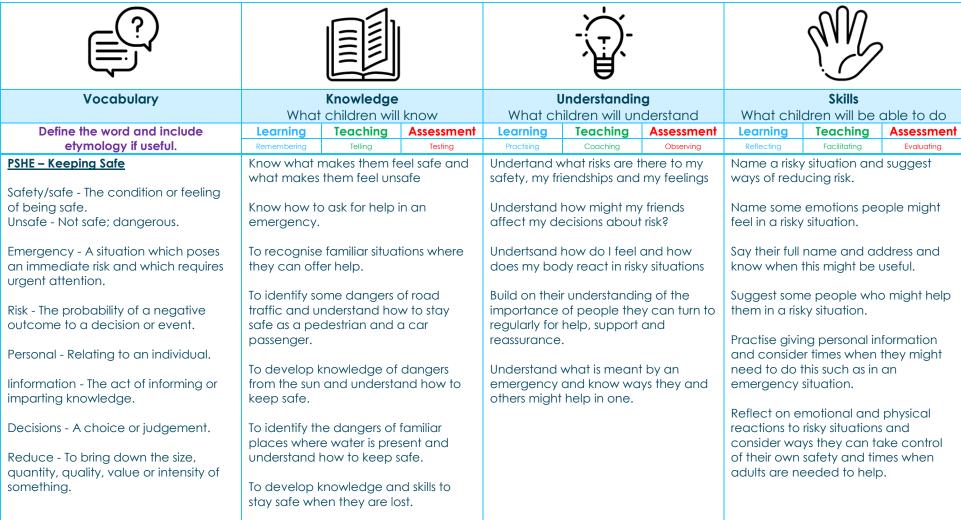


Subject: PSHE & RSE

Year: 1

Term: Spring One

<u>Keeping Safe</u>













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Vocabulary	Knowledge				Understandir		Skills			
	What children will know			What ch	nildren will ur	nderstand	What children will be able to			
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
etymology if useful.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
	To identify all places to places	haracteristics ay.	of safe							













Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to		able to do	
			1			1			1	
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
etymology if useful.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
RSE – My Relationships	Know what i	is a useful evo	lluation	Understand new skills would I like to develop			I can listen well to other people			
Listen - To pay attention to a sound or speech.	Know why is	it important t	o take turns	Understand what am I and other			I can work well in a group			
Negotiate - To arrange or settle	be able to n strengths an	name some of d skills.	their own	people goo	d at		_	I can negotiate to sort out disagreements		
something by mutual agreement.	Know how to identify a new skill to develop.			Understand a group	how are my sl	kills useful in	I can evaluate a group work task.			



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Vocabulary	What	Knowledge children wil			Inderstandin nildren will un	•	What chil	Skills What children will be able to a			
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment		Teaching	Assessment		
etymology if useful. Evaluation - An assessment or a	Remembering	Telling	Testing	Ŭ.	Practising Coaching Observing Inderstand and practise listening skills,			Reflecting Facilitating Evaluating Logo procetice group work skills			
summary of a particular situation.	Know how the be useful in a	neir strengths (a group.	and skills can		nd make clea	_	I can practise group work skills, including discussion, negotiation co-operation.				







Subject: PSHE & RSE

Year: 1 - Economic Wellbeing

Term: Spring Two

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Vocabulary	What	Knowledge children wil			Inderstandin ildren will un	•	What chil	Skills What children will be able t		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating	
Listen - To pay attention to a sound or speech. Negotiate - To arrange or settle something by mutual agreement. Evaluation - An assessment or a summary of a particular situation. Co-operation - the action or process of working together to the same end. Perseverance - persistence in doing something despite difficulty or delay in achieving success.	Know why is be able to n strengths and Know how to develop.	o identify a ne	o take turns their own ew skill to	Understand people good Understand a group Understand	how are my sl and practise l nd make clea	d other kills useful in istening skills,	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. I can practise group work skills, including discussion, negotiation and co-operation.			
RSE – My Beliefs Respect – regard for the feelings, wishes, or rights of others. Difference – a point or way in which people or things are dissimilar.	according to	o identify peo o their similarit o identify peo o their differer	ple	Understand how to identify people according to their similarities Understand how to identify people according to their differences			I can explain how to identify people according to their similarities I know how to identify people according to their differences			



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Vocabulary	What	Knowledge children will			Inderstandir iildren will ur		What chil	Skills What children will be able to a			
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating		
Similarities – the state or fact of being similar. Unique - being the only one of its kind; unlike anything else.		differences and similarities between			Understand how to show respect to the differences and similarities between people.			I know how to show respect to the differences and similarities between people.			







Subject: PSHE & RSE

Year: 1 - Rules

Term: Summer One









Vocabulary **Knowledge Understanding** Skills What children will know What children will understand What children will be able to do Define the word and include Learning Teaching Assessment Learnina Teaching Assessment Learnina Teaching Assessment etymology if useful. Remembering Telling Practising Coaching Observing Reflecting Facilitating Evaluating Rules - a set of understood regulations To be able to name some people who look Understand people who look after them Name some people who look after them within a particular area of activity after them and some of their responsibilities and some of their responsibilities towards and some of their responsibilities towards towards them. Responsibility - the state or fact of having a To identify jobs and responsibilities they Understand jobs and responsibilities they Identify jobs and responsibilities they have duty to deal with something or of having have at school. have at school. at school. To understand the responsibilities they have Understand the responsibilities they have to Explain the responsibilities they have to their control over someone to their friends, family, and class. their friends, family, and class. friends, family, and class.

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

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.

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.

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

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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Vocabulary		Knowledge			Understanding			Skills		
	What	children wil	l know	What ch	nildren will un	derstand	What children will be able to do			
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
etymology if useful.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Rights - a moral or legal entitlement to have or do something Responsibilities - the state or fact of having a duty to deal with something or of having control over someone Disease – a cause with symptoms Protected - preserved from harm	spread, includ	and how some ling the right to and the respor i.	be protected	including the	ow some diseas right to be prote the responsibilit	ected from	including the	some diseases right to be prot the responsibilit	ected from	







Subject: PSHE & RSE

Year: 1 - Sense of Self

Term: Summer Two

