



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE

Year : 1

Term : Autumn



Vocabulary

Define the word and include etymology if useful.

Self-awareness - knowledge of one's own character and feelings.

Self-image - the idea one has of one's abilities, appearance, and personality.

Self-esteem – confidence in one's own worth or abilities;

Unique - being the only one of its kind; unlike anything else. **From the Latin 'unus' meaning one.**

Culture - The beliefs, values, behaviour that constitute a people's way of life.

Similarity - Closeness of appearance or relation to something else.

Difference - A characteristic of something that makes it different from something else.

Respect - an attitude of consideration or high regard.

Community - A group sharing a common understanding, language, law, and traditions.



Knowledge

What children will know

Learning **Teaching** **Assessment**

Remembering Telling Testing

To know that self-awareness is important

To know that we need rules in and out of school so we can be safe and happy, and so we can learn, show kindness and have fun.

To know that England has rules which we call laws, that we must abide to. If you fail to follow these rules, then in England you must face consequences

Develop knowledge of self-awareness, self-image and self-esteem.

Know how and why we are different as individuals.

Know what animals and plants need to survive, and how they can help look after them.

Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to.



Understanding

What children will understand

Learning **Teaching** **Assessment**

Practising Coaching Observing

What makes you different to other people?

What makes you the same as other people?

Why do we need rules in school?

What words can you use to describe yourself?

Understand what rules are and why we need them.

Understand ourselves and that we are able to experience ourselves as unique and separate individuals.

What are some of the similarities and differences between me and others?

What do I understand about my culture and beliefs and those of other people?

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.



Skills

What children will be able to do

Learning **Teaching** **Assessment**

Reflecting Facilitating Evaluating

Identify what makes us special.

Recognise similarities and differences between ourselves and others.

Creating an anti-bullying ethos.

Describe aspects of their identity, and recognise some similarities and differences between themselves and others.

Describe places in their community, how they and others might use them, and who is available to help them.

																					
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.	<table border="1"> <tr> <th data-bbox="573 354 732 386">Learning</th> <th data-bbox="732 354 892 386">Teaching</th> <th data-bbox="892 354 1052 386">Assessment</th> </tr> <tr> <td data-bbox="573 386 732 418">Remembering</td> <td data-bbox="732 386 892 418">Telling</td> <td data-bbox="892 386 1052 418">Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1"> <tr> <th data-bbox="1052 354 1211 386">Learning</th> <th data-bbox="1211 354 1371 386">Teaching</th> <th data-bbox="1371 354 1530 386">Assessment</th> </tr> <tr> <td data-bbox="1052 386 1211 418">Practising</td> <td data-bbox="1211 386 1371 418">Coaching</td> <td data-bbox="1371 386 1530 418">Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1"> <tr> <th data-bbox="1530 354 1690 386">Learning</th> <th data-bbox="1690 354 1850 386">Teaching</th> <th data-bbox="1850 354 2009 386">Assessment</th> </tr> <tr> <td data-bbox="1530 386 1690 418">Reflecting</td> <td data-bbox="1690 386 1850 418">Facilitating</td> <td data-bbox="1850 386 2009 418">Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
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Belonging - The feeling that one is part of something.		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>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>	Know what makes them feel safe and what makes them feel unsafe, with the skills to assess the level of risk to themselves physically and begin to introduce the idea that risks might also sometimes be emotional or social.	<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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<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>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>Hygiene – Those conditions and practices that promote and preserve health</p> <p>Female – characteristics of gender which is typically associated women and girls</p> <p>Male - characteristics of gender which is typically associated men and boys</p>	<p>Know when I am in charge of my actions and my body</p> <p>Know what their bodies can do</p> <p>Know the names of external body parts</p> <p>Know the names of female and male sexual parts including some scientific words</p>	<p>Understand how amazing my body is</p> <p>Understanding that their body belongs to them</p> <p>understand how personal hygiene can prevent the spread of disease</p>	<p>I can say what my body can do</p> <p>I can recognise names for the main external parts of the body.</p> <p>I can name the female and male sexual parts using colloquial and occasionally scientific words.</p> <p>I can describe some basic personal hygiene routines and.</p>



									
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	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Sexual parts - body parts associated with the ability to reproduce young									
<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>Know names for some different feelings</p> <p>Know what makes me feel happy, sad, cross etc</p> <p>Know how my feelings and my actions affect others</p> <p>know that there is a link between thoughts, feelings and behaviour.</p> <p>Know how I manage some of my emotions</p> <p>Know what helps me to feel relaxed</p> <p>Know how I can control my behaviour</p> <p>Know who I can share my feelings with</p> <p>know what it feels and looks like to be assertive.</p>	<p>Understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.</p> <p>Understand the difference between behaviour which is impulsive and that which is thought through</p> <p>Understand assertiveness and when to use it</p>	<p>To be able to describe how they are feeling, including how strong that feeling is.</p> <p>To be able to recognise feelings in others.</p> <p>To have some strategies to deal with my own strong emotions, including calming and relaxing myself</p> <p>To be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem.</p> <p>To be able to assert myself</p>						
<p>Community – A group sharing a common understanding, and often the same language, law, manners, and/or tradition.</p> <p>Care – to offer close attention; concern; to be responsible for the same</p> <p>Similarity – Closeness of appearance or characteristic to something else.</p> <p>Difference – A characteristic of something that means it is not the same as something else</p>	<p>Know who the people are who help me, and what do they do</p> <p>Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to</p> <p>Know what animals and plants need to survive, and how they can help look after them.</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>						



			
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		Learning Practising	Teaching Coaching
		Assessment Observing	Learning Reflecting
			Teaching Facilitating
			Assessment Evaluating
Lifestyle - A way of living that reflects the attitudes and values of a person or group			



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		Learning Practising	Teaching Coaching
		Assessment Observing	Learning Reflecting
			Teaching Facilitating
			Assessment Evaluating
<p>Influence - The power to affect, control or manipulate something or someone; the ability to change the development of thoughts or decisions.</p> <p>Choice - An option, decision or an opportunity to choose or select something</p> <p>Healthy – the wellness of a person, animal or plant</p>	<p>Know the difference between being active and inactive</p> <p>Know how to maintain health</p> <p>Know that for good health we need a balanced diet.</p> <p>Know that lifestyle is a responsibility and choices about lifestyle can be influenced</p>	<p>Understand that food can be divided into different groups</p> <p>Understand that physical activity can change your emotional state</p> <p>Understand what contributes to a healthy lifestyle</p> <p>Understand the relationship between diet and physical activity</p>	<p>To be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.</p> <p>To be able to explain why healthy eating and physical activity are both important.</p> <p>To be able to say what changes physical and emotionally when they are active.</p>



									
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Lifestyle - A style of living that reflects the attitudes and values of a person or group				Understand who is responsible for lifestyle choices and how are they influenced			To be able to talk about food likes and dislikes and give reasons.		
<p>Risk - The probability of a negative outcome to a decision or event.</p> <p>Emergency - A situation which poses an immediate risk and which requires urgent attention.</p> <p>Address - A description of the location of a property, usually with at least a street name and number</p>	<p>Know who to ask for help if they needed it</p> <p>Know what action is it okay for me to take in an emergency</p> <p>Know ways they and others might help in an emergency</p> <p>know their address and full name and when this might be useful</p>			<p>Understand what is meant by an emergency</p> <p>Understand why you need to know your full name and address</p> <p>Understand how adults can help you in and emergency or risky situation</p> <p>Understand what is meant by risk</p>			<p>To be able to name a risky situation and suggest ways of reducing risk.</p> <p>To be able to name some emotions people might feel in a risky situation.</p> <p>To be able to say their full name and address</p> <p>To be able to suggest some people who might help them in a risky situation.</p>		
<p>Safe/safety - The condition or feeling of being safe; security.</p> <p>Danger - Exposure to likely harm</p> <p>Precaution - A measure to take care; before the event</p> <p>Passenger - One who rides or travels in a vehicle,</p> <p>Pedestrian - those who are walking.</p> <p>Accident - An unexpected event with negative consequences</p> <p>-</p>	<p>Know where there are safer places to play</p> <p>Know what the risks are for me in using the roads, both in a vehicle and as a pedestrian, and how can I stay safe</p> <p>Know what the risks are for me near water</p> <p>Know what the risks are for me if I am lost</p> <p>Know what the best ways are to keep safe from accidents</p>			<p>Understand ways of preventing common accidents in school or on the school playground.</p> <p>Understand that there are ways to stay safe in vehicles and when out walking near roads</p> <p>Understand that I have a responsibility to stay safe in the safe, by water and by roads</p>			<p>To be able to recognise dangers that traffic poses to them as car passengers and pedestrians.</p> <p>To be able to identify safe places to cross in the local area.</p> <p>To be able to name how to stay safe in the sun</p> <p>To be able to explain a simple strategy for action if they are lost.</p> <p>To be able to explain simple precautions to take when using playgrounds.</p>		



									
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	Know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun.								
<p>Hygiene – Those conditions and practices that promote and preserve health.</p> <p>Prevent – A measure taken to stop an outcome before the event occurs</p> <p>Disease - An abnormal condition of a human, animal or plant that causes discomfort or dysfunction</p> <p>Spread – To become more widely present</p>	<p>Know how to keep your body clean</p> <p>Know you have rights about your own body</p> <p>Know the scientific names of external body parts</p> <p>Know some of the things your body can do</p>			<p>Understand how these can prevent the spread of disease.</p> <p>Understand how amazing their body is.</p> <p>Understand that their body belongs to them.</p>			<p>To be able to recognise names for the main external parts of the body.</p> <p>To be able to name the sexual parts using colloquial and occasionally scientific words.</p> <p>To be able to describe what their bodies can do</p> <p>To be able to describe some basic personal hygiene routines</p>		