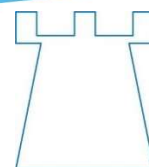


Key Stage 1 PSHE units



SHERIFF HUTTON PRIMARY SCHOOL

**This programme of study is based
around the Twinkl Life collection.**

[https://www.twinkl.co.uk/resources/twinkl-
life](https://www.twinkl.co.uk/resources/twinkl-life)

KEY STAGE 1
PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

TEAM (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H23. to identify what they are good at, what they like and dislike
Relationships	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 R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R21. about what is kind and unkind behaviour, and how this can affect others R23. to recognise the ways in which they are the same and different to others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively
Living in the wider world	L4. about the different groups they belong to L14. that everyone has different strengths
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * show the teams they belong to. * follow instructions and create a tower by applying good listening; * use key vocabulary and the Acts of Kindness Poster to think of ways to show kindness to others; * work in a group to discuss what they could do if they saw others being teased or bullied. * work as a group to sort thoughts given into helpful and not-so-helpful categories; * sort images of behaviours into good and not-so-good choices.
Other considerations (SEND / PP)	Empathy: children will draw the facial expressions of children going through a particular situation. Responsibilities: children will explore the responsibilities they have within their home.

AIMING HIGH (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H20. about change and loss (including death); to identify feelings associated with this; to

	<p>recognise what helps people to feel better</p> <p>H21. to recognise what makes them special</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p>
Relationships	<p>R23. to recognise the ways in which they are the same and different to others</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>
Living in the wider world	<p>L14. that everyone has different strengths.</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	<p>Online safety for internet access.</p> <p>Personal space</p>
Outcomes	<ul style="list-style-type: none"> * discuss their star qualities; * identify what a positive learning attitude is; * talk about jobs they can do when they grow up; * discuss what skills and interests are needed for different jobs; * talk about hopes they have for the future; * discuss what they are looking forward to about next year.
Other considerations (SEND / PP)	

THINK POSITIVE (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>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</p> <p>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</p> <p>H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don't feel good</p> <p>H24. how to manage when finding things difficult</p>
Relationships	<p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	<p>Online safety for internet access.</p> <p>Personal space</p>

Outcomes	<ul style="list-style-type: none"> * identify and discuss feelings and emotions, using simple terms. * describe things that make them feel happy and unhappy. * understand that they have a choice about how to react to things that happen. * talk about personal achievements and goals. * describe difficult feelings and what might cause these feelings. * discuss things for which they are thankful. * focus on an activity, remaining calm and still
Other considerations (SEND / PP)	

ONE WORLD (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	
Relationships	R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life
Living in the wider world	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L6. to recognise the ways they are the same as, and different to, other people
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * talk about special people in their life and say why they are special; * talk about different homes around the world and identify how they are the same as and different from their own; * describe what their school is like; * explain what an environment is; * explain what natural resources are and identify how people use them; * say what they love about the world in which they live and describe how they would feel if these things disappeared.
Other considerations (SEND / PP)	

VIPs (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings

	H23. to identify what they are good at, what they like and dislike H33. about the people whose job it is to help keep us safe
Relationships	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 R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R21. about what is kind and unkind behaviour, and how this can affect others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * explain who the special people in their lives are; * talk about the importance of families; * describe what makes someone a good friend; * know how to resolve an argument in a positive way; * know the skills involved in successful cooperation; * identify a way to show others that they care.
Other considerations (SEND / PP)	

GROWING UP (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H22. to recognise the ways in which we are all unique H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group
Relationships	R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their

	<p>family makes them unhappy or worried</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R23. to recognise the ways in which they are the same and different to others</p>
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * use the scientific names introduced to name male and female body parts. * identify some differences between males and females. * identify the body parts that we keep private. * understand the words 'no' and 'stop'. * understand that people's bodies and feelings can hurt * talk about their own likes and dislikes. * understand that different people like different things. * understand that girls and boys can like different things, or the same things. * describe how they have changed since they were a baby. * understand that people's needs change as they grow older. * talk about things they would like to do when they are older. * discuss some changes that people might go through in life. * talk about their family and ask others questions about their family.
Other considerations (SEND / PP)	

IT'S MY BODY (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p>

	H37. about things that people can put into their body or on their skin; how these can affect how people feel
Relationships	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * describe their daily bedtime routine; * explain what happens if you do not exercise regularly; * explain that other people have rights for their own body; * list some foods that are good to have once a week; * identify hazard signs that mean something is dangerous; * explain what germs are and why people need to keep clean.
Other considerations (SEND / PP)	

SAFETY FIRST (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H28. about rules and age restrictions that keep us safe H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)
Relationships	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know H8. how to keep safe in the sun and protect skin from sun damage R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

	R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * identify ways to stay safe in the home. * identify a range of dangers outside. * explain the basics of the Green Cross Code. * explain why we shouldn't take anyone else's medicine. * explain what to do if they feel unsafe online. * explain the difference between safe secrets, unsafe secrets and surprises. * identify their personal 'trusted adults'.
Other considerations (SEND / PP)	

DIVERSE BRITAIN (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	
Relationships	R21. about what is kind and unkind behaviour, and how this can affect others R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them
Living in the wider world	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * describe how they can help groups and communities they belong to; * recognise choices can have negative and positive consequences; * explain some consequences of negative and positive choices; * talk about why helping their neighbourhood is important; * describe different aspects of living in Britain; * give reasons why it is important to have differences; * identify famous British people, places and events; * explain what famous British people, places and events tell them about being British.

Other considerations (SEND / PP)	
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MONEY MATTERS (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	
Relationships	
Living in the wider world	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this. L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * discuss things they can buy in the shops. * talk about different sources that money can come from. * identify things they want. * identify things they need. * talk about ways we can keep track of what we spend. * discuss ways they can keep money safe. * discuss some methods of payment.
Other considerations (SEND / PP)	

DIGITAL WELLBEING (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
Relationships	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not

	R15. how to respond safely to adults they don't know
Living in the wider world	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * identify ways we use the Internet; * talk about different activities they like to do both online and offline; * discuss some of the risks that are present when we go online; * explain how to get help if anything online frightens them; * give examples of personal information and understand that we keep it private; * talk about ways people communicate online and explain what to do if something they see worries them; * understand that not everything we see on the Internet is true.
Other considerations (SEND / PP)	

BE YOURSELF (Year 1 / 2)	
Links to the programmes of study.	We follow the PSHE Association programmes of study supported by resources from a range of sources such as Twinkl.
Significant People	N/A
Health and wellbeing	H12. How to recognise and name different feelings H13. How feelings can affect people's bodies and how they behave H14. How to recognise what others might be feeling H15. To recognise that not everyone feels the same at the same time; or feels the same about the same things 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 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 H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. To recognise what makes them special H22. To recognise the ways in which we are all unique H23. To identify what they are good at, what they like and dislike
Relationships	R25. How to talk about and share their opinions on things that matter to them
Living in the wider world	
Vocabulary	Links with science.
High quality texts (links)	
Safeguarding aspects	Online safety for internet access. Personal space
Outcomes	<ul style="list-style-type: none"> * identify their own special traits and qualities * identify and name common feelings * select times and situations that make them feel happy * talk about what makes them feel unhappy or cross * explain how change and loss make them feel

	* understand the importance of sharing their feelings and thoughts.
Other considerations (SEND / PP)	