



## Hillcross Primary PSHE Curriculum

### Year 1

#### Introduction and guidance:

PSHE (Personal, Social, Health and Economic Education) is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. This subject impacts on both academic and non-academic outcomes for pupils and is taught explicitly within PSHE lessons, as well as implicitly in all other learning opportunities. As of September 2020, Health Education (HE) and Relationships Education (RE) became compulsory at key stages 1 and 2. Although Sex Education is only compulsory in key stages 3 and 4, the government encourages all primary schools to provide this vitally important area within their school PSHE curriculum. This document outlines when and what we will be teaching within Year 1. The school follows the Christopher Winter Project (CWP) scheme of work for RSE (Relationship and Sex Education). Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation and so, throughout our PSHE curriculum (and also within other subjects), we teach children about equality, British Values and the United Nations Convention on the Rights of the Child (UNCRC). Safeguarding in schools is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future, further highlighting the need to follow a progressive, age appropriate SRE framework (embedded within our PSHE curriculum) such as ours.

The statements **highlighted in yellow** relate specifically to:

- (RSE) Relationship and Sex Education - (The Christopher Winter Project (CWP) scheme of work)
- (SE) refers to the Sex Education aspect of RSE (Relationship and Sex Education which is taught via the Christopher Winter Project - CWP)
- (RE) refers to Relationship Education
- (HE) Health Education

The statements in ***bold and italics*** link to online safety

Year 1												
	Autumn 1:		Autumn 2:		Spring 1:		Spring 2:		Summer 1:		Summer 2:	
	Families and friendship	Safe Relationships	Respecting Ourselves and Others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe			
<b>Relationships</b>	<b>Families and friendships</b> Roles of different people; families; feeling cared for	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful									
<b>Living in the Wider World</b>				<b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment Link to RE from Autumn 2	<b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online	<b>Money and Work</b> Strengths and interests; jobs in the community						



<b>Health and Wellbeing</b>						<b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety	<b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong	<b>How rules and age restrictions help us;</b> keeping safe online	
<b>Key Vocabulary</b>	different, similar, emotions, rules, right, government	penis, vagina, private, surprise, secrets, comfortable, bullying, uncomfortable, discrimination, permission, protected	respect, tolerance, mutual, values, pledge, commit, discrimination, disability	internet, communicate, online, digital, devices, protection	community, belonging, environment, stranger	strengths, potential, stereotypes/ stereotypical, Green Cross Code, stranger, religion, guidance	Healthy, unhealthy, hygiene, routines, medical	Similar, different, special, unique, different, gender, genitals emotional, regulate / regulation, strategies	restrictions, protection, exploitation,
<b>Enquiry</b>	<p><b>First 2 weeks:</b></p> <p><b>NPA:</b></p> <ul style="list-style-type: none"> <li>→ What different feelings can you have?</li> <li>→ What happens to our bodies when we feel different emotions?</li> <li>→ How can feelings affect the way we behave?</li> </ul> <p><b>Class rules:</b></p> <ul style="list-style-type: none"> <li>→ Why are rules important?</li> <li>→ Which rules will help us to learn best?</li> <li>→ Link to Article 28- Right to education and being responsible</li> </ul> <p><b>What is the role of the family?</b></p> <ul style="list-style-type: none"> <li>→ Who are the people that care for us?</li> <li>→ What role do these different people play in our lives?</li> </ul> <p><b>Lesson 1 from CWP</b></p> <ul style="list-style-type: none"> <li>→ What does it mean to be a family? How are families different? (RE)</li> <li>→ Why is it important to tell someone you are worried about something? How would you tell someone this?</li> </ul>	<p><b>How do we keep ourselves safe?</b></p> <ul style="list-style-type: none"> <li>→ What different ways can you be touched? How do they feel? (e.g. hugs, tickling, kisses and punches) What could you do if being touched makes you feel uncomfortable or unsafe.(RE)</li> <li>→ What does it mean to keep something private? (Inc. body parts) Surprise vs secrets. When and why is it important to ask for permission to touch others? How do we ask for permission to touch others? (RE)</li> <li>→ <b>What is bullying</b> <b>What different types of bullying are there? How may it feel to be bullied?</b></li> <li>→ <b>Why do we celebrate and learn about Black History Month?</b></li> </ul>	<p><b>How can we show respect for all?</b></p> <ul style="list-style-type: none"> <li>→ How do kind or unkind behaviours make us feel?</li> <li>→ What is respect and how do we show this to others? <b>BV-respect</b></li> <li>→ Which rules and values help us to show respect to others?</li> <li>→ What will you do to show respect for all? E.g. make a pledge</li> <li>→ <b>What is the link between respect and road safety?</b></li> </ul>	<p><b>How do rules keep us and the environment safe?</b></p> <p><b>Why do we celebrate LGBT month?</b></p> <ul style="list-style-type: none"> <li>→ What is a community? How do we show belonging to different communities?</li> <li>→ How do we show care for different people, things, animals and the environment? E.g. keepsakes/ treasures, recycling</li> <li>→ Should all rules apply to all people? Should we adapt</li> <li>→ Our rules to meet the needs of different people?</li> <li>→ What is a stranger? Why shouldn't I speak to strangers?</li> <li>→ Why do some people find it challenging to follow the rules? E.g. babies, people with learning needs.</li> </ul>	<p><b>Why can't people live without the internet?</b></p> <ul style="list-style-type: none"> <li>→ <i>How and why people use the internet?</i></li> <li>→ <i>What does it mean to communicate online?</i></li> <li>→ <i>What are the benefits and disadvantages of using the internet and digital devices?</i></li> <li>→ <i>How do we find things out and communicate safely with others online?</i></li> </ul>	<p><b>Do our strengths determine the jobs we choose to do?</b></p> <ul style="list-style-type: none"> <li>→ What are strengths and how do we develop them? (apply across academic, sports, character etc). Do different jobs need different strengths?</li> <li>→ What is the role of this person? Select jobs of parents of children. Carefully select to avoid stereotypes.</li> <li>→ Who helps us in our community? Introduce the Green Cross Code (road safety month)</li> <li>→ Is one job more important than another? (P4C)Link</li> </ul>	<p><b>What does it mean to be healthy?</b></p> <ul style="list-style-type: none"> <li>→ What does it mean to be healthy and why is this important? (sleep, eat healthily, exercise, talk about worries and feelings)</li> <li>→ How do we keep safe in the sun?</li> <li>→ <b>Lesson 2 from CWP</b></li> <li>→ Which basic hygiene routines should we regularly do? e.g. hand washing, brushing teeth. (Flow map of their daily routines) (HE)</li> <li>→ What are healthy and unhealthy foods? Why should we monitor our sugar intake?</li> <li>→ Which people help us to keep healthy? e.g. parents, nurses, dentists, lunch supervisors</li> </ul>	<p><b>How am I similar and different?</b></p> <ul style="list-style-type: none"> <li>→ What makes us special and unique?</li> <li>→ <b>Lesson 3 from CWP</b></li> <li>→ How are you the same and different to others? Know the differences between boy and girl babies (include external genitalia. (SE)</li> <li>→ How do we manage and who do we tell when we find things difficult?</li> </ul> <p>Link to emotional regulation. (safe adults, NSPCC, DSLs) Which strategies would I use to manage my feelings?</p>	<p><b>How do I keep myself safe?</b></p> <ul style="list-style-type: none"> <li>→ How do rules help keep us safe?</li> <li>→ <i>Why do some things have age restrictions? e.g. TV and film, games, toys or play areas</i></li> <li>→ <i>How can you stay safe when online?</i></li> <li>→ <i>Who should you tell if you see something online that makes you feel unhappy, worried, or scared?</i></li> </ul>