



PSHE KS1 Curriculum Pack

A complete PSHE curriculum for Year 1 and Year 2

What is the PSHE KS1 Curriculum Pack?

- A series of PSHE schemes of work arranged across the Autumn, Spring and Summer terms for Year 1 and Year 2 (two schemes of work per term per year group)
- Each scheme of work contains five ready-to-teach PSHE lessons, with an accompanying knowledge organiser
- Each individual lesson includes a detailed plan, a slideshow presentation for the teaching input, differentiated activities and a range of printable resources.

Why use our PSHE KS1 Curriculum Pack?

- Deliver a complete KS1 PSHE curriculum that meticulously covers all the necessary National Curriculum RSE objectives, and is also aligned with the PSHE Association objectives
- Embed consistency across KS1
- Ensure confidence in teaching PSHE from all staff members
- High-quality prepared planning written by experienced teachers
- Clearly mapped knowledge and skills progression.



12 ready-to-teach
PSHE schemes of work

Coverage of National
Curriculum RSE objectives

Built-in knowledge
and skills progression

Knowledge
organisers included

PSHE KS1 Curriculum Pack : Year 1 to Year 2

SKU: bulk2026



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	Being Together (SA)	Making Friends (HR)	I am Awesome (HL)	Keeping Safe (DM&R)	How Do I Feel? (S&EW)	Roles and Responsibilities (EW&A)
Year 2	What is a Family? (HR)	Safe Spaces and Boundaries (SA)	Being Healthy (HL)	Asking for Help (DM&R)	The World of Work (EW&A)	Being Me (S&EW)

HR: Healthy Relationships SA: Social Awareness HL: Healthy Lifestyles DM&R: Decision Making and Risk S&EW: Self and Emotional Wellbeing EW&A: Economic Wellbeing and Aspirations

Slides to guide you and your class through the teaching input

Warm-up activity to encourage children to engage and focus on the learning activities to come

How Do I Feel?

PSHE Year 1 Lesson 2 of 5

Learning Objective	Resources
To know how feelings can affect our bodies and behaviour	Slides Facial Expressions Cards Picture Cards Emotion Cards Scribe Sheet Act it Out! Cards (PSD? activity only)

Warm-up Activity

Teaching Input

- Although we feel emotions inside of us, often we also express that feeling on the outside on our faces, with our bodies or how we behave.
- Tell children that our faces, bodies and behaviours can give other people clues about how we are feeling. Can you see the clues in these photos that tell you how each person is feeling?
- Our faces can be very expressive. Go through each of the expressions on the slide. Can you make your face do all of these actions?
- Our bodies can feel lots of different sensations. Go through each of them on the slide. Can you think of any other sensations your body might feel?
- We can behave in many different ways. Talk about each action on the slide. Can you think of any other behaviours you might show?
- Look at the photos on the following slides, asking children to use the face, body and behaviour clues to identify the emotion they think each person is feeling.
- Read aloud the speech bubbles on the next four slides. Again, ask children to use the face, body and behaviour clues to identify the emotion they think each person is feeling. Encourage them to act out the expressions and behaviours if it helps them.
- Tell children it is now time for them to show what they know about how feelings can affect their bodies and behaviour.

Main Activity

As an adult-supported group, give children the pre-cut-out Picture Cards and the Emotion Cards, and ask them to match them up. Encourage children to explain their choices. Adult to ask following questions for each matched pair - how would this emotion make your body feel? What might it make you do? Record children's answers on the Scribe Sheet.

Fancy something different...?

- Show children the Act it Out! Cards, and make sure they understand the questions on them. Explain that they will each be given an Act it Out! Card which they cannot show to anyone else, but need to practise acting out their given emotion. (This could be done in small groups instead of individually.)
- When it is their turn, they need to act it out to the rest of the class, using their facial expressions, body and behaviour. The rest of the class need to 'read the clues' and identify the emotion. Encourage the class to explain the reasons for their guess, prompting them to point out facial expressions, describe behaviours, and infer body sensations.
- There could be several rounds, where the Act it Out! Cards are collected in and then redistributed.

Plenary

Show me...

- an excited face
- a calm body
- an angry body
- a scared face

Assessment Questions

- Do children understand that feelings can affect our faces, bodies and behaviour?
- Can children name/describe/act out some of the expressions and actions related to different emotions?
- Can children recognise a range of feelings in other people based on their expressions and actions?

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Printable resources to support the differentiated main activity for children's independent learning

Slides to bring your class back together for the plenary

Printable resources for the alternative 'Fancy Something Different...?' activity

Assessment questions to help you track progress (free editable assessment grids available for each scheme of work)



National Curriculum Objective Coverage



PSHE Objectives | KS1 | Year 1 and Year 2 | Curriculum Pack

bulk2026



Objective	Year 1						Year 2					
	Being Together	Making Friends	I am Awesome	Keeping Safe	How do I feel?	Roles and Responsibilities	What is a family?	Safe Spaces and Boundaries	Asking for Help	Being Healthy	The World of Work	Being Me
Relationships Education - Families and people who care for me												
that families are important for children growing up because they can give love, security and stability												
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives												
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care												
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up												
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong												
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed												
Relationships Education - Caring friendships												
how important friendships are in making us feel happy and secure, and how people choose and make friends												
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties												
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded												
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right												
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed												

PSHE Objectives | KS1 | Year 1 and Year 2 | Curriculum Pack

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Objective	Year 1						Year 2					
	Being Together	Making Friends	I am Awesome	Keeping Safe	How do I feel?	Roles and Responsibilities	What is a family?	Safe Spaces and Boundaries	Asking for Help	Being Healthy	The World of Work	Being Me
Relationships Education - Respectful relationships												
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs												
practical steps they can take in a range of different contexts to improve or support respectful relationships												
the conventions of courtesy and manners												
the importance of self-respect and how this links to their own happiness												
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority												
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help												
what a stereotype is, and how stereotypes can be unfair, negative or destructive												
the importance of permission-seeking and giving in relationships with friends, peers and adults												
Relationships Education - Online relationships												
that people sometimes behave differently online, including by pretending to be someone they are not												
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous												
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them												
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met												
how information and data is shared and used online												

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Relationships Education - Being Safe												
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)												
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe												
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact												
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know												
how to recognise and report feelings of being unsafe or feeling bad about any adult												
how to ask for advice or help for themselves or others, and to keep trying until they are heard												
how to report concerns or abuse, and the vocabulary and confidence needed to do so												
where to get advice e.g. family, school and/or other sources												
Health Education - Mental wellbeing												
that mental wellbeing is a normal part of daily life, in the same way as physical health												
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.												
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.												
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.												
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.												

PSHE Objectives | KS1 | Year 1 and Year 2 | Curriculum Pack

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	Being Together	Making Friends	I am Awesome	Keeping Safe	How do I feel?	Roles and Responsibilities	What is a family?	Safe Spaces and Boundaries	Asking for Help	Being Healthy	The World of Work	Being Me
Health Education - Mental wellbeing (continued)												
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.												
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.												
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.												
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).												
it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.												
Health Education - Internet safety and harms												
that for most people the internet is an integral part of life and has many benefits.												
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.												
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.												
why social media, some computer games and online gaming, for example, are age restricted.												
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.												
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.												
where and how to report concerns and get support with issues online.												

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Health Education - Physical health and fitness												
the characteristics and mental and physical benefits of an active lifestyle.												
the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.												
the risks associated with an inactive lifestyle (including obesity).												
how and when to seek support including which adults to speak to in school if they are worried about their health.												
Health Education - Healthy eating												
what constitutes a healthy diet (including understanding calories and other nutritional content).												
the principles of planning and preparing a range of healthy meals.												
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).												
Health Education - Drugs, alcohol and tobacco												
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.												

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Health Education - Health and prevention												
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.												
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.												
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.												
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.												
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.												
the facts and science relating to allergies, immunisation and vaccination.												
Health Education - Basic first aid												
how to make a clear and efficient call to emergency services if necessary												
concepts of basic first-aid, for example dealing with common injuries, including head injuries												
Health Education - Changing adolescent body												
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.												



Knowledge and Skills Progression Document



Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum



Social Awareness	Year 1	Year 2
	Being Together	Safe Spaces and Boundaries
Knowledge and Skills	<p>I have safe, trusting relationships with parents, caregivers and teachers.</p> <p>I am building safe, positive relationships with my peers.</p> <p>I know why rules are important.</p> <p>I can follow our classroom rules.</p> <p>I know, and can apply, basic rules for polite behaviour and good manners.</p> <p>I know that I should be treated with respect and how to show respect to others.</p> <p>I know what it means to learn and play co-operatively and can identify co-operative behaviours.</p> <p>I can listen, share and take turns appropriately.</p> <p>I know how to talk about and share my ideas about things that matter to me respectfully.</p> <p>I can recognise kind and unkind behaviours.</p> <p>I can describe ways to show kindness to others.</p> <p>I can describe what makes a good friendship and the qualities of a good friend.</p> <p>I can recognise and express how friendships and disagreements make me feel.</p> <p>I can identify and discuss other people's feelings (including loneliness).</p> <p>I know, and can use, some strategies to resolve disagreements.</p> <p>I can share strategies I know to help my friends get along.</p>	<p>I understand the concepts of personal space and boundaries.</p> <p>I can recognise that people can have different ideas and feelings about personal space and boundaries.</p> <p>I can set my own boundaries with the help of trusted adults.</p> <p>I can recognise and respect other people's personal space and boundaries.</p> <p>I understand the importance of consent and know how to ask for permission.</p> <p>I know the differences between appropriate and inappropriate contact.</p> <p>I can recognise when a situation makes me feel uncomfortable or unsafe</p> <p>I can use simple strategies to handle situations where I feel uncomfortable or unsafe.</p> <p>I know how to ask for help when I feel uncomfortable, unsafe or worried about myself or others.</p> <p>I understand the difference between a surprise and a secret.</p> <p>I know that secrets which make me or someone else feel unsafe should not be kept.</p> <p>I know what to expect from adults with different roles and responsibilities.</p> <p>I can identify the trusted adults I can ask for help and support.</p> <p>I know how to begin a conversation with a trusted adult.</p> <p>I understand that it is important to keep asking until I am heard when seeking help or expressing concerns.</p>
Vocabulary	<p>relationships, peer, friend, friendship, safe, unsafe, positive, negative, respect, polite, impolite, manners, courtesy, rules, teamwork, co-operate, listen, share, take turns respect, rules, kind, unkind, behaviour, actions, empathy, order, fairness, safety, disagreement, conflict, tools, strategies, trust, trusted adult, ideas, feelings, lonely, worried, ask, tell</p>	<p>boundaries, personal space, trust, respect, relationship, consent, permission, contact, privacy, appropriate, inappropriate, comfortable, uncomfortable, safe, unsafe, secret, surprise, social situations, strange behaviour, pressure, instincts, worry, concern, help, support, roles, responsibilities, trusted adult, conflict, sharing, compromise, disagreements, conflict, report, share, relax.</p>

Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum

Healthy Relationships	Year 1	Year 2
	Making Friends	What is a Family?
Knowledge and Skills	<p>I understand the importance of being kind and respectful to others.</p> <p>I can use some simple communication strategies like turn taking and listening to support positive relationships,</p> <p>I know that having friends can make me feel happy and secure.</p> <p>I can describe the qualities of a good friend.</p> <p>I can identify friendly and unfriendly behaviours.</p> <p>I know some simple strategies for making friends.</p> <p>I know how I can be a good friend, including recognising when someone is lonely.</p> <p>I know that friendships have ups and downs.</p> <p>I have some simple strategies for resolving disagreements with my friends.</p> <p>I know to ask a trusted adult for help if a friendship has made me unhappy or is worrying me.</p> <p>I know that words and actions can hurt people's bodies and feelings.</p> <p>I know that hurtful behaviour includes words and actions ,such as name-calling, excluding others and bullying.</p> <p>I can describe what people might feel if they experience hurtful behaviour or bullying.</p> <p>I can recognise examples of hurtful behaviour online and offline.</p> <p>I have simple strategies to respond to hurtful behaviour online and offline.</p> <p>I know why it is important to tell a trusted adult about hurtful behaviour.</p>	<p>I can identify the role that different people play in my life.</p> <p>I know about different types of families.</p> <p>I can identify the common features of family life.</p> <p>I can recognise the roles my family has in taking care of me, like providing love, stability and protection.</p> <p>I recognise the role I have in my family.</p> <p>I know ways I can help at home, like setting the table, tidy away my toys.</p> <p>I know how to communicate my needs and feelings.</p> <p>I can consider the needs and feelings of others.</p> <p>I understand that mutual positive relationships require work on both sides.</p> <p>I have strategies to support close positive relationships with others, including adults..</p> <p>I know that stable relationships are part of happy families.</p> <p>I can communicate respectfully and show good manners at home.</p> <p>I know how to communicate respectfully in difficult situations, e.g. when someone has made a mistake.</p> <p>I can support peers to develop healthy relationships and help them ask adults for help when needed.</p>
Vocabulary	<p>relationships, family, friend, relative, acquaintance, words, actions, behaviour, teasing, name-calling, excluding, including, bullying, feelings, hurt, hurtful, lonely, worried, sad, scared, happy, unhappy, positive, negative, healthy, unhealthy, respect, communicate, listen, take turns, share, support, co-operate, compromise, conflict, resolve, problems, online, digital, technology, offline, playground, home classroom, club, trusted adult</p>	<p>healthy relationships, role, responsibilities, family, roles, family life, relative, stable, love, security, care, protection, help, tasks, rota, chores, support, acts of kindness, young carer, co-operation, happy, unhappy, healthy ,unhealthy, positive, negative, mistake, problem, strategies, communicate, resolve, respect, manners strategies,</p>

Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum



Healthy Lifestyles	Year 1	Year 2
	I am Awesome	Being Healthy
Knowledge and Skills	<p>I know that everybody is special and unique.</p> <p>I can describe my likes, dislikes and interests.</p> <p>I can describe healthy activities that help people feel good.</p> <p>I know that activity, rest, relaxation and sleep are all important to stay healthy.</p> <p>I can describe the ways I am similar and different to other people.</p> <p>I know what wellbeing is and how it feels.</p> <p>I know how to cope with big feelings.</p> <p>I understand the importance of asking for help with feelings, including loneliness.</p> <p>I can recognise when I need help with feelings.</p> <p>I know what it means to be physically healthy.</p> <p>I understand the importance of eating balanced meals.</p> <p>I understand the importance of washing hands to stay healthy.</p> <p>I understand what 'public', 'private' and 'privacy' mean.</p> <p>I can name the main parts of the body, including genitalia.</p> <p>I know that private parts of my body are covered with underwear.</p>	<p>I know what it means to 'be healthy' and can identify healthy and unhealthy activities.</p> <p>I know about different ways to play and exercise.</p> <p>I know that physical activities are important for my physical and mental health.</p> <p>I can suggest how to build physical activity into my daily and weekly routines.</p> <p>I can describe how regular exercise makes me feel.</p> <p>I can describe the risks of an inactive lifestyle and a poor diet.</p> <p>I know some simple self-care techniques which make me feel good, like spending time with family and friends and taking breaks from tv / online activities</p> <p>I know about healthy and unhealthy foods and can suggest healthy choices.</p> <p>I can plan and prepare healthy snacks.</p> <p>I know and can follow simple hygiene routines that stop germs spreading, like washing hands.</p> <p>I know some simple strategies for taking care of myself when I feel unwell, such as resting and drinking water.</p> <p>I know that medicines and vaccinations can keep me healthy.</p> <p>I know about safe and unsafe sun exposure.</p> <p>I know how people's needs change with age.</p> <p>I know about the different people who support us to be healthy, such as dentists and doctors.</p> <p>I know who to talk to if I am worried about how I feel in my mind or body.</p>
Vocabulary	<p>special, unique, like, dislike, similar, different, healthy, unhealthy, play, exercise, active, inactive, fun, enjoy, balanced diet, meals, sleep, rest, hobby, hygiene, wash hands, clean, public places, private places, body parts, private parts, underwear, privacy, genitalia, vulva, penis, testicles, help, support, trust, feelings, big feeling, overwhelmed, regulate, calm</p>	<p>physical, mental, wellbeing, health, healthy, unhealthy, habits, routines, strong, strength, heart, brain, breathing, relaxation, technique, self-care, bodily care, rest, sleep, water, balanced diet, hobbies, screen time, break, exercise, active, inactive, interests, learn, play, relationships, friendships, family, diet, nutritious, obesity, tooth decay, hygiene, oral hygiene, brush teeth, germs, medicine, vaccination, sun burn, regulation, support, trusted adults,</p>

Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum



Decision Making and Risk	Year 1	Year 2
	Keeping Safe	Asking for Help
Knowledge and Skills	<p>I can explain the terms safety, harm and risk.</p> <p>I can explain why rules are important and how they keep us safe.</p> <p>I can follow simple safety rules and instructions, including emergency procedures.</p> <p>I know which trusted adults are responsible for my safety.</p> <p>I know what safe and unsafe feels like and can identify situations that make me feel unsafe or uncomfortable.</p> <p>I can tell a trusted adult when I feel unsafe or worried.</p> <p>I can communicate when I feel unsafe or uncomfortable using gestures or words like 'please stop' or 'no'.</p> <p>I can recognise basic safety risks in the home and can follow basic safety rules, like not touching kitchen appliances.</p> <p>I can recognise basic safety risks in everyday situations and follow basic safety rules, like holding an adult's hand in a crowded place.</p> <p>I know that age restrictions in computer games and online activities protect me.</p> <p>I know how to access age-appropriate websites.</p> <p>I can recognise basic safety risks online, like seeing or hearing things that worry me.</p> <p>I know what 'online', 'internet' and 'personal information' mean.</p> <p>I know some basic safety rules for online interactions, such as 'do not share personal information with people you do not know'.</p>	<p>I can identify emergency and non-emergency situations.</p> <p>I know when and how to ask for help in a range of everyday, emergency and online situations.</p> <p>I understand the importance of following safety procedures in emergency situations, like fire drills.</p> <p>I can follow basic rules to keep safe online, like asking the permission of a trusted adult to set up accounts and passwords.</p> <p>I know some common online activities, like chatting with friends and playing games.</p> <p>I can describe some common online risks, like pop-ups or messages from people I do not know.</p> <p>I know about a range of people - like police officers, doctors and firefighters - whose job it is to help us and keep us safe.</p> <p>I know who to ask for help in everyday and emergency situations and how to ask for help.</p> <p>I can respond appropriately in situations when asking for help, including emergency situations.</p> <p>I know who my trusted adults are.</p> <p>I can tell a trusted adult if I am worried and ask them for help.</p> <p>I can recognise my own limits and boundaries and communicate them to others.</p>
Vocabulary	<p>rules, decisions, actions, choice, assess, identify, manage, safe, unsafe, harm, risk, protect, worried, uncomfortable, comfortable, report, tell, trusted adult responsible, , emergency, familiar, unfamiliar, environment, home, playground, roads, rivers, shops, beach, online, internet household appliance, household product, medicine, fire safety, road safety, fire drill, private, personal information, age restriction</p>	<p>actions, situations, decisions, choices, safe, unsafe, serious, emergency, help, communicate, listen, non-emergency, accident, injury, risk, hurt, harm, unconscious, conscious, lost, fire, emergency services, call operator, call handler, ambulance, firefighter, police officer, librarian, shop assistant, doctor, nurse, dentist, vet, teacher, paramedic, online, internet, personal information, uncomfortable, worried, trusted adult, permission, account, password, virus, pop up, messages, private, secret, surprise, consequences, kind, respectful</p>

Knowledge and Skills Progression : Year 1 to Year 2

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Economic wellbeing and aspirations	Year 1	Year 2
	Roles and Responsibilities	The World of Work
Knowledge and Skills	<p>I know that there are different types of communities and can describe the communities that I am part of.</p> <p>I can describe ways that people in communities help and support one another.</p> <p>I know that people have different needs and can recognise when people need different help and support.</p> <p>I can identify ways to help people in my communities.</p> <p>I know what jobs are and can describe different types of jobs.</p> <p>I know that roles and responsibilities can as we grow older.</p> <p>I know what rules are and why they are needed.</p> <p>I know why different rules are needed for different situations.</p> <p>I know the importance of caring for each other and for other living things.</p> <p>I can describe a range of ways that I can look after my environment and the living things within it.</p>	<p>I understand the concept of money and its importance in our lives.</p> <p>I know that money comes from different sources and that jobs help people earn money.</p> <p>I know the difference between wants and needs and can provide examples.</p> <p>I know we have choices about how to make, save and spend money</p> <p>I know that money needs to be looked after and can describe ways to spend and save money responsibly.</p> <p>I know what a food bank is and why somebody may need to use a food bank.</p> <p>I know about different jobs people do, including those in the community.</p> <p>I know about some of the strengths, skills and interests people need for different jobs.</p> <p>I can identify my own strengths, skills and interests.</p> <p>I can start to set goals for the future.</p>
Vocabulary	<p>community, environment, living things, animals, plants, connections, rights, roles, jobs, responsibilities, groups, individuals, care, compassion, balance, needs, want, rules, safety, risk, actions, behaviours, feelings, excited, worried, change, transitions, moving on, strengths, targets</p>	<p>community, roles, responsibilities, jobs, career, earn, money, needs, wants, saving, spending, buy, budget, safe, risky, responsible, choices, attitudes, behaviours, food bank, donate, bank, money box, options, opportunities, skills, strengths, interests, job description, dreams, goals, future, skills, achievements, ambition</p>

Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum



Self and Emotional Regulation	Year 1	Year 2
	How Do I Feel?	Being Me
Knowledge and Skills	<p>I can recognise and name different feelings, including big feelings.</p> <p>I know words, or have other strategies to describe and share my feelings.</p> <p>I know that feelings can affect people's faces, bodies and behaviours.</p> <p>I can recognise how my body feels with different moods.</p> <p>I can recognise the feelings of others based on their expressions, words or actions.</p> <p>I understand that other people's feelings may be different to my own.</p> <p>I have simple strategies to manage my feelings or to change my mood when I don't feel good.</p> <p>I know that other people may not be able to tell how I am feeling and the importance of sharing my feelings with others.</p> <p>I can recognise the ways I am the same as, and different to, other people.</p> <p>I know the importance of play and having fun and can name activities I enjoy doing.</p> <p>I can identify feelings associated with change, loss and death.</p> <p>I know the importance of asking a trusted adult to support me with my feelings.</p> <p>I recognise when I need support with my feelings and know how to ask a trusted adult for help.</p>	<p>I can recognise and name a wider range of feelings.</p> <p>I can recognise and describe physical sensations I experience with different emotions, including what it is like to feel lonely.</p> <p>I know that my thoughts and actions can affect my mood.</p> <p>I know that feelings can vary in intensity and that I can take action to regulate my emotions.</p> <p>I can reflect on the differences between feeling in control and out of control.</p> <p>I have a range of strategies to help me regulate my emotions or to change my mood when I don't feel good.</p> <p>I know how to seek support when I feel lonely.</p> <p>I know what 'wellbeing' means and can describe activities that support my wellbeing.</p> <p>I have a range of strategies to help me cope with change or with difficult or unexpected situations.</p> <p>I understand what 'sense of self' means and can describe my personality.</p> <p>I can describe my interests, likes and dislikes.</p> <p>I can describe my relationships and responsibilities to others.</p> <p>I know that it is important to ask for help with feelings and how to ask for help.</p> <p>I can identify when I need help with feelings, change or difficult situations.</p>
Vocabulary	<p>self, feelings, emotions, moods, happy, angry, sad, scared, excited, worried, surprised, scared, loss, death, grief, face, body, expressions, sensations, behaviour, worries, strategies, trusted adult, support, ask, breathe, move, notice, identify, calm, manage, regulate, special, positive, negative, same, different, like, dislike, play, fun, enjoy, change, difficult, challenge, help</p>	<p>recognise, express, discuss, manage, regulate, self-regulate, emotions, big feelings, overwhelm, mood, strategies, breathe, move, massage, count, smell, positive talk, calm down, thoughts, actions, control, intensity, lonely, cope, difficult, challenge, change, trusted adult, support, help, understanding, unique, confidence, sense of self, family, friends, reflection, strengths, weakness, like, dislike, interests, values, improve, develop, achievements, positive, negative</p>

Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum



Glossary

Social Awareness: Understanding and recognising the feelings, needs, and perspectives of others in different social situations.

Roles: Positions or jobs people do in different situations.

Responsibilities: Duties or jobs that people have.

Relationships: The connections and interactions people have with others, including friends, family, peers, and other people.

Friendship: A positive and supportive relationship between two or more individuals.

Family: The group of people related by blood or marriage.

Relative: A family member related by blood or marriage.

Peer: A person of similar age or status, such as classmates or friends.

Respect: Showing consideration and kindness towards others.

Polite: Using good manners and courteous behaviour.

Impolite: Displaying rude or disrespectful behaviour.

Manners: Socially acceptable behaviour and etiquette.

Courtesy: Polite and respectful behaviour towards others.

Rules: Established guidelines or instructions to follow.

Teamwork: Collaborating and working together to achieve a common goal.

Co-operate: Engaging in joint efforts and cooperation.

Communicate: To exchange thoughts, feelings, or information with others.

Listen: Paying attention to and hearing what others say.

Share: Distributing or giving something with others.

Take Turns: Alternating opportunities or chances to do something.

Kind: Showing compassion and consideration.

Unkind: Acting in a mean or hurtful way towards others.

Behaviour: Actions and conduct displayed by individuals.

Actions: Things people do or perform.

Disagreement: Differences in opinion or perspective.

Conflict: A clash or disagreement between individuals.

Tools: Techniques or strategies used to accomplish tasks.

Strategies: Plans or methods to achieve a specific outcome.

Trust: Reliance on the integrity and reliability of someone or something.

Trusted Adult: An adult that a child feels safe confiding in and seeking support from.

Help: Providing assistance or support to someone in need.

Support: Offering aid, encouragement, or assistance to others.

Report: Informing someone about an incident or concern.

Boundaries: Limits and guidelines that define acceptable behaviour in relationships.

Personal Space: The distance people prefer to keep between themselves and others.

Consent: Agreement or permission given willingly.

Permission: Allowing someone to do something, or something to happen. **Contact:** Physical touching or communication with someone.

Privacy: The state of being free from observation or intrusion by others.

Appropriate: Suitable or fitting for a specific situation.

Inappropriate: Not suitable or not fitting for a particular context.

Contact: Physical touching or communication with someone.

Safe: Protected from harm or danger.

Unsafe: Not secure or potentially harmful or dangerous.

Positive: Favorable or constructive.

Negative: Unfavourable or harmful.

Comfortable: Feeling at ease and relaxed.

Uncomfortable: Feeling uneasy or tense.

Secret: Information kept private or hidden from others.

Surprise: An unexpected event or action.

Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum



Glossary

Social Situations: Interactions and events involving other people.

Strange Behaviour: Actions that are unusual or unfamiliar to others.

Pressure: The influence or force applied to make someone do something.

Ideas: Thoughts, concepts, or opinions.

Instincts: Natural and intuitive reactions or responses.

Feelings: Emotions people experience.

Emotional Literacy: The ability to identify, understand, and express emotions in oneself and others.

Self-Regulation: The ability to manage one's thoughts, emotions, and behaviours in various situations.

Emotional Regulation: The process of controlling and managing emotions in a healthy and constructive manner.

Conflict: A disagreement or fight between people.

Sharing: Giving or distributing something with others.

Compromise: Reaching an agreement through give and take.

Relax: To unwind or rest after stress or tension.

Empathy: Understanding and sharing the feelings of others.

Lonely: Feeling isolated or without companionship.

Worried: Anxious or concerned about something.

Acts of Kindness: Actions that demonstrate care and consideration for others.

Happy: Feeling joyous and content.

Unhappy: Feeling displeased or discontent.

Healthy: Demonstrating positive physical and mental well-being.

Unhealthy: Displaying negative physical and mental well-being.

Strategies: Plans or methods to overcome challenges or achieve goals.

Fairness: Treating others equitably and justly.

Healthy: In good physical and mental condition.

Unhealthy: In poor physical or mental condition.

Resolve: Finding a solution or settlement to a problem.

Online: Connected to or using the internet or digital technology.

Digital: Relating to, or using, electronic technology.

Offline: Not connected to or using the internet or digital technology.

Screen Time: The amount of time spent using electronic screens such as computers, tablets, and smartphones.

Healthy Relationships: Positive and supportive connections between individuals.

Responsibilities: Duties and tasks individuals are accountable for in relationships.

Family Life: The daily activities and interactions within a family unit.

Stable: Firmly established and not likely to change.

Love: A strong affection and care for others.

Security: A sense of safety and protection.

Care: Providing support, assistance, and concern for others.

Protection: Ensuring safety and safeguarding against harm.

Resolve: Finding a solution or settlement to a problem.

Respect: Treating others with consideration and dignity.

Manners: Socially acceptable behaviour and etiquette.

Strategies: Plans or methods to overcome challenges or achieve goals.

Special: Unique or different from others.

Unique: One of a kind and distinct.

Like: Having a positive feeling or affinity towards something or someone.

Dislike: Having a negative feeling or aversion towards something or someone.

Similar: Having common qualities or characteristics.

Different: Not the same; exhibiting contrasting qualities or characteristics.

Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum



Glossary

Lifestyle: A person's way of living, including habits, daily activities, and choices related to health, relationships, and leisure.

Habits: Regular patterns of behaviour.

Routines: Regular and consistent patterns of daily activities.

Wellbeing: The state of overall health and happiness.

Play: Engaging in activities for enjoyment and amusement.

Exercise: Physical activity to improve health and fitness.

Active: Engaging in physical movement and exercise.

Inactive: Lacking physical movement or exercise.

Balanced Diet: A diet that includes a variety of nutrients and food groups in appropriate proportions.

Rest: Taking a break and relaxing to regain energy.

Strength: The quality of being physically or mentally powerful.

Relaxation Technique: Strategies or methods to reduce stress and promote relaxation.

Self-Care: Taking care of one's own physical, emotional, and mental well-being.

Bodily Care: Practices to maintain personal hygiene and physical health.

Hygiene: Practices and behaviours that promote cleanliness and health.

Physical: Relating to the body and its functions.

Mental: Relating to the mind and thoughts.

Break: Taking a pause from an activity to rest and recharge.

Hobbies: Activities pursued for pleasure and enjoyment.

Big Feeling: Strong or intense emotions.

Overwhelmed: Feeling unable to cope with an excessive amount of emotional or mental pressure.

Regulate: Managing and controlling emotions and reactions.

Calm: Being in a state of tranquility and serenity.

Public Places: Areas accessible to the general public.

Private Places: Areas restricted to or not accessible to everybody.

Body Parts: Different parts of the human body.

Private Parts: The parts of the body that are typically covered and not shown in public.

Underwear: Clothing worn under outer garments.

Privacy: The state of being free from observation or intrusion by others.

Genitalia: The reproductive organs.

Vulva: External female genitalia.

Penis: Male reproductive organ.

Testicles: Male reproductive glands that produce sperm and hormones.

Decision Making: The process of evaluating choices and making informed and responsible selections.

Interests: Activities or subjects that one enjoys or finds engaging.

Learn: Acquiring knowledge or skills through education or experience.

Nutritious: Containing essential nutrients that support health.

Obesity: A medical condition characterised by excessive body fat.

Tooth Decay: The deterioration of teeth due to the action of bacteria and acid.

Oral Hygiene: Care and cleaning of the mouth and teeth.

Germ: Microorganisms that can cause disease or infection.

Medicine: Substances used to treat or prevent illness or medical conditions.

Vaccination: Administration of vaccines to prevent specific diseases.

Sunburn: Skin damage caused by excessive exposure to the sun's ultraviolet rays.

Decisions: Making choices based on thoughtful consideration and assessment.

Actions: The behaviours and conduct displayed by individuals.

Choice: An option or decision made among several possibilities.

Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum



Glossary

Risk: The possibility of harm or loss.

Protect: To keep safe from harm or danger.

Responsible: Being accountable for one's actions and choices.

Emergency: A situation requiring immediate action or assistance.

Emergency Services: Ambulance, Fire and Police service who respond to emergencies.

Call Operator: A person who receives and handles emergency calls.

Call Handler: A person who manages and directs emergency calls.

Accident: An unexpected event causing injury or damage.

Familiar: Known or recognised.

Unfamiliar: unknown, strange or new.

Environment: The surroundings and conditions in which individuals live.

Internet: A global network of interconnected computers and devices.

Household Appliance: Devices used in homes for various purposes.

Household Product: Items used for everyday tasks and activities within a home.

Medicine: Substances used to treat or prevent illness or medical conditions.

Fire Safety: Practices and precautions to prevent and respond to fire emergencies.

Road Safety: Measures and guidelines to ensure safe travel on roads.

Fire Drill: A practice exercise to prepare for fire emergencies.

Serious: Significant or of great importance.

Injury: Physical harm or damage to the body.

Hurt: Physical or emotional pain caused by someone's actions.

Harm: Injury or damage caused by actions or events.

Unconscious: Not aware of one's surroundings or unable to respond.

Conscious: Awake and aware of one's surroundings.

Ambulance: A vehicle equipped for transporting sick or injured people to the hospital.

Firefighter: A trained individual who extinguishes fires and responds to other emergencies.

Police Officer: A law enforcement official responsible for maintaining peace and enforcing laws.

Paramedic: A medical professional trained to provide emergency medical treatment.

Personal Information: Data that identifies an individual, such as name, address, or contact details.

Age Restriction: Limitations based on an individual's age for certain activities or products.

Account: A user profile or record used to access digital services.

Password: A secret code used to access a protected account.

Virus: A program that replicates itself and spreads to other computers or devices.

Pop-Up: A small window or notification that appears on a computer screen.

Messages: Electronic communications sent or received through digital platforms.

Consequences: The outcomes or results of actions or decisions.

Community: A group of people living in the same area or sharing common interests.

Environment: The surroundings and conditions in which individuals live.

Economic Wellbeing: The state of having enough resources to meet basic needs and participate in economic activities.

Financial Literacy: The knowledge and skills to manage personal finances, make informed financial decisions, and understand economic concepts.

Living Things: Organisms that have the ability to grow, reproduce, and respond to stimuli.

Connections: The relationships and links between different elements or individuals.

Rights: Entitlements and freedoms that individuals are entitled to.

Responsibilities: Duties and obligations that individuals are accountable for.

Jobs: Employment or occupations in which individuals engage to earn a living.

Career: A person's long-term professional journey or chosen occupation.

Knowledge and Skills Progression : Year 1 to Year 2

PSHE Curriculum



Glossary

Balance: The state of equilibrium or stability in various aspects of life.

Needs: Essential requirements for survival and well-being.

Wants: Desires or preferences beyond basic needs.

Change: The act or process of becoming different.

Transitions: Changes or movements from one state, place, or condition to another.

Targets: Goals or objectives set to achieve specific outcomes.

Community: A group of people living in the same area or sharing common interests.

Earn: To receive money or compensation in exchange for work or services.

Money: Currency or coins used as a medium of exchange.

Saving: Setting aside money for future use.

Spending: Using money to purchase goods or services.

Buy: Acquiring goods or services in exchange for money.

Budget: A plan for managing and allocating financial resources.

Choices: Options or decisions made among several possibilities.

Attitudes: Beliefs, opinions, or feelings towards something or someone.

Food Bank: A charitable organisation that provides food to those in need.

Donate: To give or contribute resources to a cause or organisation.

Bank: A financial institution that offers various financial services.

Options: Choices or possibilities available for selection.

Opportunities: Chances or prospects for advancement or success.

Skills: Abilities and competencies that individuals possess.

Strengths: Personal qualities or talents that contribute to success and achievement.

Interests: Activities or subjects that one enjoys or finds engaging.

Job Description: A detailed explanation of the tasks and responsibilities of a particular job.

Dreams: Aspirations or desires for the future.

Goals: Targets or objectives set to achieve specific outcomes.

Future: The time or period that will come after the present.

Achievements: Accomplishments or successes in various areas of life.

Ambition: A strong desire to achieve a particular goal or aspiration.

Self: The individual's sense of identity and consciousness.

Feelings: Emotions and sentiments experienced by individuals.

Emotions: Feelings and reactions to situations and experiences.

Moods: Prolonged emotional states that influence one's disposition.

Happy: Feeling joyous and content.

Angry: Feeling strong displeasure or irritation.

Sad: Feeling sorrow or unhappiness.

Scared: Feeling fear or anxiety.

Excited: Feeling enthusiastic and eager.

Worried: Anxious or concerned about something.

Surprised: Caught off guard by an unexpected event.

Loss: The feeling of sadness and grief due to the absence or departure of something or someone.

Death: The end of life; the state of no longer being alive.

Grief: The intense emotional response to loss.

Face: The front part of the head where the eyes, nose, and mouth are located.

Body: The physical structure of a person or an animal.

Expressions: The display of emotions and feelings through facial or body language.

Sensations: Physical feelings or experiences through the senses.



Intent, Impact and Implementation Statement





PSHE Curriculum

Intent, Implementation, Impact Statement

Intent:

The PlanBee PSHE Curriculum offers schools a holistic framework which supports children's acquisition of essential life skills, empowering them to stay healthy and safe and develop as well-rounded individuals who treat people fairly and with respect. Our curriculum aims to prepare children to lead fulfilled lives and to contribute positively to their communities as engaged and responsible citizens. Children will feel well equipped to manage their lives in a diverse, inter-connected and changing world.

With our curriculum's strong focus on self awareness, social interactions and relationships, children will develop a firm sense of self and social consciousness. They will come to understand their place in the world and establish a sense of belonging which makes them feel recognised and valued for who they are. The curriculum supports children to build their confidence and independence, preparing them to assume greater responsibility for exercising personal choice and managing their personal safety.

As well as gaining a deep understanding of themselves, others and the world around them, children will acquire practical tools to support their personal, emotional and social development and help them effectively navigate a range of social and digital environments. They will learn how to establish healthy habits and routines which prioritise their physical and mental well-being, set targets to support their goals, assess risks and make informed decisions. Children will develop a range of strategies which support them to build strong, co-operative relationships, to regulate their emotions and to manage challenge, change and conflict. In addition, children will form an age-appropriate understanding of relationships and sex education in accordance with statutory guidance.

Implementation:

Our PSHE curriculum offers comprehensive coverage of the requirements set out in the Relationships and Sex Education (RSE) and Health Education Statutory Guidance as well as the non-statutory SMSC and Citizenship guidance from the Department of Education. To fully address the needs of children today, the curriculum makes broader provision for social awareness, emotional literacy, health education, online safety and digital resilience, self-reflection and decision making, diversity and social justice, and economic well-being.

Curriculum Framework

The design of the PlanBee PSHE curriculum is also informed by our core [curriculum principles](#), and the literature relating to the effective provision of social and emotional learning. These elements were brought together to create a broad and rich curriculum that nurtures the development of the whole child and supports their future success, with a specific focus on closing the attainment gap for children from disadvantaged backgrounds.

To provide coherence and structure, the PlanBee curriculum is organised within a thematic framework made up of six core themes:

Social Awareness

Healthy relationships

Decision making and risk

Healthy lifestyles

Self and emotional well-being

Economic wellbeing and aspirations

Children will cover each theme, year on year, in a series of six half-term schemes of work, each containing five fully-prepared lessons.

This framework ensures that PSHE content is well-sequenced and progressively builds in range, depth and complexity and the spiral design provides regular opportunities for children to revisit concepts, reinforce their prior learning and build on their existing knowledge and skill base (See the Knowledge and Skills Progression Document).

Scheme of Work

Our PSHE Curriculum Pack offers a fully planned programme of work for Key Stage One. Each scheme of work includes a medium term overview, assessment grid, detailed lesson plans, engaging slideshows and activities, and a knowledge organiser, as well as a range of resources which offer different access points for learners. As our schemes come fully-resourced with detailed planning and glossaries, teachers can be confident in their subject knowledge and focus on delivering high-quality learning experiences that lead to excellent engagement and attainment outcomes for children.

Evidence-based provision

Our resources draw on best practice in social and emotional learning and cognitive science to support effective teaching and learning. Our curriculum covers a wide range of topics designed to promote children's personal, emotional, social and academic growth.

To inspire children to learn at their best, lessons incorporate a range of teaching strategies and provide for diverse learning needs. Circle time facilitates engagement and participation and develops children's understanding of the conventions of group discussions. Emotional literacy helps children understand and manage their emotions, creating a conducive atmosphere for learning. Social stories, drama and role-play activities develop oracy and empathy. Creative, collaborative and exploratory learning opportunities ensure that children have the motivation, focus and skills to engage actively and make the most of their learning. Moreover, mindfulness and relaxation techniques help children regulate and boost their wellbeing and concentration.

Explicit, high-quality teaching

To support effective teaching and learning, lessons incorporate vocabulary definition and discussion, real-life scenarios and vignettes, clear supporting visuals and explicit modelling of skills. Lessons provide for diverse learning needs, including learning activities which offer a range access and challenge points and supporting resources, such as word banks, sentence stems, visuals, models or worked examples. All of which can be further adapted to suit children's individual needs by the teachers who know them best or supplemented through the use of assistive technologies or additional provision.

At PlanBee, we are committed to supporting equitable provision and improving life chances for the most vulnerable and disadvantaged children. As research shows that a strong vocabulary focus is one of the most effective ways to close the attainment gap, our schemes prioritise vocabulary development, oral rehearsal, story-telling and discussion to help children communicate their knowledge and ideas effectively and with confidence.

Essential vocabulary and concepts are analysed and revisited throughout the Primary Phase, ensuring that children can access content and build secure understanding. In addition, key skills, tools and strategies are modelled across the curriculum. Explicit teacher-led modelling is complemented by active and practical learning experiences, discussion and collaborative group work which offer children the opportunity to apply their knowledge or rehearse key skills and strategies in a safe environment. This approach equips children with practical toolkits they can use to support their development and manage their lives.

Embedded practice and wider links

The PlanBee curriculum has been thoughtfully designed to align with school expectations for attitudes and behaviours, with a strong focus on positive relationships based on respect, courtesy and manners. Each lesson is built upon a charter which establishes a shared understanding of the conventions for class discussion and group work, ensuring a safe and respectful classroom environment. Scheme content also offers educators opportunities to link to, and reinforce, school policies and strategies regarding behaviour, safeguarding, anti-bullying and anti-racism, contributing to a safe and respectful school environment for all.

Our PSHE Schemes of Work also provide a range of resources which can be modelled explicitly within lessons and then integrated into regular classroom practice. This includes valuable tools for resolving disagreements and for emotional regulation.

In addition, our curriculum actively engages children in debates about a range of topical social, ethical and cultural issues relevant to growing up in today's modern world. These can be further explored during school assemblies, encouraging open dialogue and consolidating children's understanding of issues and topics in response to the needs of children within the school.

Educators are encouraged to draw connections between PSHE and subjects such as History, Geography, Art, English and P.E. To enrich learning experiences, educators should provide, where possible, opportunities for children to contextualise their learning and broaden their cultural experiences, enhancing their cultural capital. This can be achieved through visits to museums, galleries, places of worship, historical sites, nature reserves and workplaces as well as inviting visitors from diverse backgrounds to the school.

Personal responsibility and metacognition

Our PSHE curriculum is designed to provide a safe, inclusive environment for children to explore and rehearse strategies for risk assessment, decision-making and conflict resolution based on carefully chosen relevant real-life scenarios and vignettes. This approach empowers children to evaluate their options, make informed choices and take personal responsibility for their actions.

As we know that metacognition significantly improve children's academic and personal progress, our curriculum encourages children to reflect on their personal qualities, skills and learning. Children learn how to monitor and plan for themselves, recognise areas for improvement, and set goals for growth which they actively work towards. This focus on self-reflection and personal efficacy encourages children to become effective learners who can overcome limiting beliefs and challenges to reach their full potential.

Coverage

Theme	Content	Revisited Concepts
Social awareness	<i>Children learn to understand and care about others and learn appropriate behaviours for navigating a range of social interactions and building co-operative relationships. They understand the importance of treating people fairly with respect, and of valuing and celebrating people's different backgrounds, perspectives, experiences and contributions. They learn about the importance of community engagement, citizenship, democracy, advocacy and activism.</i>	Empathy - Trust - Respect - Personal space - Boundaries - Consent - Positive Relationships - Emotional regulation - Rights and responsibilities Citizenship - Community engagement Belonging - Diversity and inclusion - Global consciousness - Advocacy and activism - Digital resilience - Seeking Support - Facing challenges - Conflict resolution
Healthy lifestyles	<i>Children learn how to prioritise their physical and mental well-being by making healthy lifestyle choices relating to diet, exercise, sleep, screen time, through relaxation, enjoying hobbies and spending time with others. They will also learn about body image, hygiene, physical and emotional changes and sun safety as well as the impact of medicines, drugs, alcohol and tobacco use.</i>	Mental well-being - Physical health - Emotions - Healthy habits - Identity - Body image and hygiene - Puberty and Reproduction - Self worth - Emotional regulation - Citizenship - Community engagement - Informed decision making - Seeking support - Digital resilience - Medicines, drugs, alcohol and tobacco
Healthy relationships	<i>Children gain insight into the characteristics of healthy relationships. They learn how to create positive relationships based on respect and kindness and take responsibility for improving relationships and resolving conflicts. Children understand the importance of communicating appropriately, respectfully and assertively. Additionally, they will acquire an age-appropriate understanding of relationships and sex education in accordance with statutory guidance.</i>	Empathy - Respect - Trust - Diversity and Inclusion - Positive relationships - Boundaries - Consent - Hurtful behaviours Facing challenges - Conflict resolution Community and Belonging - Digital resilience - Planning and goal setting - Change and Independence - Seeking support - Media literacy
Decision making and risk	<i>Children learn to identify, assess and manage risk to keep themselves and others safe. They will establish and practise skills needed to resist pressure from others and make safe, informed decisions online and offline. They know when to make their own choices and take responsibility for their personal safety and when to seek support.</i>	Safety and risk - Positive relationships - Resisting pressure - Boundaries - Consent Identity and values - Informed decision making - Accessing Support - Online safety - Digital resilience - Emotional regulation - Medicines, drugs, alcohol and tobacco - Media literacy
Self and emotional well-being	<i>Children learn to recognise their personal qualities, interests, values and strengths in order to develop a sense of identity and self-worth. Our strong focus on emotional literacy means children learn to identify, express and regulate emotions constructively and to access problem-solving tools for difficult times and strategies for big emotions. They understand the importance of asserting boundaries, seeking support and digital resilience for maintaining positive mental well-being. They learn about metacognition and how to be reflective.</i>	Identity - Values - Self awareness and self worth - Self care - Emotional regulation Boundaries - Consent - Coping strategies - Metacognition - Planning and goal setting - Managing change and loss Facing challenges - Digital resilience - Seeking support - Ethics
Economic well-being and aspirations	<i>Children learn to develop the knowledge and skills to achieve their dreams and goals for the future. They know about different careers and understand their requirements as well as understand the importance of community engagement, volunteering and a healthy work-life balance. They will learn about financial literacy and build skills which help them to plan and set goals, make informed decisions, overcome challenges and solve problems while encouraging qualities of adaptability and creative and innovative thinking.</i>	Roles, Rights and responsibilities - Community engagement - Jobs and Careers - Financial literacy - Work-life Balance - Values - Interests - Well-being - Consumer choice and rights - Problem-solving and creative thinking - Self-awareness and self-worth - Planning and goal setting - Informed decision- making - Managing risk

Assessment

Ongoing diagnostic assessment is built into our PSHE schemes of work via low-stakes quizzes and varied questioning techniques. This enables teachers to gauge children's progress, identify and address gaps and misconceptions and make in-the-moment adjustments to lesson pathways, teaching strategies or additional support.

Each scheme of work comes with an assessment grid which is aligned with our PSHE progression documentation. These can be used by teachers and subject leaders to track children's curriculum coverage and progress through their Primary Phase learning journey.

Teachers can assess progress through a combination of diagnostic and summative assessment and observation of pupil voice, attitudes and behaviours. They can also consider outcomes in class floor books or pupil journals which may be photographs, art work or oral presentation rather than written outcomes. Subject leads should monitor pupil progress, staff subject knowledge and their confidence and competence in teaching PSHE, highlighting areas of strength and for improvement.

The impact of our PSHE provision is demonstrated through such as pupil voice, attitudes, and behaviours, high-quality outcomes in books or class floor books or non-written outcomes, as well as from the data record in PlanBee Assessment Grids.

Impact:

PSHE education plays a transformative role in nurturing well-rounded individuals who are equipped with the knowledge, skills, and attitudes necessary to thrive in today's complex world. Our PSHE curriculum has a positive and lasting impact on children, empowering them to develop healthy relationships and lead fulfilling lives.

By the end of their Primary School journey, children have the social awareness, emotional intelligence, maturity, confidence and independence they need to assume a wider range of age-appropriate responsibilities, handle the diverse relationships they will encounter and manage the emotional and physical changes they will experience as they grow. They are well prepared for a smooth and successful transition to the secondary school environment.

Children demonstrate the impact of their PSHE education through their attitudes and behaviours, their aspirations and achievements and in the application of the tools and strategies they have acquired.

Specifically, children can demonstrate:

Positive attitudes, behaviours and relationships

Children possess a positive self image and positive outlook on life. They demonstrate that they embrace balance, healthy living through their habits and routines and use a range of strategies for regulating emotions and supporting their mental well-being.

Children demonstrate a clear understanding of social conventions, healthy relationships and the consequences of hurtful behaviour. As a result, children show empathy and nurture strong, trusting relationships with others. They exhibit kind, courteous and respectful attitudes and behaviours across the school, at home and in the wider community. Children actively challenge unkindness, discrimination and bullying, seek and offer support to their peers and take responsibility for resolving conflicts constructively. Children show their understanding of diversity and inclusion by embracing differences and celebrating each other's unique qualities.

Responsible and engaged citizenship

PSHE education cultivates responsible and informed citizens. Children actively engage in discussions about social and ethical issues, show concern for the well-being of others, and participate in community and global affairs. With a solid foundation in digital citizenship, digital resilience and media literacy, children navigate the digital world responsibly, safeguarding their own well-being and that of others.

High aspirations and achievement

Children exhibit high aspirations, levels of engagement and academic attainment. They set personal targets and make plans for their development and to achieve their goals. By building children's skills set and sense of efficacy, PSHE provision contributes to the removal of barriers to learning and the reduction of the attainment gap - especially for the most vulnerable and disadvantaged children.

Empowered Decision-Making

Children demonstrate that they can manage their lives with confidence and integrity. They display well-developed critical thinking and problem-solving abilities when evaluating options, assessing risks and reflecting on their actions. Children make informed decisions relating to health, safety, relationships, money and careers. The impact is clear when we see children navigate challenges, advocate for themselves and others or take on leadership roles.

To evaluate the impact and effectiveness of PSHE education, educators can employ pupil voice surveys, behaviour observations, academic progress tracking, and collate feedback from parents and the wider community. Such data can inform the refinement and enhancement of PSHE provision to ensure that it meets the needs of children and the community.



Ofsted Deep Dive Preparation





PSHE Curriculum

Ofsted Deep Dive Preparation

*This document addresses questions related to the **intent**, **implementation** and **impact** of the PlanBee PSHE Curriculum to assist schools in their preparation for an Ofsted-led Deep Dive into the teaching and learning of PSHE. Schools should tailor this document to reflect any adaptations necessary based on the context of their school and local environment or the needs of their children as well as the ideas and expertise of their staff.*

Intent:

What was the starting point for your PSHE Curriculum?

- The design of the PlanBee PSHE curriculum is rooted in the requirements set out in the RSE¹ and Health Education Statutory Guidance and the non-statutory SMSC² and Citizenship guidance from the Department of Education (DfE) and the insights from a review of relevant literature relating to social and emotional learning and cognitive science. In addition, the curriculum aligns with PlanBee's core curriculum principles³. These elements were brought together to create a broad and rich PSHE curriculum that nurtures children's personal, social, emotional and academic development and supports their future success, with a specific focus on closing the attainment gap for children from disadvantaged backgrounds.
- The aim of the PlanBee curriculum is to comprehensively cover the regulatory requirements while also providing a holistic educational experience which meets the needs of children growing up in today's diverse, inter-connected and fast changing world. Therefore, the PlanBee PSHE curriculum makes broader provisions to address emotional literacy, self-reflection and decision making, online safety and resilience, and economic well-being.

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1. Set out in the Relationship and Sex Education.
 2. Spiritual, Moral, social and Cultural.
 3. That our offer is: coherent, cohort-relevant, equitable, creative, enjoyable and flexible.

- To provide coherence and structure, the PlanBee curriculum is organised within a thematic framework consisting of six core themes: social awareness, self and emotional well-being, healthy relationships, healthy lifestyles, decision-making and risk, and economic well-being and aspirations. This framework ensures that PSHE content is well-sequenced and deepens in range and complexity as children revisit these concepts, year on year, throughout the Primary Phase. The framework enables children to build progressively on prior learning and develop the positive attitudes, behaviours and skills which will allow them to thrive in the real world.

What is the intent behind the PlanBee PSHE curriculum?

- The PlanBee PSHE curriculum aims to equip children with essential life skills they need to stay healthy and safe and to support children to grow into well rounded, compassionate individuals and engaged citizens who actively participate in society and treat others fairly, with respect. Additionally, the curriculum aims to prepare children to lead fulfilled lives - now and in the future - as confident and informed decision makers, respectful and effective communicators; reflective and flexible thinkers; and literate and critical users of digital technologies and media.
- The PlanBee PSHE curriculum intends for children to develop a firm sense of self, a robust social consciousness and a fuller understanding of the world they live in. Throughout the Primary Phase, children will develop and refine practical tools to support their personal, emotional and social development and will explore how to use these to effectively navigate a range of social and digital environments.
- Furthermore, the PlanBee PSHE curriculum is designed to provide a safe, trusting environment for children to explore and rehearse strategies for risk assessment, decision-making and conflict resolution based on relevant, carefully chosen and increasingly nuanced scenarios and vignettes. When faced with real-life situations, children can apply the skills and strategies they have learned safely and confidently.

What concepts are revisited in your PSHE Curriculum and why?

- Within the thematic framework of the PlanBee PSHE curriculum, children cover six half-term units a year, each representing one of the core themes: social awareness; self and emotional well-being; healthy relationships; healthy lifestyles; decision making and risk, and economic wellbeing and aspirations. This spiral design ensures that children reinforce prior learning as they revisit and build on their existing knowledge base, year on year.
- Additionally, our curriculum incorporates cross-cutting concepts, such as: safeguarding, diversity and representation, citizenship and social justice and emotional literacy. These concepts are interwoven throughout the six core themes, offering further scope to make and strengthen meaningful connections.

- These concepts⁴ were selected intentionally to meet the needs of today's cohort of children. Each concept is highly relevant to the current and future lives of our children and is intended to progress their knowledge and understanding of themselves, others and the world around them. Please see PlanBee's PSHE Progression Documentation.

Does your PSHE curriculum prioritise a knowledge-led or skills-led approach?

- The PlanBee PSHE Primary Curriculum is a knowledge-engaged and oracy-rich programme of work which recognises that children must acquire a solid understanding of a broad range of topics in order to develop key personal, social and practical skills (such as effective risk assessment, decision making, healthy habits and goal setting).
- A knowledge-engaged PSHE curriculum can help bridge the attainment gap by ensuring that all children, including those from disadvantaged backgrounds, have access to essential life skills and information and develop the vocabulary and confidence to communicate their ideas and needs effectively.
- The Education Endowment Foundation (EEF) highlights the potential impact of well-designed and implemented PSHE programs on improving academic outcomes and closing the attainment gap. Furthermore, a study by the National Institute for Health and Clinical Excellence (NICE) found that a comprehensive PSHE education can contribute to reducing health inequalities and improving outcomes for vulnerable groups.
- Further research, including the Health Behaviour in School-Aged Children (HBSC) Study and by the National Association of Special Educational Needs (NASEN), has shown that PSHE interventions can have a positive impact on children with special educational needs or who are otherwise vulnerable.

4. Social awareness; self and emotional well-being; healthy relationships; healthy lifestyles; decision making and risk, and economic wellbeing; safe-guarding; diversity and social justice, and emotional literacy.

Implementation:

Who designed your PSHE curriculum?

- Our PSHE curriculum was planned by an external provider, PlanBee. Their team of teachers and curriculum specialists created a coherent, well-sequenced and progressive curriculum based around six core themes: Social awareness; self and emotional well-being; healthy relationships; healthy lifestyles; decision making and risk, and economic wellbeing and aspirations. The curriculum is informed by PlanBee's curriculum principles⁵, statutory and non-statutory guidance from the DfE and by relevant research and literature regarding social and emotional learning and cognitive science.
- Having a ready-planned curriculum enables schools and teachers to focus on excellent curriculum delivery, adapting lesson sequences, content or resources to best suit the needs of their children and context, where necessary.

What can we expect from a PSHE Lesson?

- Key features of the PlanBee PSHE curriculum are evidence-based provision and high-quality teaching input. To support effective teaching and learning, lessons incorporate vocabulary definition and discussion, real-life scenarios and vignettes, clear supporting visuals and explicit modelling of skills.
- The learning activities within the PSHE curriculum are designed to inspire children to learn at their best and include varied activities as well as resources that provide different access and challenge points for learners. Social stories, drama and role-play activities support children to develop oracy and empathy. Creative, collaborative and exploratory learning opportunities ensure that children have the motivation, focus and skills to engage actively and make the most of their learning. Moreover, mindfulness and relaxation techniques are incorporated to help children regulate and boost their overall wellbeing and concentration.
- The PlanBee curriculum is designed to provide a safe, inclusive environment for children to explore and rehearse strategies for risk assessment, decision-making and conflict resolution based on carefully chosen situations or experiences. This approach empowers children to evaluate their options, make informed choices and take personal responsibility for their actions.
- Lessons incorporate metacognition and encourage children to reflect on their personal qualities, skills and learning. Children learn how to monitor and plan for themselves, recognise areas for improvement, and set goals for growth which they actively work towards. This focus on self-reflection and personal efficacy enhances children's

5. That our offer is: coherent, cohort-relevant, equitable, creative, enjoyable and flexible.

self-awareness and encourages them to become more effective learners who can navigate limiting beliefs and challenges to reach their full potential.

- Additionally, a strong focus on positive relationships based on respect, courtesy and manners within the PSHE curriculum is designed to align with school expectations for attitudes and behaviours. Lesson content offers educators opportunities to link to, and reinforce the importance of, the school policies and strategies regarding behaviour, safeguarding, anti-bullying and anti-racism, contributing to a safe and respectful school environment for all.

How does the PSHE curriculum meet the needs of all children?

- The PlanBee curriculum ensures that all statutory PSHE requirements are covered and revisited. It also makes broader provision to fully meet the needs of today's cohort so that our children can develop the social awareness, emotional and financial literacy, digital resilience and decision-making skills they need now and in the future.
- Within the curriculum framework, content is purposefully sequenced to increase in range, depth and complexity as children progress through the Primary Phase.
- Each PlanBee scheme of work comes with a range of activities, teaching strategies and resources which offer different access and challenge points for learners and provide for diverse learning needs. In addition, the curriculum provides a range of resources which can be modelled explicitly within lessons and integrated into regular classroom practice. This includes valuable tools for emotional regulation and resolving disagreements.
- PlanBee schemes are designed to support equitable provision and the reduction of the attainment gap in order to improve life chances for the most vulnerable and disadvantaged children. Lessons are vocabulary and oracy-rich, benefiting the progress of SEND and EAL children by supporting them to discuss their understanding and ideas effectively and with confidence.
- The curriculum offers varied access points and a range of supporting resources such as visual scaffolds, worked examples and word banks. This offers teaching staff more time to ensure that the specific needs of SEND or vulnerable children are met through further adaptation, use of assistive technologies or additional provision.
- Diagnostic assessment is built into PlanBee schemes of work through questioning and low-stakes quizzes, enabling teachers to gauge children's learning and understanding, address gaps and misconceptions, and make necessary adjustments for lesson pathways, teaching strategies or additional support.
- Our learning experiences and resources also draw on Bloom's taxonomy, encouraging children to tackle open-ended tasks that require further higher order or critical historical thinking. For example, the PlanBee curriculum actively engages children in debates about a range of topical social, ethical and cultural issues relevant to growing up in today's modern world.

How are knowledge and skills progressed within your curriculum?

- The thematic framework of the PlanBee PSHE curriculum ensures that children reinforce prior learning and progressively develop their knowledge and understanding of themselves, others and the world around them as they move from Year 1 to Year 6.
- The spiral design of the curriculum explicitly plans for revisiting core concepts as well as for regular exploration of key vocabulary. See PlanBee's PSHE Progression Documentation for further details.
- PlanBee PSHE lessons support children to develop their skill set through clear modelling and the provision of a safe space to explore and rehearse strategies for real-life situations. This approach seeks to empower children to use these skills and strategies independently in order to keep themselves safe, healthy and happy.

How are teachers supported to deliver the PSHE curriculum?

- The PlanBee PSHE curriculum draws on best practice in social and emotional learning and cognitive science and each scheme comes fully resourced and ready to teach. Having a carefully planned and well-researched curriculum, ensures consistency of teaching and learning across classes and throughout the school. It also helps mitigate against unmanageable workloads, meaning that teachers can focus their time and energy on excellent curriculum delivery, tailoring resources and activities to meet the needs of the children they know best, rather than researching topics from scratch.
- The PlanBee curriculum documentation includes glossaries explaining key terms and concepts, making it accessible to all teachers, including non-specialists, early career teachers and teachers returning from career breaks. So teachers can be confident in their subject knowledge and deliver high-quality learning experiences that lead to excellent engagement and attainment outcomes for children.

How do you ensure that the curriculum remains relevant?

- PlanBee schemes of work are regularly reviewed and updated in line with best educational practices and relevant literature regarding social and emotional learning.
- To evaluate the ongoing impact and effectiveness of PSHE education, educators can employ pupil voice surveys, behaviour observations, academic progress tracking, and collate feedback from parents and the wider community. Such data can inform the refinement and enhancement of PSHE provision to ensure that it continues to meet the needs of children and the community.

Impact:

How does your PSHE curriculum contribute to children's overall development?

- The PlanBee PSHE curriculum provides carefully planned and resourced schemes of work that seek to develop the whole child and equip children with the essential knowledge and values they need to understand the world they live in and grasp their place and identity within it as informed and engaged citizens.
- Through carefully planned and resourced lessons, children will build practical toolkits from the skills and strategies they learn to support their development and manage their lives - such as communication, research and critical thinking skills, empathy and cultural awareness.
- They will learn how to establish healthy habits and routines which prioritise their physical and mental well-being, make plans and set targets to support their goals and assess risks and make informed decisions that positively impact their lives and future prospects. Children will learn how to build strong, co-operative relationships, to regulate their emotions as well as to manage challenge, change and conflict. In addition, children will form an age-appropriate understanding of relationships and sex education aligned with statutory guidance.

What is the long-term impact of your PSHE curriculum?

- The long-term impact of our primary PSHE curriculum is the transformative role it has in nurturing well-rounded individuals who are equipped with the essential life skills, knowledge and values necessary to thrive in today's complex world.
- By the end of their Primary journey, children have the social awareness, emotional intelligence, maturity, confidence and independence they need to assume a wider range of age-appropriate responsibilities, handle the diverse relationships they will encounter and manage the emotional and physical changes they will experience as they grow. They are well prepared for a smooth and successful transition to the secondary school environment.
- Our PSHE curriculum has a positive and lasting impact on children, empowering them to develop healthy relationships and lead fulfilling lives beyond the classroom. Specifically, children can demonstrate positive attitudes, behaviours and relationships; responsible and engaged citizenship; high aspirations and achievements and empowered decision making in school, at home and in the wider community. For example, children exhibit kind, courteous and respectful attitudes and behaviours across the school. They actively challenge unkindness, discrimination and bullying, seek and offer support to their peers and take responsibility for resolving conflicts constructively.

How do you know that your PSHE curriculum is having the desired impact?

- The impact of PSHE provision is demonstrated through pupil voice, high-quality outcomes in books or class floor books, performances and artwork and through PlanBee Assessment Grids which are aligned with the PSHE Progression Documentation.
- In addition, children's attitudes and behaviours reflect the influence of their PSHE education. PSHE provision has contributed to the removal of barriers to learning and the reduction of the attainment gap - especially for the most vulnerable and disadvantaged children. The impact is clear when children demonstrate high aspirations and overcome limiting beliefs in order to reach their full potential. It is also evident when children have the vocabulary and confidence to communicate their ideas effectively, when they have the self-esteem and empathy to advocate for themselves and others and when they have the resilience to tackle challenges or take on leadership roles.
- To evaluate the ongoing impact and effectiveness of PSHE education, educators can employ pupil voice surveys, behaviour observations, academic progress tracking, and collate feedback from parents and the wider community. Such data can inform the refinement and enhancement of PSHE provision to ensure that it continues to meet the needs of children and the community.

Other questions to consider:

Intent:

How did/do you engage stakeholders in establishing a shared vision of your PSHE curriculum intent? Include your experience with staff, pupils, parents and governors.

Implementation:

What are the strengths and weaknesses of PSHE teaching and learning within your school? How do you plan to address these?

What CPD has been put in place to support school staff, including those in non-teaching roles?

What are your priorities for PSHE this year? Why were these chosen?

Impact:

How can you demonstrate the recent impact that your approach to PSHE has had on:

- a) the quality of teaching and learning in the school?
- b) children's personal, social and emotional development?
- c) children's academic engagement and attainment?
- d) the school environment and culture?
- e) your links with the wider community?



KS1 PSHE Curriculum Pack

Scheme of Work

Overviews



Being Together : PSHE : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand why we have rules.	In this lesson, children will learn why rules are needed to keep us safe, maintain order and make it fair for everyone. As a class, they will develop a set of classroom rules and will produce posters of these rules to display around the class.	<ul style="list-style-type: none"> Can the children give examples of where rules are needed in everyday life? Can the children explain why rules are important? Can the children remember what their classroom rules are? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C
Lesson 2	To learn how to work and play cooperatively.	Images of various workers cooperating is used as a starting point to help children understand what is meant by 'cooperation'. Children sort those behaviours that are cooperative from those that are not. Then it's time to apply what they have learnt in some cooperative PE games or alternatively work in pairs to try and build the tallest tower!	<ul style="list-style-type: none"> Can the children explain what cooperation means? Can the children identify behaviours that help us cooperate with others? Can the children cooperate with others? 	<ul style="list-style-type: none"> Slides Tambourine / bells Cooperation Games Sheet (some activities require PE equipment) Tower Building Challenge Cards (FSD? activity only) Paper cups, plates, scrap paper, tape (FSD? activity only)
Lesson 3	To learn how to talk about and share our opinions.	In this lesson, children read a story to find out how to share their opinion positively. They then either look at various scenarios and offer advice to children struggling to cooperate or alternatively conduct surveys to find what is the most popular animal. At the end of the lesson, children see if they can sort the facts from the opinions.	<ul style="list-style-type: none"> Can the children explain the difference between a fact and an opinion? Can the children put forward their opinion positively? Can the children suggest how children could work together cooperatively? 	<ul style="list-style-type: none"> Slides Scenario Cards Survey Sheet 3A/3B (FSD? activity only)
Lesson 4	To learn how to be kind and how it affects others.	This lesson is all about the importance of being kind. They read <i>Room on the Broom</i> by Julia Donaldson and discuss who was being kind and unkind in the story and the effect on others. They then sort kind from unkind behaviours. Alternatively they help Professor Proton program his malfunctioning robot with kind behaviours!	<ul style="list-style-type: none"> Can the children explain how being kind affects others? Can the children explain how being unkind affects others? Can the children suggest how they would be kind in various scenarios? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Robot Sheet <i>Room on the Broom</i> by Julia Donaldson (not included)
Lesson 5	To learn how to treat ourselves and others with respect.	In this lesson, children explore what it means to be respectful. They learn how to be polite and correct impolite sentences. Alternatively they play a game of 'four in a row' in which they may take their turn if they pick a 'kind' behaviour card!	<ul style="list-style-type: none"> Can children explain what being respectful means? Can children sort respectful behaviours from disrespectful behaviours? Can children rephrase impolite sentences so they show good manners? 	<ul style="list-style-type: none"> Slides Respect Cards Manners Cards 5A/5B Manners Sheet Board Game Sheet and Scenario Cards (FSD? activity only)

Being Together : PSHE : Year 1

End of Primary Phase Objectives:

Relationships Education - Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

Relationships Education - Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

Vocabulary

relationships peer, friend, friendship,, safe, unsafe, positive, negative, respect, politeness, manners, courtesy, rules, teamwork, co-operate, listen, share, take turns respect, rules, kind, unkind, empathy, manners, disagreement, conflict, tools, strategies, trust, trusted adult, ideas, feelings, lonely, worried, tell

Teacher notes



Making Friends : PSHE : Healthy Relationships : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore what makes a good friendship	This lesson begins by children exploring why people have friends. They then sort statements which describe a good friend or a bad friend. They develop a list of qualities that a good friend has. In the main activity, children create WANTED posters for an ideal friend. Alternatively, children draw around their hand and draw a friend in the palm before writing a reason why they are a good friend at the end of each finger. In the plenary, children use drama to explore how to help a lonely child.	<ul style="list-style-type: none"> Can the children explain the qualities of a good friend? Can the children distinguish between friendly and unfriendly behaviours? Can the children show empathy for someone experiencing loneliness and suggest how they would help them? 	<ul style="list-style-type: none"> Slides Beanbag or ball (for warm-up activity) Worksheet 1A/1B/1C Worksheet 1D (FSD? activity only) Sentence Starters (FSD? activity only) Drama Conventions Guide
Lesson 2	To learn how to solve disagreements between friends	In this lesson, children look at various scenarios in which friends have fallen out. They learn how to resolve disagreements and what its means to negotiate and compromise. Children rehearse how to ask an adult for help if they are unable to resolve the disagreement themselves. Children then look at why hurting back does not help a situation in which two friends have fallen out. Drama is used to explore how a girl who has fallen out with her friend could be feeling.	<ul style="list-style-type: none"> Can the children explain what 'resolve' means? Can the children explain what 'negotiate' and 'compromise' means, and how they can help resolve disagreements between friends? Can the children suggest how to solve disagreements between friends? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Drama cards (FSD? activity only) Drama Conventions Guide
Lesson 3	To understand how actions can cause emotional and physical pain	Children are taught the difference between emotional pain and physical pain. They look at various scenarios and decide whether the hurtful behaviour has caused emotional and/or physical pain. They explore this further in the main activity. At the end of the lesson, children explore how the occasional falling out between friends is different to the intentional, regular targeting of an individual associated with bullying. Children discuss what they would do if they saw someone being bullied.	<ul style="list-style-type: none"> Can the children explain what is the difference between emotional and physical pain? Can the children sort actions into those that cause emotional pain and those that cause physical pain? Can the children explain what bullying is? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Drama Conventions Guide Action Cards Large paper and felt tip pens (FSD? activity only)
Lesson 4	To know what to do if a friendship is making you unhappy	What might a friend do to make you feel unhappy? That is the opening question of this lesson which focuses on helping children know what to do when a friendship goes wrong. Children look at various scenarios and look at how to be assertive when stating how someone's behaviour is hurting them and how to ask for help from a trusted adult. A fun treasure-hunt-type activity on the playground allows children to discuss whether responses to hurtful behaviour are good or bad choices.	<ul style="list-style-type: none"> Can the children suggest what to do if a friendship is making them unhappy? Can the children identify good choices and bad choices when it comes to resolving friendship problems? Do the children know how to ask for help if a friendship is making them unhappy? 	<ul style="list-style-type: none"> Slides Scenario Cards Worksheet 4A Clipboards (if available) Matching Game Cards A (FSD? activity only) Matching Game Cards B (FSD? activity only)
Lesson 5	To explore hurtful behaviour online	With children at primary school now regularly using the internet on devices and tablets, equipping them with the knowledge and skills to know what to do if they experience hurtful behaviour online is essential. In this lesson, children read a story about a boy called Sam who is experiencing hurtful behaviour online. They help him make good choices to resolve the situation. In the main activity children either create posters teaching others to be kind online or play a board game in which kind online behaviour helps them win!	<ul style="list-style-type: none"> Do the children know what to do if they experience hurtful behaviour online? Can the children explain how we should behave online? Can the children empathise with someone who has experienced hurtful behaviour online? 	<ul style="list-style-type: none"> Slides Tambourine (bells would also work well) Poster Sheet 5A/5B/5C Board Game Sheet (FSD? activity only) Game Card (FSD? activity only) Feelings Cards

Making Friends : PSHE : Healthy Relationships : Year 1

End of Primary Phase Objectives:

Relationships Education - Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Relationships Education - Respectful relationships

- Relationships Education - Respectful relationships

Vocabulary

relationships, family, friend, relative, acquaintance, words, actions, behaviour, teasing, name-calling, excluding, including, disagreement, bullying, feelings, hurt, hurtful, lonely, worried, sad, scared, happy, unhappy, positive, negative, healthy, unhealthy, respect, communicate, listen, take turns, share, support, co-operate, negotiate, compromise, conflict, resolve, problems, online, digital, technology, offline, playground, home classroom, club, trusted adult

Teacher notes

I am awesome : PSHE : Healthy Lifestyles : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how everyone in the world is special and unique.	In this lesson children will explore how everyone in the world is special and unique. This will begin with a game of 'Sit down if...' until only one child is left standing. This will be used to introduce the term 'unique' and they will then go on to think about what makes themselves unique. Alternatively, you might get creative and create a whole-class piece of fingerprint art! At the end of the lesson, children will offer advice to a boy who wishes he could be someone else by explaining how special and unique he is.	<ul style="list-style-type: none"> Can the children explain what the word 'unique' means? Can the children identify ways in which we are all unique? Can the children empathise with a child who is feeling low? 	<ul style="list-style-type: none"> Slides Sit Down Statements Worksheet 1A/1B/1C Chalks (for fingerprint on worksheets) Paints, big paper (FSD? activity)
Lesson 2	To understand the ways in which we are similar and different to one another.	How is an elephant similar to a cat? How is it different? These questions will be used to stimulate a discussion about how humans are similar and different to one another. Children will then try and help children who can't get along because of their differences. Children will learn that, even though we can be very different to one another, this doesn't mean we can't get along. Your class might work in pairs to identify their similarities or differences or alternatively use a questionnaire to find out who they share similarities and differences with.	<ul style="list-style-type: none"> Can the children identify ways in which humans are similar to one another? Can the children identify ways in which humans can be different from one another? Can children recognise that even though we may be different to someone else, we can still get along? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Worksheet 2D (FSD? activity only) Clipboards (Optional for FSD? activity only)
Lesson 3	To understand how the food we eat helps us stay healthy.	In this lesson, children learn why we need to eat food to stay healthy. They learn about the importance of a balanced diet and to name the different food groups. Children discover what each food group does in the body and how we need to be careful not to eat too many foods high in fat or sugar. They design healthy meals and at the end of the lesson, find out other ways in which we can stay healthy.	<ul style="list-style-type: none"> Can children explain what is meant by a balanced diet? Can children design a healthy meal which shows understanding of a balanced diet? Can children identify a range of ways in which we can stay healthy? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Food Help Sheet Food Pyramid Sheet (FSD? activity only)
Lesson 4	To understand the difference between private and public places and activities.	What does 'private' mean? In this lesson, children will discuss what they understand by privacy. They will learn that some places are private (e.g. a doctor's surgery, a bedroom...) whilst others are public (e.g. a shopping centre, a cinema...). They will then go on to explore how activities can be either private or public. Your class will either then complete a sorting activity or alternatively play a game of four in a row to help them understand the difference between private and public places. At the end of the lesson, children will learn how it is OK to sometimes want to be on our own and why this is important for our mental health.	<ul style="list-style-type: none"> Can the children identify activities which are private and activities that are public? Can the children recognise why people need to be on their own sometimes? Can the children list some public places and private places? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Teacher Notes Game Board Sheet (FSD? activity only) Location Cards (FSD? activity only) Coloured pencils (FSD? activity only)
Lesson 5	To understand there are some parts of the body which are private.	Children will begin by singing 'Heads, shoulders, knees and toes' and will then be challenged to name and locate other body parts. Then, children will learn how our underwear covers our private parts and they will learn the correct scientific name for these parts of the body. They will read <i>Pantosaurus and the Power of Pants</i> to learn what to do if our privacy is invaded. Children will learn what the NSPCC's acronym PANTS stands for and how it can help us stay safe. Your class will then show what they have learnt by creating a whole-class washing line of pants! At the end of the lesson, children will play a game of true or false.	<ul style="list-style-type: none"> Can the children name the male and female private parts? Can the children explain what PANTS stands for? Do children understand that our private parts are private and what to do if something happens that breaches this rule? 	<ul style="list-style-type: none"> Slides <i>Pantosaurus and the Power of Pants</i> by Rebecca Gerlings and Fhiona Galloway (not included) Teacher Notes Pants Outline Sheet Colouring Pencils Discussion Cards (FSD? activity only)

I am awesome : PSHE : Healthy Lifestyles : Year 1

End of Primary Phase Objectives:

Health Education - Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Health Education - Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Health Education - Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).

Health Education - Health and prevention

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Health Education - Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Vocabulary

healthy, play, exercise, active, inactive, lifestyle, fun, enjoy, balanced diet, meals, sleep, rest, hygiene, wash, clean, physical, mental, body parts, genitalia, vulva, penis, testicles, strong, strength, help, support, trust, feelings, big feeling, overwhelmed, regulation, unique, similarities, differences

Teacher notes

Keeping Safe : PSHE : Decision Making & Risk : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how rules keep us safe	In this lesson, children learn why rules are needed to make sure everyone is treated fairly and keep people safe. Beginning with their own classroom as a starting point, children identify other places where rules are needed. These include roads, beaches, swimming pools, building sites and railways. They explore what the consequences would be if rules did not exist in these places. They also explore why certain products and activities have age restrictions.	<ul style="list-style-type: none"> Can the children identify why rules are needed in various real-life situations? Can the children imagine the consequences of not having rules in real-life situations? Can the children articulate their ideas and opinions clearly? 	<ul style="list-style-type: none"> Slides Tambourine / bells (for warm-up activity) What Would Happen If? Cards Drama Cards (FSD? activity only)
Lesson 2	To understand how to stay safe at home	In this lesson, children look at photos of hazards around a house. They identify the hazards and explore why they present a danger. After sorting activities into those that are safe and those that are unsafe, children produce a poster to advise others how to stay safe around the home. Alternatively, your class might use an electrical safety website to deepen their knowledge of electrical safety round the home.	<ul style="list-style-type: none"> Can children identify hazards within the home? Do the children know how to use electrical appliances safely? Can the children explain what to do if they come across a hazard at home? 	<ul style="list-style-type: none"> Slides A toy car (for the warm-up activity) Poster Sheets 2A/2B/2C Picture Cards Electrical Safety Sheet (FSD? activity only)
Lesson 3	To understand how to stay safe outside the home	In this lesson, children build on their knowledge of staying safe at home to keeping safe outside of the home. They explore risks attached to real-life situations such as walking by a river and visiting a beach. Children then explore actions that could be taken to minimise these risks. The message of the lesson is that although many activities outside of the home involve elements of risk, as long as actions are taken to minimise these risks, these activities should be enjoyed and not avoided.	<ul style="list-style-type: none"> Can the children explain what a risk is? Can the children identify risks and ways to minimise risks in everyday situations? Can the children explain their ideas and opinions with clarity? 	<ul style="list-style-type: none"> Slides What's the Risk? Cards Activity Cards (FSD? activity only) Safety Cards (FSD? activity only)
Lesson 4	To understand how to cross the road safely	In this lesson, children are taught the steps needed to cross the road safely. They find out places where it is unsafe to cross the road. Children then make a poster which teaches others how to cross the road safely. Alternatively, you might take your class out on the playground to produce video clips of how to cross the road safely.	<ul style="list-style-type: none"> Can the children explain how to cross the road safely? Can the children identify locations where it is unsafe to cross the road? Can the children explain why it is unsafe to use a mobile phone or listen to music whilst crossing the road? 	<ul style="list-style-type: none"> Slides Poster Sheets 4A/4B/4C Chalks, digital recording devices (FSD? activity only)
Lesson 5	To understand how to stay safe online	In this lesson, children read a story about Sam who has been given a new tablet for his birthday. Throughout the story, Sam encounters problems when using the internet and children are tasked with helping him make the correct decisions. Children learn about what personal information is and the importance of keeping this private. They learn to ask for help if something happens online that makes them feel upset or uncomfortable.	<ul style="list-style-type: none"> Can the children explain what to do in various situations they might find themselves in when using the internet? Can the children identify what constitutes personal information and why this should not be shared online? Can the children recognise safe and unsafe actions when using the internet? 	<ul style="list-style-type: none"> Slides Scenario Cards Online Safety Cards (FSD? activity only) Worksheet 5A (FSD? activity only)

Keeping Safe : PSHE : Decision Making & Risk : Year 1



End of Primary Phase Objectives:

Relationships Education - Online relationships

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Relationships Education - Being Safe

- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to report concerns or abuse, and the vocabulary and confidence needed to do so

Health Education - Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Vocabulary

Rules decisions, actions, choice, assess, identify, manage, safe, unsafe, harm, risk, protect, worried, uncomfortable, comfortable, report, tell, trusted adult responsible, , emergency, familiar, unfamiliar, environment, home, online, internet household appliance, household product, medicine, fire safety, road safety, fire drill, private, personal information, age restriction

Teacher notes

How Do I Feel? : PSHE : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know about the different feelings we can have	Together, children look at and discuss some common emotions, including feeling happy, sad, angry, excited, worried, surprised, scared and calm. They are encouraged to talk about when they might feel these emotions, and whether they know any other words for these feelings.	<ul style="list-style-type: none"> Can children name a range of different feelings or emotions? Can children give examples of when they might feel these different emotions? Do children know some different words for each feeling or emotion? 	<ul style="list-style-type: none"> Slides Word Bank Cards Worksheet 1A/1B/1C Feelings Posters (FSD? activity only) Feelings Cards (FSD? activity only)
Lesson 2	To know how feelings can affect our bodies and behaviour	Children explore how we can express the emotions we feel on our faces, in our bodies, and through our actions. Children are challenged to identify different emotions from pictures and descriptions based on these clues. In the FSD? activity, children act out different emotions for the class to identify.	<ul style="list-style-type: none"> Do children understand that feelings can affect our faces, bodies and behaviour? Can children name/describe/act out some of the expressions and actions related to different emotions? Can children recognise a range of feelings in other people based on their expressions and actions? 	<ul style="list-style-type: none"> Slides Picture Cards Emotion Cards Scribe Sheet Facial Expressions Cards Body Sensations Cards Behaviour Cards Act it Out! Cards (FSD? activity only)
Lesson 3	To understand that not everyone feels the same about things	In this lesson, children explore how we don't always feel the same emotions as everyone else. They will look at a range of scenarios where people may have differing feelings. In their independent activities, children identify how a range of situations would make them feel, and then are challenged to find someone who feels the same as them, and someone who feels differently.	<ul style="list-style-type: none"> Do children understand that not everyone feels the same at the same time? Do children understand that not everyone feels the same about the same things? Do children understand that all feelings are OK? 	<ul style="list-style-type: none"> Slides Word Bank Worksheet 3A/3B/3C Feelings Cards (FSD? activity only) Scenario List (FSD? activity only)
Lesson 4	To know how to share feelings, and ask for help with feelings	Children explore the idea that we can't always see what people are feeling by how they look on the outside. Using the story of <i>Ruby's Worry</i> by Tom Percival, children discuss why it is always a good idea to talk about a worry. In their independent activities, children use given scenarios to talk through who they would ask for help with a worry, and what they would say.	<ul style="list-style-type: none"> Do children understand that people might not always be able to tell how they are feeling? Do children know who they can share their feelings with? Do children know how to ask for help with their feelings? 	<ul style="list-style-type: none"> Slides <i>Ruby's Worry</i> by Tom Percival (not included) Asking for Help Poster Discussion Cards Worksheet 4A Scenario Cards (FSD? activity only)
Lesson 5	To explore feelings caused by change and loss	In this final lesson, children discuss what change is, and how different changes, whether big or small, can make us feel. Using the story of <i>Badger's Parting Gifts</i> , children also explore a big change - loss. In their independent activities, children further explore how a range of different changes would make them feel.	<ul style="list-style-type: none"> Do children know that everyone experiences change? Do children understand that changes can cause a range of feelings? Can children say how a given change might make them feel? 	<ul style="list-style-type: none"> Slides <i>Badger's Parting Gifts</i> by Susan Varley (not included) Worksheet 5A/5B/5C Change Cards A/B Identifying Changes Worksheet (FSD? activity only)

How Do I Feel? : PSHE : Year 1

End of Primary Phase Objectives:

Health Education - Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Teacher notes

Vocabulary

Self, feelings, emotions, bodies, expressions, sensations, behaviour, worries, strategies, notice, identify, calm, regulate, special, positive, negative, like, dislike, play, change, difficult, challenge, loss, death grief

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore what a community is.	In this initial lesson, children explore different types of communities. Children will consider what communities they are part of, and why communities are important. In their independent activities, children draw communities that they are part of, and complete sentences about them. In the alternative activity, children work together in groups to discuss and sort photo cards according to what type of community group they show.	<ul style="list-style-type: none"> Do children know what a community is? Can they name some different communities? Can children name different communities that they are part of? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Community Photo Cards (FSD? activity only) Communities Sorting Sheets (FSD? activity only)
Lesson 2	To know about our rules and responsibilities in our classroom community.	Children first recap on what a community is, and the different types of communities they can belong to, before looking at their classroom as a community. They will explore and discuss the rules and responsibilities within their classroom community. In their independent activities, children explore why these rules and responsibilities are important, and what might happen if we didn't have them. In the FSD? activity, children are assigned specific classroom jobs for a week!	<ul style="list-style-type: none"> Do children understand that their class is a community? Can children name some classroom rules and explain why they are important? Can children name some classroom responsibilities, and explain why they are important? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Responsibility Badges (FSD? activity only) Blank Responsibility Badges (FSD? activity only)
Lesson 3	To find out how to help people in our communities.	In this lesson, children focus on how people in communities can help each other. In their independent activities, children draw pictures and complete sentences to show how they help their communities, and how their communities help them. Alternatively, for a rich discussion activity, children complete jigsaws and discuss what community is shown, who needs help and what help is being offered.	<ul style="list-style-type: none"> Do children understand that people in communities often help and support one another? Can children identify how people in their communities help them? Can children identify how they can help people in their communities? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Jigsaws 3A-Q (FSD? activity only) Question Prompt Sheet (FSD? activity only) Actions Word Mat (FSD? activity only)
Lesson 4	To find out how to care for living things and the environment.	During this lesson, children look at how living things in the environment are connected. They learn that our actions can help or harm the environment and the living things within it. Children conduct an environment survey to find out how their school looks after the environment and work out what else they could do to care for it. If you are looking for a practical activity, why not plant herbs or flowers to lift people's moods, provide homes for insects and attract birds, bees and butterflies.	<ul style="list-style-type: none"> Do children know what an environment is? Can children describe some of the ways how animals and plants keep the environment in balance? Can children describe how they care for their environment and the living things within it? 	<ul style="list-style-type: none"> Slides Yoga Pose Cards 4A/4B/4C Environment Survey 4A/4B/4C Instructions (FSD? activity only) Plant Picture Mat (FSD? activity only) Worksheet 4A/B/C (FSD? activity only) Soil, compost, trowels, gardening gloves, pots and seeds, bulbs or seedlings
Lesson 5	To prepare for moving into Year 2.	In this final lesson, children will focus on how they are feeling about moving into Year 2. They will be reassured that it is normal to feel excited, worried, or a mixture of both of these emotions. In their independent activities, children create a personal passport to Year 2 which contains important information about themselves, their strengths and their targets.	<ul style="list-style-type: none"> Can the children identify a time they felt excited or worried? Can the children identify their current skills and targets for next year? Do children know that roles and responsibilities can change as they grow older? 	<ul style="list-style-type: none"> Slides Passport 5A/5B/5C Worksheet 5A (FSD? activity only) Sentence Starter Cards (FSD? activity only)

End of Primary Phase Objectives:

Relationships Education - Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

Health Education - Mental wellbeing

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Vocabulary

community, belong, respect, respectful, good manners, courtesy, help, harm, environment, care, actions, rights, rules, roles, jobs, responsibilities, needs

Teacher notes

What is a Family? : PSHE : Healthy Relationships : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the role different people play in our lives	In this lesson, children think about the different people in their lives that are important to them. They think about why they are important and categorise them as either friends, relatives or acquaintances. At the end of the lesson, children learn how to encourage other children to seek help if they need it and consider which adult they would go to for support.	<ul style="list-style-type: none"> Can the children identify the role different people play in their lives? Can the children categorise people in their lives as friends, relatives and acquaintances? Do the children know how to encourage friends to seek help when they need it? 	<ul style="list-style-type: none"> Slides Individual whiteboards and pens Worksheet 1A/1B/1C Poem Sheet (FSD? activity only)
Lesson 2	To understand how important people in our lives show they love and care for us	In this lesson, children think about how the different people important to them show that they love and care. They learn how sometimes we show love and care when we tell someone something they don't necessarily want to hear. Children then use drawing and writing to explore the important people in their lives and how they show they love and care or they design and make a thank you card to give to someone special.	<ul style="list-style-type: none"> Can the children identify different ways people show they love and care for us? Can the children recognise that sometimes we show we care by telling the person something they don't want to hear? Can the children identify the ways in which pets can help us in our lives? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Thank You Card Template (FSD? activity only)
Lesson 3	To understand there are different types of family	This lesson is an opportunity to learn about different types of family. After discussing what is meant by the term 'family', children meet several children, each from a different type of family. Children learn how all families deserve respect and are characterised by people who love and care for one another. At the end of the lesson, children learn what to do if a family relationship is making them feel unhappy or unsafe.	<ul style="list-style-type: none"> Can the children identify some different types of family? Do the children recognise that all families are characterised by people who love and care for one another? Do the children know what to do if family relationships are making them feel unhappy or unsafe? 	<ul style="list-style-type: none"> Slides Family Sheet 3A/3B/3C Apple Template Sheet (FSD? activity only) Family Tree Sheet (FSD? activity only)
Lesson 4	To understand different ways we can support our family	In this lesson, children learn about the importance of helping out around the home with jobs such as folding laundry and cleaning. They consider why doing such jobs is important and learn that some jobs they cannot do until they are older. In the main part of the lesson, children either make a display of the different jobs they do around the home or design a clever new robot that can help out with chores! At the end of the lesson, your class will learn about the jobs done by young carers and the difficulties they might face.	<ul style="list-style-type: none"> Can the children identify different jobs they can help out with around the home? Can children explain why some family members can't do all jobs (e.g. because of their age)? Can children explain what a young carer is and identify some of the difficulties they might face? 	<ul style="list-style-type: none"> Slides Tambourine/bells (Warm-up activity only) Job Card 4A/4B/4C Robot Sheet (FSD? activity only) Ideas Card (FSD? activity only)
Lesson 5	To understand how to have positive relationships at school	In this lesson, children think about why it is important to build and maintain positive relationships with adults and other children at school. They read an interactive story and help the main character decide what to do in various situations in order to build positive relationships. At the end of the lesson, children learn what is meant by 'respect' and the importance of showing it to others, including authority figures.	<ul style="list-style-type: none"> Can children explain some ways to build and maintain positive relationships at school? Can the children explain the benefits of building positive relationships with others? Do children understand what is meant by respect and why it is important to show respect to others, including authority figures? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Drama Cards (FSD? activity only)

What is a Family? : PSHE : Healthy Relationships : Year 2

End of Primary Phase Objectives:

Relationships Education - Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Relationships Education - Respectful relationships

- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

Relationships Education - Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Vocabulary

healthy relationships, role, responsibilities, family, roles, family life, relative, stable, love, security, care, protection, help, tasks, rota, chores, support, acts of kindness, co-operation, happy, unhappy, healthy, unhealthy, positive, negative, mistake, problem, strategies, communicate, resolve, respect, manners, strategies

Teacher notes

Safe Spaces and Boundaries : PSHE : Social Awareness : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what makes us feel comfortable and safe.	In this lesson, children will think about what makes them feel comfortable and safe. They will explore how this is different for everyone and the importance of not invading other people's personal space. Children will describe the difference between how their body feels when they are comfortable and safe compared to when they are feeling unsafe or worried. At the end of the lesson, children will practise some relaxation techniques.	<ul style="list-style-type: none"> Can the children identify where they feel comfortable and safe? Can the children identify situations that make them feel comfortable and uncomfortable? Can the children explain how their bodies feel when they are comfortable and uncomfortable? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Sentence Frame Sheet <i>Harrison P. Spader, Personal Space Invader</i> by Christianne Jones (not provided) (FSD? activity only) Personal Space Cards (FSD? activity only) Worksheet 1D (FSD? activity only)
Lesson 2	To learn what a trusted adult is and how to ask for help.	Children will learn who can be a trusted adult. They will think about who their five trusted adults are and will explore how they could start a difficult conversation with them. They will then either make a poster of their trusted adults, or play a game in which they explore the qualities a trusted adult might have. At the end of the lesson, children will use their understanding to decide whether statements about trusted adults are true or false.	<ul style="list-style-type: none"> Can the children explain what is meant by a trusted adult? Do the children know how to start a conversation with a trusted adult? Can the children list who their five trusted adults are? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Game Board (FSD? activity only) Qualities Cards (FSD? activity only)
Lesson 3	To understand how to ask for help when feeling uncomfortable.	In this lesson, children begin by using drama to explore the thought of a child feeling nervous about her first day at a new school. They will practise how to ask for help and explain how she feels in role as the girl. Children then look at other similar scenarios, including those involving personal space and boundaries. At the end of the lesson, children will explore whether situations that make us feel uncomfortable should just be avoided or not.	<ul style="list-style-type: none"> Can the children empathise with another person who is feeling uncomfortable? Do the children know who they could turn to ask for help if they are feeling uncomfortable themselves? Are the children able to ask for help if they need it? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Drama Conventions Guide Scenario Cards (FSD? activity only)
Lesson 4	To learn what peer pressure is and how to resist it.	Peer pressure is the focus of this lesson. Children will explore what it is and how to ask for help if they experience it. Your class will practise asking for help using sentence starters provided. They will look at a range of different examples of children experiencing peer pressure and will discuss what the child could do in each. At the end of the lesson, children will look at why it is important to keep asking for help if at first they don't succeed in getting the help they need.	<ul style="list-style-type: none"> Can the children explain what is meant by the term peer pressure? Do the children know who to go to and how to ask for help if they need it? Do the children know it is important to keep asking for help if at first help is not forthcoming? 	<ul style="list-style-type: none"> Slides Peer Pressure Drama Cards Poster Sheet (FSD? activity only)
Lesson 5	To understand the difference between a safe and unsafe secret.	Children will learn about the difference between safe and unsafe secrets. They will look at examples of each and think of other examples of their own. Your class will then either go on a fun scavenger hunt to decide whether different scenarios represent safe or unsafe secrets. Alternatively, they will create a poster to show their understanding of the difference. At the end of the lesson, children will explore what to do if they are asked to keep an unsafe secret.	<ul style="list-style-type: none"> Can the children explain what makes a secret a safe secret? Can the children explain what makes a secret an unsafe secret? Do the children know what to do if they are asked to keep an unsafe secret? 	<ul style="list-style-type: none"> Slides Worksheet 5A Secret Cards Drawing pins / sticky tack Worksheet 5B (FSD? activity only)

End of Primary Phase Objectives:

Relationships Education - Caring friendships

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Relationships Education - Respectful relationships

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Relationships Education - Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard

Vocabulary

boundaries, personal space, trust, respect, relationship, consent, permission, contact, privacy, appropriate, inappropriate, comfortable, uncomfortable, safe, unsafe, secret, surprise, social situations, strange behaviour, instincts, worry, concern, help, support, roles, responsibilities, trusted adult, conflict, sharing, compromise, disagreements, conflict, report

Teacher notes

Being Healthy : PSHE : Healthy Lifestyles : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how we can stay healthy.	In this lesson, children learn what we can do to stay healthy including taking regular exercise, getting enough sleep, eating a balanced diet and drinking enough water. Children consider the benefits to both the body and mind of leading a healthy lifestyle. You can either choose for your class to make posters informing others how to stay healthy or, alternatively, children could go on a scavenger hunt around the playground, deciding whether pictured activities are healthy or unhealthy. Finish the lesson with a fun matching game!	<ul style="list-style-type: none"> Can the children explain what being healthy means? Can the children explain some of the things people can do to stay healthy? Can the children differentiate between healthy and unhealthy activities? 	<ul style="list-style-type: none"> Slides Tambourine (or bells) Poster Sheet 1A/B/C Information Cards Information Sheet Picture Cards (FSD? activity only) Scavenger Hunt Sheet (FSD? activity only) Matching game cards and instructions
Lesson 2	To understand the difference between healthy and unhealthy activities.	In this lesson, children recap on what we can do to stay healthy. Then, they will look at the day in the life of someone with an unhealthy lifestyle. Using their understanding of how to stay healthy, children will suggest how this person could change aspects of their life to be more healthy. At the end of the lesson, children will reflect on the healthiness of their own lifestyle and identify changes they could make to become more healthy.	<ul style="list-style-type: none"> Can the children differentiate between healthy and unhealthy activities? Can the children recall what things we can do to stay healthy? Can children suggest how to make more healthy choices? 	<ul style="list-style-type: none"> Slides Unhealthy Lifestyle Diary Worksheet 2A/B/C Game Cards (FSD? activity only)
Lesson 3	To understand how to keep teeth healthy.	In this lesson, children will learn why it is important to keep their teeth healthy. They will watch a video to help them understand how to do this and will learn the correct way to brush their teeth. Children will then either compose a song which teaches others how to keep their teeth healthy or they will help the tooth fairy on her journey in a fun (but educational) board game! A true or false quiz is used to check children's learning at the end of the lesson.	<ul style="list-style-type: none"> Can the children explain why it is important to keep our teeth healthy? Can the children identify ways we can keep our teeth healthy? Can the children describe how to brush their teeth correctly? 	<ul style="list-style-type: none"> Slides Beanbag (optional) Model of teeth and toothbrush (optional) Song Sheet 3A/B/C Fact Cards Board Game Sheet (FSD? activity only) Question Cards (FSD? activity only) Board Game Instructions (FSD? activity only) Counter Sheet (FSD? activity only)
Lesson 4	To understand how medicines can help people to stay healthy.	In this lesson on medicines, children explore why medicines are needed to help us stay healthy. They also learn how medicines should be stored and why it is important to use them correctly. They will either create informative leaflets about medicines to put in a doctor's waiting room or alternatively will create a medicine bottle for a class display which has a useful tip on using or storing medicines safely. At the end of the lesson, children will learn how to prevent sunburn.	<ul style="list-style-type: none"> Can the children explain why people take medicines sometimes? Can the children explain how to store and use medicines safely? Can children explain how to stay safe in the sun? 	<ul style="list-style-type: none"> Slides Leaflet Sheet 4A/B/C Fact Cards Information Sheet Medicine Bottle Outline (FSD? activity only)
Lesson 5	To understand the benefits of exercise to the body.	Why is it important to exercise? That is the opening question to this lesson. Children will learn the various physical and mental benefits of exercise. Through a practical activity, children will learn about the effect of exercise on heart and breathing rate. They will either design posters to teach others about the importance of exercise or will use drama to show how simple changes can make us more active in our everyday lives.	<ul style="list-style-type: none"> Can the children explain why exercise is important to the body? Can the children suggest how we can include more physical activity within our everyday lives? Can the children explain what happens to breathing rate and heart rate after we exercise? 	<ul style="list-style-type: none"> Slides Hula hoop (not included) Poster Sheet 5A/B/C Drama Cards (FSD? activity only) Calming music (Optional and not included - FSD? activity only)

Being Healthy : PSHE : Healthy Lifestyles : Year 2



End of Primary Phase Objectives:

Health Education - Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Health Education - Internet safety and harms

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Health Education - Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Health Education - Healthy eating

- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Health Education - Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Vocabulary

physical, mental, wellbeing, health, healthy, unhealthy, habits, routines, strong, strength, relaxation, technique, self-care, bodily care, rest, sleep, hobbies, screen time, interests, learn, play, break, exercise, active, inactive, learn, play, relationships, friendships, family, diet, nutritious, obesity, tooth decay, hygiene, oral hygiene, germs, routine, medicine, vaccination, sun exposure, regulation, support, trusted adults

Teacher notes

Asking for Help : PSHE : Decision Making & Risk : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know when and how to ask for help	In this first lesson, children will begin to discuss when, how and who they can ask for help. Through the story of a boy called Hayden, children will explore the consequences of not asking for help when it is needed. In their independent activities, they will explore when, how and who Hayden could have asked for help. In the FSD? activity, children are challenged to act out opposing scenarios where Hayden does, and doesn't, ask for help. Finally, children discuss Hayden's reluctance to ask for help.	<ul style="list-style-type: none"> • Can children identify a scenario where they might need to ask for help? • Do children know who and how they can ask for help? • Do children understand that it is OK to ask for help? 	<ul style="list-style-type: none"> • Slides • Worksheet 1A/1B/1C • Act it Out Cards (FSD? activity only)
Lesson 2	To know who can help us and keep us safe	In this lesson, children will identify a range of people who can help them and/or keep them safe in a variety of different situations. In their independent activities, children will demonstrate their understanding of this by matching scenarios to people who could help, or writing sentences explaining how and when these people could help them or keep them safe. In the FSD? activity, children create posters to put around the classroom or school showing how different people can help us.	<ul style="list-style-type: none"> • Do children know that there are many different people who can help us and keep us safe? • Can children identify ways in which these people can help us or keep us safe? • Do children know the most appropriate person to go to for help in different situations? 	<ul style="list-style-type: none"> • Slides • Worksheet 2A/2B/2C • People Who Can Help Us Cards • People Who Can Help Us Posters (FSD? activity only)
Lesson 3	To know how to ask for help in an emergency	At the start of this lesson, children explore and discuss when a situation is an emergency, and when it is not. As a class, they look at a given situation where the emergency services were needed, and explore the 999 call between the operator, call- handler and caller. In their independent activities, children are challenged to role-play a 999 call based on different given scenarios. In the alternative activity, children create a poster giving information on how to make an emergency call.	<ul style="list-style-type: none"> • Can children identify what is an emergency and what is not? • Do children know who can help them in an emergency? • Do children know how to make a 999 call? 	<ul style="list-style-type: none"> • Slides • Hannah's 999 Call Sheet (Teaching Input) • Scenario Cards • Help Sheet • Worksheet 3A (FSD? activity only) • Making an Emergency Call Poster Template (FSD? activity only)
Lesson 4	To know how to keep safe online	Children begin this lesson by exploring what being 'online' means, and discussing the types of things they do when they are online. As a class, they look at some important 'dos' and 'don'ts' for keeping safe online, and then use this knowledge to discuss what they would do in different given scenarios. In their independent activities, children show what they know through sorting activities, taking a quiz or offering advice to characters in different situations. In the alternative activity, children create a 'Dos and Don'ts' online safety booklet.	<ul style="list-style-type: none"> • Do children know what being 'online' means, and can they give examples? • Do children know how to keep safe online? • Do children know who to tell if they come across something online that makes them feel uncomfortable? 	<ul style="list-style-type: none"> • Slides • Do or Don't? Cards and Worksheet • Quiz Sheet • Advice Sheet • Dos and Don'ts Online Safety Flip It Booklet (FSD? activity only)
Lesson 5	To know how to ask for help if you are worried about something	Children first look at exactly what being worried means, and how it can make us feel. Together as a class, they then read <i>The Huge Bag of Worries</i> by Virginia Ironside, and talk through the events of the book, and how the main character felt when she finally shared her worries with someone. In their independent activities, children are asked to think about what they do with their worries, who they could share them with, and how other people can help us.	<ul style="list-style-type: none"> • Do children know what worry can feel like? • Do children know that everyone experiences worry? • Do children know how to ask for help with their worries? 	<ul style="list-style-type: none"> • Slides • <i>The Huge Bag of Worries</i> by Virginia Ironside (not included) • Bag of Worries Discussion Sheet • Bag of Worries Worksheet 5A • Bag of Worries Worksheet 5B (FSD? activity only) • Feelings Check-in Cards (plenary)

Asking for Help : PSHE : Decision Making & Risk : Year 2



End of Primary Phase Objectives:

Relationships Education - Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Relationships Education - Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- where to get advice e.g. family, school and/or other sources

Health Education - Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- where and how to report concerns and get support with issues online.

Health Education - Basic first aid

- how to make a clear and efficient call to emergency services if necessary

Vocabulary

Actions, situations, decisions, choices, safe, unsafe, serious, emergency, help, communicate, listen non-emergency, accident, injury, risk, hurt, harm, unconscious, conscious, lost, fire emergency services, call operator, call handler, ambulance, firefighter, police officer, librarian, shop assistant, doctor, nurse, dentist, vet, teacher, paramedic, online, internet, permission, personal information, uncomfortable, worried, trusted adult, permission, account, password, virus, pop up, messages private, secret, surprise, consequences, kind respectful, falling out.

Teacher notes

The World of Work : PSHE : Economic Wellbeing and Aspirations : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the difference between wants and needs.	In this lesson, children will learn the difference between wants (things that would be nice to have and improve our lives) and needs (things that we need in order to survive). They learn that jobs enable us to earn money to pay for things we want and need. Children then imagine what would happen if a family spent all of their money for the month on buying something their child wants.	<ul style="list-style-type: none"> • Can the children explain the difference between wants and needs? • Can the children give relevant examples of wants and needs? • Can the children explain why we cannot always have everything we want? 	<ul style="list-style-type: none"> • Slides • Information Sheets • Worksheet 1A/B/C • Picture Cards (FSD? activity only) • Scavenger Hunt Sheet (FSD? activity only)
Lesson 2	To understand that different jobs require different strengths and interests.	Children begin by mind mapping as many different jobs as they can think of. They then explore the different strengths and interests needed to do various jobs. Children match up descriptions of people's strengths and interests to their ideal job and create job adverts, detailing the strengths and interests the ideal candidate will have.	<ul style="list-style-type: none"> • Can the children identify which strengths and interests are needed for different jobs? • Can the children match a description of somebody's strengths and interests to a job they would be good at? • Can the children articulate their reasoning clearly? 	<ul style="list-style-type: none"> • Slides • Toy car (optional) • Strengths Sheet • Job Advert Sheet 2A/B/C • People Cards (FSD? activity only) • Worksheet 2A (FSD? activity only)
Lesson 3	To understand that not everyone has enough money for what they want or need.	In this lesson, your class read <i>It's a No-Money Day</i> by Kate Milner to introduce the idea that not everyone has enough money for what they need. Children explore what food banks are and how they help people in need. They find out why people might need to use a food bank and create posters to encourage people to donate to them. Alternatively, children could budget what a family will spend for a whole day to help them understand the importance of managing money responsibly.	<ul style="list-style-type: none"> • Can the children make simple inferences using a text? • Can the children explain what a food bank is? • Can the children identify why somebody might have to use a food bank? 	<ul style="list-style-type: none"> • Slides • <i>It's a No-Money Day</i> by Kate Milner (not included) • Poster Sheet 3A/B/C • Information Sheet • Expenses Sheet (FSD? activity only) • Money Planner Sheet (FSD? activity only)
Lesson 4	To understand that money needs to be looked after.	In this lesson, children learn why money matters and they discuss why it is important to keep money safe. They then either order cards to show the least safe to the most safe place to keep money or alternatively create money boxes to store loose change. At the end of the lesson, children find out what to do if they lose or find money.	<ul style="list-style-type: none"> • Can the children explain why money is important to people? • Can the children explain why it is important to look after money? • Can the children explain what to do if they lose or find money? 	<ul style="list-style-type: none"> • Slides • Money Cards • Ordering Cards • Worksheet 4A/B/C • Money Box Instructions (FSD? activity only)
Lesson 5	To set goals for the future.	In this final lesson, children think about what they would like to become when they are older. Gender stereotypes are challenged. They set themselves targets and think about the skills, experience and interests they will need to achieve their ambition. At the end of the lesson, children share their ambitions with each other.	<ul style="list-style-type: none"> • Can the children recognise that their gender does not determine which job they can have when they are older? • Can the children explain what is meant by the term 'ambition'? • Can the children set goals and targets to help them achieve their own ambition? 	<ul style="list-style-type: none"> • Slides • Ambition Sheet 5A/B/C • Ambition Cards (FSD? activity only) • Target Cards (FSD? activity only)

End of Primary Phase Objectives:

This scheme is aligned with the **PSHE Association** objectives relating to:

- Living in the Wider World - Economic Wellbeing - Money
- Living in the Wider World - Economic Wellbeing - Aspirations, work and career

Vocabulary

Needs, wants, spending choices, jobs, careers, money, earn, wages, salary, withdraw, bank account, saving, budgeting, volunteer, donate, charity, food bank, benefits, strengths, skills, qualifications, communication, teamwork, interests, dreams, ambitions, goals, future, achievements

Teacher notes



Being Me : PSHE : Social & Emotional Wellbeing : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To develop our sense of self.	In this first lesson, children explore what makes them a unique individual. They identify and discuss their personality traits, their hobbies and interests, their likes and dislikes, what they are good at and what they would like to get better at, and how they might react in given scenarios. Children will learn that the more they know about themselves, the better their sense of self is.	<ul style="list-style-type: none"> Can children choose words to describe their personality? Can children identify their interests, likes and dislikes? Do children understand why they are a unique individual? 	<ul style="list-style-type: none"> Slides <i>What Makes Me a Me?</i> by Ben Faulks and David Tazzyman Diamond Cards 1A/1B Blank Diamond Cards Scissors, coloured pens/pencils, blank paper Fingerprint Sheet 1A/1B/1C (FSD? activity only) Statements Sheet (FSD? activity only)
Lesson 2	To know and understand our role in our families and friendships.	Children will first explore what a family is by sharing <i>The Family Book</i> by Todd Parr. As a class, they will discuss what living in a family is like, and the roles and responsibilities different family members have. Children will then look at what responsibilities they have as a friend, and briefly explore the similarities and differences between their roles in their families and as friends.	<ul style="list-style-type: none"> Can children identify their role in their family? Can children identify their role as a friend? Do children know what to do if they feel unhappy, worried or lonely? 	<ul style="list-style-type: none"> Slides <i>The Family Book</i> by Todd Parr (not provided) My Family, My Friends Worksheet 2A/2B/2C Discussion Cards (FSD? activity only)
Lesson 3	To find out different ways we can make ourselves feel good.	In this lesson, children will explore a range of different activities that they can participate in to boost their wellbeing and make themselves feel good. In their independent activities, children will create a recipe for how to feel good using these activities as the ingredients. The alternative activity for this lesson is the fun Smelly Stations activity! (Smell is the only sense which has direct access to the limbic system - the part of the brain responsible for regulating emotions).	<ul style="list-style-type: none"> Do children understand what 'wellbeing' is? Can children identify different activities that make them feel good? Do children know what to do if they feel bad? 	<ul style="list-style-type: none"> Slides Recipe Sheet 3A/3B/3C Picture Cards, Activity Cards Smelly Stations 3A/3B/3C (FSD? activity only) Scent Mats 3A/3B/3C (FSD? activity only) Feelings Word Mat Small bags, lavender grains, spray bottles, distilled water, essential oils, tissues, playdough, twigs, google eyes, pine cones etc.
Lesson 4	To notice and name big feelings.	In this lesson, children will learn how to identify and name some big feelings, including worry, anger, sadness and excitement. Together, children will explore how their bodies react when they experience different big feelings, and use body maps to record how their body responds. Children will learn that, sometimes, feelings can overwhelm us, which may affect what we say and do. They are introduced to the 'Name it to Tame it' technique.	<ul style="list-style-type: none"> Can children use an increasingly varied vocabulary to name different feelings? Can children sort feelings by intensity or whether they feel positive or negative? Can children share some of the physical sensations they experience when they have a big feeling? 	<ul style="list-style-type: none"> Slides Body Map 4A/4B/4C/4D Class Body Map 4A/4B/4C/4D (and enlarged) Feelings Word Mat and Symbols My Feelings 4A/4B (FSD? activity only) Mirrors (FSD? activity only)
Lesson 5	To learn different ways to manage big feelings.	In this final lesson, children will explore a variety of techniques for managing big feelings, including those suggested in the story <i>My Strong Mind</i> by Niels Van Hove. As part of a carousel activity, children will try out different calming activities: breathing, counting, massage, movement and positive affirmations. Children then use this experience to create their own calm plan, by matching calming activities to given big feelings.	<ul style="list-style-type: none"> Can children use a varied vocabulary to name some big feelings? Do children know that there are different ways to manage big feelings? Can children identify which calming activities will work best for each big feeling for them? 	<ul style="list-style-type: none"> Slides <i>My Strong Mind</i> by Niels Van Hove (not provided) Calm Plan 5A/5B/5C and Calm Cards Resource Cards Calm Jar Instructions (FSD? activity only) Bottles, measuring jugs, warm water, glitter, glue, paint and bamboo skewers

End of Primary Phase Objectives:

Health Education - Mental wellbeing

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Vocabulary

recognise, express, discuss, manage, regulate, self-regulate, emotions, big feelings, overwhelm, strategies, calm down, unique, control, lonely, cope, difficult, challenge change, support, understanding, sense of self, reflection, strengths, weakness, interests, values, improve, develop, achievements, confidence

Teacher notes



KS1 PSHE Book List



KS1 PSHE Book List

Year Group	Scheme	Lesson	Book title and author
1	Being Together	4	<i>Room on the Broom</i> by Julia Donaldson
	I am Awesome	5	<i>Pantosaurus and the Power of Pants</i> by Rebecca Gerlings and Fhiona Galloway
	How Do I Feel?	4	<i>Ruby's Worry</i> by Tom Percival
		5	<i>Badger's Parting Gifts</i> by Susan Varley
2	Safe Spaces and Boundaries	1	<i>Harrison P. Spader, Personal Space Invader</i> by Christianne Jones
	Asking for Help	5	<i>The Huge Bag of Worries</i> by Virginia Ironside
	Being Me	1	<i>What Makes Me a Me?</i> by Ben Faulks and David Tazzyman
		2	<i>The Family Book</i> by Todd Parr
		5	<i>My Strong Mind</i> by Niels Van Hove

Teacher Note: it is not necessary to purchase these books for use within the lessons - many can be found as videos on YouTube where they are read aloud.