



RRSA, KIDSAFE, Protected characteristics and economic well-being are key elements of this subject which are weaved into the broader school curriculum or taught as discreet lessons both within, and to create, a safe and inclusive learning environment.





## PSHE Implementation

PSHE Implementation – Key Concepts
<ul style="list-style-type: none"><li>• Relationships</li><li>• Health and wellbeing</li><li>• Living in the wider world</li></ul>

Topic Specific Vocabulary		
Relationships	Health and wellbeing	Living in the wider world



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of PSHE at Whinstone.

### Relationships

**R1.** to communicate their feelings to others, to recognise how others show feelings and how to respond

**R2.** to recognise that their behaviour can affect other people

**R3.** the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

**R4.** to recognise what is fair and unfair, kind and unkind, what is right and wrong

**R5.** to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

**R6.** to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

**R7.** to offer constructive support and feedback to others

**R8.** to identify and respect the differences and similarities between people

**R9.** to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

**R10.** to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

**R11.** that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

**R12.** to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

**R13.** to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

**R14.** strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

### Health and wellbeing

**H1.** what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

**H2.** to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

**H3.** to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals



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- H4.** about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- H5.** about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- H6.** the importance of, and how to, maintain personal hygiene
- H7.** how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
- H8.** about the process of growing from young to old and how people's needs change
- H9.** about growing and changing and new opportunities and responsibilities that increasing independence may bring
- H10.** the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- H11.** that household products, including medicines, can be harmful if not used properly
- H12.** rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- H13.** about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- H14.** about the ways that pupils can help the people who look after them to more easily protect them
- H15.** to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- H16.** what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy



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### Living in the wider world

**L1.** how they can contribute to the life of the classroom and school

**L2.** to help construct, and agree to follow, group, class and school rules and to understand how these rules help them

**L3.** that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

**L4.** that they belong to different groups and communities such as family and school

**L5.** what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

**L6.** that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

**L7.** about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

**L8.** ways in which they are all unique; understand that there has never been and will never be another 'them'

**L9.** ways in which we are the same as all other people; what we have in common with everyone else

**L10.** about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.



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### PSHE Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Relationships	
Autumn 1 - TEAM	Spring 2 – Be Yourself
I can say what makes a team special. I can say how it feels to be part of a team. I can explain how to be a good listener. I can explain why good listening is important. I can describe ways that I can be kind. I can give reasons why it is important to be kind. I can say if behaviour is joking, teasing or bullying. I can describe what to do if I see teasing or bullying. I can recognise helpful thoughts and not-so helpful thoughts. I can explain what I can do if I find my learning difficult. I can describe some of the choices I make about my behaviour. I can explain some consequences of making good and not-so-good choices	I can identify my favourite things and things I am good at. I understand we are all different and that makes us special. I can tell others what I think is special about them and understand that this can make them feel happy. I can explain that how I feel on the inside affects how I look on the outside. I can think about what I can do when I am feeling things that don't feel very good. I can think about how I can help others when they are feeling things that don't feel very good. I can decide if something makes me feel happy or sad. I can identify other good feelings. I can identify if a feeling is comfortable or uncomfortable. I can describe what makes me feel unhappy or cross. I can think about what I could do to help others if they were feeling unhappy or cross I can describe a time of change in my life. I can talk about how I can help myself and others in times of change. I can recognise that my own thoughts and feelings are important. I can speak confidently and respectfully.

Health and Wellbeing	
Spring 1 – Its My Body	Summer 1 – Aiming High
I know how to deal with little and tricky problems. I know what a serious problem is. I know who I can ask for help. I understand I need to exercise to keep healthy. I know easy ways I can exercise. I know why I need to get enough sleep. I know easy things I can do to help myself sleep well.	I can talk about my star qualities. I can talk about star qualities in others. I can think about how I could develop certain qualities. I can talk about what a positive learning attitude is. I can share the kinds of learning I enjoy most.



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<p>I can sort healthy and less healthy foods.</p> <p>I can recognise foods that are good for an occasional treat. I know easy things I can do to have a healthier diet.</p> <p>I know how often to clean different parts of my body.</p> <p>I can wash my hands thoroughly.</p> <p>I can explain why we need to keep clean.</p> <p>I can highlight things that could be dangerous.</p> <p>I know that some things look good but are not safe to eat.</p> <p>I can ask for help.</p> <p>I know things I can make decisions about.</p> <p>I can explain choices I would like to make differently next time.</p> <p>I can express myself in a cool way.</p>	<p>I can complete a challenge with a positive learning attitude. I can think about how I felt when I have found something challenging and then succeeded.</p> <p>I can talk about different jobs that people do.</p> <p>I can think about what skills and interests help people do their jobs.</p> <p>I can explore through role play what different jobs involve. I can think about what I might need to do to achieve my goal.</p> <p>I can sort jobs into different groups.</p> <p>I can share what I think and explain why I think that.</p> <p>I know which skills are needed to do different jobs.</p> <p>I can talk about my goals for the future.</p> <p>I can explain why they are important to me.</p> <p>I can think about how I can achieve my goals.</p> <p>I can show respect to people who have different goals to me.</p> <p>I can identify things I have enjoyed in year 1.</p> <p>I can talk about things that might be different in year 2.</p> <p>I can share how I am feeling about the changes.</p> <p>I can identify things I am looking forward to in year 2.</p> <p>I can offer advice to others who might be feeling worried about change.</p>
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Living in the Wider World	
Autumn 2 – KS1 Britain	Summer 2 – Money Matters
<p>I understand that I belong to the school community.</p> <p>I can identify things that are helpful and not helpful to the school community.</p> <p>I can talk about my local community.</p> <p>I can identify ways that I can help my community.</p> <p>I can talk about what might happen if I made unhelpful choices.</p> <p>I can describe things that make an environment a nice place. I can describe things that harm an environment</p> <p>I can identify Britain on a map.</p> <p>I can draw pictures about living in Britain.</p> <p>I can say what I like best about Britain and why</p>	<p>I understand that money comes from having a job and going to work.</p> <p>I can explain some of the things we need money for.</p> <p>I understand that money can come from different sources.</p> <p>I can explain some ways I can keep money safe.</p> <p>I can understand what influences my spending.</p> <p>I can explain why it is important to keep track of my spending.</p> <p>I understand the difference between things we want and things we need.</p> <p>I can explain why it is important to understand the difference between what we want and what we need</p> <p>I can explain ways that I keep my belongings safe.</p> <p>I understand why it is important to do this.</p>



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<p>I can think about why it is important to have differences.</p> <p>I can think about why it is important to show respect to others.</p> <p>I can write down how I can make all people feel happy and welcome.</p> <p>I can talk about what it means to me to be British.</p> <p>I can say what makes me feel proud to live in Britain.</p>	<p>I can explain what happens when we go shopping.</p> <p>I can give examples of things we might need to buy and where we might buy them.</p> <p>I can explain how offers and advertising affect our choices.</p>
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