

## Year 1 PSHE and RSE Planning 2016-17

KCQs	Autumn 1	Spring 1	Summer 1
	<u>Relationships: Working well together</u>	<u>Health and Wellbeing: Caring for myself</u>	<u>Health and Wellbeing: Keeping Safe</u>
	Children should have opportunities to:	Children should have opportunities to:	Children should have opportunities to:
<b>Independent</b>	<ul style="list-style-type: none"> <li>• Know the school and classroom rules and how they help them</li> </ul>	<ul style="list-style-type: none"> <li>• Own their own feelings, making "I" statements</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple safety rules and instructions</li> </ul>
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>• Agree rules for their class or group</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out personal routines</li> </ul>	<ul style="list-style-type: none"> <li>• Know places that are safe</li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>• Collaborate with others in work and play, sharing and taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• Name draw and label the basic parts of the human body and say which part of the body is to do with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate and inappropriate touch (Let's Talk PANTS - NSPCC)</li> </ul>
<b>Honest</b>	<ul style="list-style-type: none"> <li>• Contribute to a discussion or conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills for maintaining personal hygiene, cleaning teeth, washing hands</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the need to take care and the need for safe actions</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Put their views forward clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Think about what can go on their body and in their body and that some substances can be harmful</li> </ul>	<ul style="list-style-type: none"> <li>• Know some of the rules for keeping safe, e.g.: medicines, tablets, household substances, fire, water</li> </ul>
<b>Resilient</b>	<ul style="list-style-type: none"> <li>• Identify ways of helping in class and improving the environment by their own actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand how infections are passed between people (e.g through cough and sneezing)</li> </ul>	<ul style="list-style-type: none"> <li>• Care about keeping themselves and others safe</li> </ul>
<b>Innovative</b>	<ul style="list-style-type: none"> <li>• Make simple choices between activities</li> </ul>	<ul style="list-style-type: none"> <li>• Know about medicines</li> </ul>	
<b>Curious</b>	<p style="color: #00bcd4;">E-safety</p> <ul style="list-style-type: none"> <li>• Know what is meant by personal information and develop an understanding of why this is special</li> <li>• They develop an understanding of characteristics for a trustworthy person</li> <li>• Know that the internet can be used to find information and can navigate age appropriate websites</li> <li>• Begin to understand how to use a range of online games and apps</li> <li>• Collaborative work</li> </ul>	<p style="color: #00bcd4;">E-safety</p> <ul style="list-style-type: none"> <li>• Understanding the importance of being kind to others when communicating on the computer</li> <li>• Follow e-safety rules, asking for support/permission if they are unsure</li> <li>• Know who to go to if they come across an unsafe scenario when using the computer</li> </ul>	<p style="color: #00bcd4;">E-safety</p> <ul style="list-style-type: none"> <li>• Communicate positively with trusted adults/known friends and teachers on the computer</li> <li>• Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others</li> </ul>

KCQs	Autumn 2	Spring 2	Summer 2
<p><b>Independent</b></p> <p><b>Collaborative</b></p> <p><b>Empathetic</b></p> <p><b>Honest</b></p> <p><b>Respectful</b></p> <p><b>Resilient</b></p> <p><b>Innovative</b></p> <p><b>Curious</b></p>	<p><u>Relationships: Other people are special too</u></p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Know the different groups to which they belong: families, friends, school, etc.</li> <li>• Recognise worth in others</li> <li>• Make positive statements about other people</li> <li>• Understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying</li> <li>• Show respect by listening to what other people say</li> <li>• Understand that other people have needs</li> <li>• Consider the value of being a friend and having friends</li> <li>• Identify jobs in the classroom and school and know what contribution they make to the life of the class and school</li> <li>• Show a willingness to care for others</li> <li>• Recognise the ways their own behaviour affects others</li> <li>• Ask for and give permission</li> </ul> <p>E-safety</p> <ul style="list-style-type: none"> <li>• Have a secure understanding of the differences between real life scenarios and those that take place on the computer</li> <li>• Know that not all information they find on the internet is true</li> <li>• Develop their understanding of safe and unsafe scenarios on the internet <ul style="list-style-type: none"> <li>• Recognize the differences between online communication techniques (email, online chat forums, social networking sites)</li> </ul> </li> </ul>	<p><u>Relationships: Caring for others</u></p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Begin to accept everyone as an individual</li> <li>• Appreciate the difference between needs and wants</li> <li>• Respect others' needs, feelings and opinions</li> <li>• Begin to take some responsibility for self and others, e.g.: in the classroom, playground, school visits</li> <li>• Consider the value of being part of different groups and communities</li> <li>• Begin to recognise the way their choices can affect others.</li> <li>• Explore what improves and harms their local, natural and built environment</li> </ul> <p>E-safety</p> <ul style="list-style-type: none"> <li>• Say if a situation on the computer or an app has upset them and discuss this with a trusted adult/teacher</li> <li>• Use the internet to find out information regarding keeping safe</li> <li>• Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers</li> <li>• Publish information safely on the internet with adult guidance</li> </ul>	<p><u>Living in the Modern World: Looking forward</u></p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Perform tasks independently</li> <li>• Value their achievements and talents, want to do well, and make the most of opportunities</li> <li>• Review their progress and recognise personal achievement, strengths and weaknesses</li> <li>• Identify personal goals for improvement</li> <li>• Know some of the things that can cause different emotions</li> <li>• Be able to talk about a range of emotions and feelings.</li> </ul> <p>E-safety</p> <ul style="list-style-type: none"> <li>• Say if a situation on the computer or app has upset them and discuss this with a trusted adult/teacher</li> <li>• Use the internet or an app as a learning tool to assess their own learning</li> <li>• Know that the internet can be used to find information and can navigate age appropriate websites</li> <li>• Use a range of online games and apps to develop their own learning</li> </ul>

