

## A new PSHE education Programme of Study KS1

### **Core Theme 1: Health and wellbeing**

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing.

### **Core Theme 2: Relationships**

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

### **Core Theme 3: Living in the wider world– Economic wellbeing and being a responsible citizen**

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

## Key Stage 1: Year 2 objectives

Pupils should have the opportunity to learn:

	PSHEE
	Year 2
<b><u>ONGOING SKILLS</u></b>	
<ul style="list-style-type: none"> <li>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>to offer constructive support and feedback to others</li> <li>to identify and respect the differences and similarities between people</li> <li>to recognise what is fair and unfair, kind and unkind</li> </ul>	
<b><u>Cross curricular / Science</u></b>	
<ul style="list-style-type: none"> <li><b><u>to recognise what they like and dislike, how to make real, informed choices that improve their physical</u></b> and emotional health, <b><u>to recognise that choices can have good and not so good consequences</u></b></li> <li>how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li> <li>that <b><u>people's bodies</u></b> and feelings can be hurt (feelings anti-bullying) (including what makes them feel comfortable and uncomfortable) (SRE)</li> <li><b><u>that other living things have needs</u></b> and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> </ul>	Anti-bullying week
<b><u>Autumn Term 1 Valuing Myself and others (New Beginnings)</u></b>	
<ul style="list-style-type: none"> <li>to identify and respect the differences and similarities between people</li> <li>to recognise what is fair and unfair, kind and unkind, <b><u>what is right and wrong</u></b></li> <li>how to contribute to the life of the classroom</li> <li>to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> </ul>	First week as a block in both year 1 and 2 with same objectives
<b><u>Autumn Term 2 Valuing Myself and others (Getting on and falling out/say no to bullying)</u></b>	Anti-bullying week
<ul style="list-style-type: none"> <li>that people's bodies and <b><u>feelings</u></b> can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>that there are different types of teasing and bullying, that these are wrong and unacceptable (Y1/Y2)</li> <li>how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> <li>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>that there are different types of teasing and bullying, that these are wrong and unacceptable</li> </ul>	

<ul style="list-style-type: none"> <li>• how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> <li>• that they belong to various groups and communities such as <b>family and school</b> (RE link) (Y1/Y2)</li> </ul>	
<b>Spring 1 Curiosity (Good to be me)</b>	
<ul style="list-style-type: none"> <li>• rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets)</li> <li>• the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> <li>• 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)</li> <li>• <b>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 (Y1/Y2)</b></li> <li>• that they belong to <b>various groups</b> and communities such as family and school (Y1/Y2)</li> </ul>	Nativity, interhouse day, show and tell assemblies
<b>Spring 2 Curiosity / Resilience (Relationships)</b>	
<ul style="list-style-type: none"> <li>• about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>• to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>• that they belong to various groups and communities such as school (RE link)</li> </ul>	
<b>Summer 1 Resilience (Going for Goals)</b>	
<ul style="list-style-type: none"> <li>• to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (Y1/Y2)</li> <li>• to offer constructive support and feedback to others</li> <li>• to recognise what is fair and unfair, what is right and wrong</li> </ul>	
<b>Summer 2 Aspiration (Changes)</b>	
<ul style="list-style-type: none"> <li>• the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>• about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• what improves and harms their local, natural and built environments and about some of the ways people look after them ( Link Geography/Science)(Community)</li> <li>• that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>• about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. (Y1/2)</li> </ul>	Financial capability