

PSHE LONG TERM MAP Year 1 Cycle A 2024-25

(* Blue taught as class not year groups)

Term 1 Main theme: Me and My Relationships

<p>Emotional Regulation- Introduction/Revisit (Year 1/2)</p> <p>FEEL IT PROGRAMME 12 weeks 5-6 mins a day (2 year cycle)- 12 feelings are introduced each year, and a set learning path is followed. It's key to demonstrate equally different types of feeling and different energies, as well as alternating pleasant and unpleasant feelings</p> <p>Aware of and able to express feelings and am developing the ability to talk about them</p> <p>Know we all experience a variety of thoughts and emotions that affect how we feel and behave and learn ways of managing them</p> <p>Understand that there are people to talk to and that there are numbers of ways to gain access to emotional and practical support</p> <p>Understand feelings and reactions can change depending upon what is happening within and around me. Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.</p> <p>Learn skills and strategies to support me in challenging times</p> <p>Learn how to give appropriate support to others- if feeling lonely or misunderstood.</p> 	<p>YEAR 1/2 A National Online Safety- Managing Online Safety</p> <p>Know/understand that you can encounter a range of things online, including things I like and don't like as well as things which are real or make believe</p> <p>Know how to get help from a trusted adult</p> <p>Explain why some information I find online may not be real or true</p> <p>Interoception Lessons Focussed on emotions L17-20 Connect body signals to emotions</p>	<p>Scarf-Good friends</p> <p>Children will be able to:</p> <p>Identify simple qualities of friendship;</p> <p>Suggest simple strategies for making up.</p> <p>Scarf-How are you listening?</p> <p>Children will be able to:</p> <p>Demonstrate attentive listening skills;</p> <p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p>	<p>Scarf-Why we have classroom rules</p> <p>Children will be able to:</p> <p>Understand that classroom rules help everyone to learn and be safe;</p> <p>Explain their classroom rules and be able to contribute to making these.</p>	<p>Scarf- Thinking about feelings</p> <p>Children will be able to:</p> <p>Recognise how others might be feeling by reading body language/facial expressions;</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p>
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Term 2 Main theme: VALUING DIFFERENCES

<p>YEAR 1/2 A Anti Bullying week Themes inc National Online Safety- ONLINE BULLYING</p> <p>Describe ways that some people can be unkind (online)</p> <p>Explain what bullying is, how people may bully others and how bullying can make someone feel.</p>	<p>No Outsiders- Welcome different People pg 90</p> <p>Know we are all different</p> <p>Names ways we are different</p> <p>Know not to leave people out</p>	<p>Scarf- Same or different</p> <p>Children will be able to:</p> <p>Identify the differences and similarities between people;</p> <p>Empathise with those who are different from them;</p> <p>Begin to appreciate the positive aspects of these differences.</p>	<p>Scarf-Who are our special people</p> <p>Children will be able to:</p> <p>Identify some of the people who are special to them;</p> <p>Recognise and name some of the qualities that make a person special to them.</p>	<p>Anti bullying Week Themes including 1/2 A</p> <p>Scarf-When someone if feeling left out</p> <p>Children will be able to:</p> <p>Explain how it feels to be part of a group;</p> <p>Explain how it feels to be left out from a group;</p> <p>Identify groups they are part of;</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p>	<p>Scarf-It's not fair</p> <p>Children will be able to:</p> <p>Recognise and explain what is fair and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p>
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Term 3 Main theme- KEEPING SAFE

<p>Year 1/ 2 NSPCC – Stand up Speak Out resources inc Scarf- Good or bad touches</p> <p>Children will be able to:</p> <p>Understand and learn the PANTS rules;</p> <p>Name and know which parts should be private;</p> <p>Explain the difference between appropriate and inappropriate touch;</p>	<p>Scarf- Super Sleep</p> <p>Children will be able to:</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</p>	<p>Life Education Space- Y1 /2- Feelings</p> <p>Identify and discuss a range of feelings</p> <p>Understand how others might be feeling by reading body language/facial expressions</p> <p>Understand that the body gets energy from food, water, oxygen</p>	<p>Scarf- Who can help? 1</p> <p>Children will be able to:</p> <p>Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>Identify people who can help them when they feel unsafe.</p>	<p>Scarf- Harold Loses Geoffrey</p> <p>Children will be able to:</p> <p>Recognise the range of feelings that are associated with loss.</p>	<p>Scarf- What could Harold do?</p> <p>Children will be able to:</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p>
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<p>Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.</p> <p>Scarf- I don't like that!</p> <p>Children will be able to:</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Identify the types of touch they like and do not like;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Scarf- Respecting privacy</p> <p>Explain what privacy means;</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Give examples of different types of private information</p>		<p>Recognise that exercise and sleep are important parts of a healthy lifestyle</p> <p>Recognise the importance of regular hygiene routines</p>			
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Term 4: Main Theme- RIGHTS AND RESPECT

(Year 1/2) Happy Confident Me-
 HCMTV Junior- Life Skills Program- 10
 Powers that will help children better
 know and understand themselves and
 others, and build an internal toolkit.

Video + short class activity per power

Power 1- Introspection
 Know and understand themselves
 better

Power 2- Optimism
 They are in charge of their own
 thinking, helpful/positive thoughts
 create good feelings

**No Outsiders-Find
 ways to place together
 pg 86**

Know we might like
 different things

Find ways people can join
 in

Be responsible and don't
 leave anyone out

**Scarf- Harold has a
 bad day**

Children will be able to:

Recognise how a
 person's behaviour
 (including their own) can
 affect other people

**Scarf- Around and
 about the school**

Children will be able to:

Identify what they like
 about the school
 environment;

Recognise who cares for
 and looks after the
 school environment.

**Scarf- Taking care of
 something**

Children will be able to:

Demonstrate responsibility in
 looking after something (e.g. a
 class pet or plant);

Explain the importance of
 looking after things that
 belong to themselves or to
 others

Scarf- Harold's money

Children will be able to:

Explain where people get
 money from;

List some of the things that
 money may be spent on in a
 family home.

**Scarf- How should we look
 after our money?**

Children will be able to:

Recognise that different notes
 and coins have different
 monetary value;

Explain the importance of
 keeping money safe;

Identify safe places to keep
 money;

Understand the concept of
 'saving money' (i.e. by
 keeping it in a safe placed
 and adding to it).

Term 5- Main Theme- BEING MY BEST

(Year 1/2) Happy Confident Me-
 HCMTV Junior- Life Skills Program- 10
 Powers that will help children better
 know and understand themselves and
 others, and build an internal toolkit.

Video + short class activity per power

Power 3- Interoception

That they are capable of regulating
 their feelings and behaviours

Power 4- Mindset

That our brains are flexible and can
 grow and stretch and learn new
 things

Power 5- Failure

That failure is a natural part of
 learning

Power 6- Resilience

That resilience helps them do tough
 things

**National Online Safety
 Year 1/ 2 A- Health,
 wellbeing and lifestyle**

Identify rules that keep
 us safe and healthy in
 and beyond the home

Explain rules to keep
 myself safe when using
 technology

**Scarf- I can eat a
 rainbow**

Children will be able to:

Recognise the
 importance of fruit and
 vegetables in their daily
 diet;

Know that eating at least
 five portions of
 vegetables and fruit a
 day helps to maintain
 health.

**Scarf- Catch it! Bin it!
 Kill it!**

Children will be able to:

Understand how diseases
 can spread;

Recognise and use simple
 strategies for preventing
 the spread of diseases.

**Scarf- Harold's wash
 and brush up**

Children will be able
 to:

Recognise the
 importance of regular
 hygiene routines;

Sequence personal
 hygiene routines into a
 logical order.

**Scarf- Harold learns to ride
 a bike**

Children will be able to:

Recognise that learning a new
 skill requires practice and the
 opportunity to fail, safely;

Understand the learning line's
 use as a simple tool to
 describe the learning process,
 including overcoming
 challenges.

Scarf-Pass on the praise

Children will be able to:

Demonstrate attentive
 listening skills;

Suggest simple strategies for
 resolving conflict situations;

Give and receive positive
 feedback, and experience
 how this makes them feel.

Term 6: UNIT- GROWING AND CHANGING

(Year 1/2)Happy Confident Me-
 HCMTV Junior- Life Skills Program- 10
 Powers that will help children better
 know and understand themselves and
 others, and build an internal toolkit.

Video + short class activity per power

Power 7- Creativity- That using
 creative thinking will help them tackle
 things in different ways.

Power 8- Mindfulness- That
 mindfulness helps us take charge of
 ourselves

Power 9- Compassion- that our
 positive behaviours have a positive
 affect on others as well as ourselves
 and the world around us.

Power 10- Acceptance
 That they have the power and
 strength to get through challenges

National Online Safety
Year 1 / 2 A

Self Image and
Identity

Recognise that there may
 be people online who
 could make someone feel
 sad, embarrassed or
 upset.

Explain how other people
 may look and act
 differently online and
 offline

Diversity Week
Themes inc
No Outsiders- Year 1
/ 2 A- Understand
what diversity is pg
92

Understand what
 diversity means

Know how my school is
 diverse

Scarf- Then and Now

Children will be able to:

Identify things they could
 do as a baby, a toddler
 and can do now;

Identify the people who
 help/helped them at
 those different stages.

Scarf-Taking care of a baby

Children will be able to:

Understand some of the tasks
 required to look after a baby;

Explain how to meet the basic
 needs of a baby, for example,
 eye contact, cuddling,
 washing, changing, feeding.

Scarf-Surprises and
secrets

Children will be able to:

Explain the difference
 between a secret and a nice
 surprise;

Identify situations as being
 secrets or surprises;

Identify who they can talk to
 if they feel uncomfortable
 about any secret they are
 told, or told to keep.

Scarf-(Reception Unit)**Where**
do babies come from

Children will be able to:

Explain that a baby is made
 by a woman and a man, and
 grows inside a mother's
 tummy.

Understand that every family
 is different.