

	Year 1	PSHE		Provision Audit across Key Stage 1 and 2
	Autumn	Spring	Summer	
	<p>Wild and Wacky Water <i>To follow school values of teamwork, trust and friendship</i> <i>To make good choices in and out of school.</i> <i>To appreciate others in class</i> To communicate their feelings to others, to recognise how others show feelings and how to respond. To recognise how their behaviour affects other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong How to contribute to the life of the classroom The opportunity to learn that they belong to various groups and communities such as family and school</p> <p>Year 1 – Autumn Curriculum Plan TO ADD</p> <p>Anti-Bullying Week To have the opportunity to learn that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) To have the opportunity to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To have the opportunity to learn that there are different types of teasing and bullying, that these are wrong and unacceptable To have the opportunity to learn about how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>Earth and Beyond <i>To understand the value of working as a team and sharing.</i> <i>To follow school values of independence, faith, teamwork and creativity.</i> <i>To make good choices in and out of school.</i> To have the opportunity to learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p>Spring <i>Making good choices, looking after your friends and growing up.</i> <i>To identify key stages of different life cycles and be able to order them accurately.</i> To communicate their feelings to others, to recognise how others show feelings and how to respond. To recognise how their behaviour affects other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>Computing E-Safety To have opportunity to learn about rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)</p>	<p>Year 1 - Summer 1 TO ADD</p> <p>Year 1 – Summer 2 TO ADD</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>Class and Assembly Time Values for life School Values: Creativity, Faith Independence and Teamwork To have the opportunity to learn to contribute to the life of the classroom To help construct, and agree to follow, group and class rules and to understand how these rules help them To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals 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’ To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p>	<p>Core theme 1: Health and Wellbeing In Key Stages 1 and 2, pupils should be taught:</p> <ul style="list-style-type: none"> • what is meant by a healthy lifestyle • how to maintain physical, mental and emotional health and wellbeing • how to manage risks to physical and emotional health and wellbeing • ways of keeping physically and emotionally safe • about managing change, such as puberty, transition and loss • how to make informed choices about health and wellbeing and to recognise sources of help with this • how to respond in an emergency • to identify different influences on health and wellbeing. <p>Core theme 2: Relationships</p> <ul style="list-style-type: none"> • In Key Stages 1 and 2, pupils should be taught: • how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships. <p>Core theme 3: Living in the Wider World In Key Stages 1 and 2 pupils should focus on ‘economic wellbeing and being a responsible citizen’ and be taught:</p> <ul style="list-style-type: none"> • about respect for the self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as citizens • about different groups and communities • to respect equality and to be a productive member of a diverse community • about the importance of respecting and protecting the environment • about where money comes from, keeping it safe and the importance of managing it effectively • how money plays an important part in people’s lives • a basic understanding of enterprise.