

PSHE CURRICULUM SKILLS LIST LEVEL ONE

BE SAFE

ENJOY AND ACHIEVE

BE HEALTHY

ECONOMIC WELL BEING

Learning for Life skills – RESILIENCE, RESOURCEFULNESS, RISK TAKING, RELATIONSHIPS, REFLECTIVE

Essential Knowledge – Children should build a secure knowledge of the following :-

- Healthy living is dependent on a balance of physical activity, nutrition, leisure, work and rest to promote wellbeing.
- Physical competence and performance can be improved through practice, control, creative thinking and commitment.
- Good interpersonal relationships promoting personal well-being which is sustained through having a positive sense of personal identity as well as respecting similarities and differences.
- Personal well-being depends upon high aspirations and the development of financial and enterprise capabilities.
- Challenge and risk can be managed by making informed choices that lead to safe, full and active lives.

Key skills – These are skills children need to make progress:-

- Reflect and evaluate when making personal choices or attempting to improve performance and behaviour.
- Generate and implement ideas, plans or strategies, explore alternatives.
- Explore information and begin to consider different viewpoints presented.
- Communicate clearly with a range of audiences to express views on issues that affect personal well-being.

Breadth of learning – When learning about exercise, health, physical and emotional changes, and in developing their aspirations children should:-

- Learn about relationships in the context of those which are caring and supportive and stable.
- Learn to make decisions that promote and sustain better emotional, physical and mental health.
- Learn how to stay safe and to handle risk and know where to get help.
- Collaborate and compete in pairs, groups and teams to recognise capabilities, potential and limitations.
- Solve problems, overcome challenge and deal with change.
- Recognise how people contribute to society and there is a range of work people do.
- Recognise how education can improve opportunities.
- Learn about sources of money and how to use and manage it.
- Develop enterprise skills.

*SEAL = social and emotional aspects of learning.

*'Personal well-being' includes physical, mental, intellectual, social, emotional and economic aspects.

General Resources/Useful websites

www.london2012.com/getset

British Heart Foundation www.bhfactive.org.uk

www.pshe-association.org.uk

RoSPA – Royal Society Prevention of Accidents - Kerbcraft

SEAL activity books blue books for year 1 and 2 and small group activities.

Help me be good books

Citizenship range of books

Socially Speaking book

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Circle time games book

Area	Subject Skills	Learning to Learn Skills	Suggested Activities /
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<p>Developing confidence and responsibility. Making the most of abilities SEAL themes:- Going for Goals, Good to be Me, Changes, New Beginnings</p>	<p>To recognise and describe own identity To recognise what will and won't change about me. To be able to recognise that you have choices. To recognise feelings in new situations. To know how to make someone feel welcome To recognise that sometimes change can make us feel happy or upset. To know what it means when something is/isn't your fault. To know when and how to say sorry. To recognise how rules keep us safe To know and follow school rules to help someone who is hurt or injured.</p>	<p>To be able to identify what has been done well and feel good about this. To begin to set some of own targets (group/class.) To begin to recognise what helps own learning. To begin to be aware of what can stop me from learning and begin to manage this with support from an adult. To begin to take risks and be confident about having a go. To begin to learn from situations where mistakes are made.</p>	<p>Groups set a target for themselves Discussion/circle time linked to learning,/managing distractions – make a visual reminder for these – e.g what to do if someone keeps chatting to you. Roleplay given scenarios what would you do if..you found a purse with money in it, a toy that you have always wanted in your tray that doesn't belong to you. School rules. Reliable Robins Friendship Bus Stop. Spin the bottle – I can make someone feel welcome by, I can say sorry when, I like... I dislike.... Rounds - children finish a sentence I feel proud when, My target was....,I felt...when I achieved my target. I learn better when.... Timeline of change from baby to year 1 Discussion topic for Circle time – Can some one make you try harder.Read Giraffes Can't Dance has theme of perseverance Change game – in pairs look at each other, one person looks away the other changes something about their appearance,</p>
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			<p>discuss difference. Changes that can make us feel ok and changes that do not.</p> <p>SEAL activity books - Changes e.g How we change over time/Making change happen activity/Changing behaviour SEAL activity books - New Beginnings. SEAL activity books Going for Goals e.g knowing myself, setting our goals</p> <p>New puppet joining class , feeling shy look at feelings related to joining class and how these are comfortable and uncomfortable. Discuss how to make puppet feel welcome</p>
<p>Preparing to play an active role as citizens.</p> <p>SEAL themes :- <u>New Beginnings ,</u> <u>Changes,</u> <u>Relationships</u> <u>Getting on and falling out.</u></p>	<p>To know we all belong to a community. To know about other groups/communities people belong too. To agree and follow rules for a group/classroom. To understand that rules are there to help. To recognise rules in playtime games are important To explore ways in which people in our own/around the world look after their environment. To recognise that people and all living things have the same needs To engage with enterprise activities and begin to make decisions about the best way to spend money. To begin to recognise the different types of work people do.</p>	<p>To make links between ideas. To ask 'why' questions. To answer questions about why things happen. To be able to take part in discussions with a partner/whole class. To take responsibility for a task or job.</p>	<p>Create a wall display of class rules. Make a book of playtimes games and play games.</p> <p>Discuss groups belong to – rainbows, football teams – children bring in artefacts ,photos etc related to this. Have a celebration time each week where children can bring in awards/trophies etc from outside school</p> <p>Look at school environment and how we look after it – Recycling in school/home, visit wildlife area, litter Help me be good books – Being Wasteful</p> <p>School/class council Friendship Bus Stop Reliable robins.</p> <p>SEAL activity books New Beginnings e.g creating a community.</p> <p>Compare what our basic needs are and how they are met</p>

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			<p>compared to those of a child in another place consider positive and negative aspects of both situations. (ensure use non stereotypical examples)</p> <p>Participate in activities that support helping others – charity activities. (local.national.international level.) Money Week Look at jobs people do to help us, and these jobs help in different ways – e.g keep safe, keep healthy, provide a service etc...Think about sorts of jobs they might like to do</p>
<p>Developing a healthy and safe lifestyle. SEAL themes:- Good to be me Going for Goals, Getting on and falling out, Relationships.</p>	<p>To be able to recognise and name feelings . To recognise how my body feels with some emotions. To know some ways in which to calm myself down when feel upset. To recognise that some emotions can cause certain behaviours which others might not like. .To recognise how to stay safe with adults that are unknown or unfamiliar. To recognise when and why something is safe. To recognise people who help us and places where we can get help To know the code for crossing the road. To recognise people (including ourselves) who can help us stay healthy. To be able to make simple choices to have good health. (nutrition,physical) To prepare some simple healthy foods. To recognise what is good personal hygiene and to manage some aspects of this independently. To identify how healthy feels and recognise how we might feel when ill.</p>	<p>To ask for help when dealing with an emotion. To recognise when I feel proud happy To begin to recognise own role in making some choices.</p>	<p>Use photos of people in different situations and discuss emotions. Make a feelings wall. Number children 1-4 around the circle, ask children with a certain number to come and mime a particular feeling in middle. Role play scenarios with puppets of positive and negative emotions and consequences. Use colour spectrum to discuss how each colour makes them feel, use colours to paint a feelings picture. Socially Speaking book pg56-57 Happiness Health for life pg 91 PATHS 11-19 pg68 pg 50 Turtle story Start up Citizenship book – Making Choices Help me be good books – e.g Bad sport, Being Bossy, Being Mean ,Being rude Thought box – write worries, fears, achievement or things that are proud of or pleased about anonymously to discuss in class/council or circle time. (ongoing activity) SEAL activity book Relationships e.g make an emotional barometer, proud</p>

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	<p>To begin to recognise the benefits of medicines and how we use them.</p> <p>To begin to recognise substances that might harm us.</p> <p>To recognise some of the physical changes that occur over time and to recognise the differences between people. (physical,age,gender).</p> <p>To name the parts of the body.</p>		<p>SEAL activity book – Good to be me e.g Gifts and talents – story of Mouse.</p> <p>SEAL Activity book New Beginnings e.g calming down</p> <p>SEAL activity book Say no to bullying e.g what is bullying humpty dumpty activities. Links to science, art, pe ,music</p> <p>Fairy Stories – Red Riding Hood staying safe</p> <p>Health for life book pg 67-68</p> <p>Role play road simulations and practice in car park.</p> <p>Arrange visit from police</p> <p>Socially Speaking activity – pg125 Who do I ring?</p> <p>Health for life pg 35</p> <p>Sports Day</p> <p>Have a health Week CC link with science.</p> <p>e.g Keep a food/exercise diary Investigate lunchboxes, make healthy sandwiches,</p> <p>People to come and talk about health, school nurse</p> <p>Make a poster – rules washing hands,brushing teeth.</p> <p>Health for life book pg 38-39 49-50 26-28</p>
<p>Developing good relationships and respecting the differences between people.</p> <p>SEAL themes:-</p> <p>Getting on and falling out.</p> <p>Relationships</p>	<p>To explain what a good friend means.</p> <p>To listen to others.</p> <p>To think about the feelings of others and recognise it is important to include everyone.</p> <p>To recognise ways in which we can play and work co-operatively.</p> <p>To recognise some ways to manage our own behaviour or emotions in a group.</p> <p>To recognize something that has made me jealous.</p> <p>To recognize when I feel jealous.</p> <p>To</p>	<p>To be able to work in a team and say how worked well together.</p> <p>To begin to recognise that people can feel and think differently.</p> <p>To show consideration for the feelings of others.</p> <p>To recognise when people feel upset/scared and know some ways in which people can be made to feel better.</p> <p>To recognise that we can feel</p>	<p>Make poster to advertise for a friend.</p> <p>Design a friend.</p> <p>Friendship wall</p> <p>Make a friendship voucher that states what you are going to do for them.</p> <p>Use class song set to ‘Here we go round the Mulberry Bush’ children change words and add actions e.g ‘Here is how we share our pens share our pens share our pens etc..</p> <p>Discuss what makes them a good friend.</p> <p>Secret friends activity – choose a friend to be kind too all week, children have to guess who they think there secret friend is.</p> <p>Look at emotional barometers of friends at different points of</p>

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	<p>To recognise people who are important to them.</p> <p>To recognise when you feel cared for and when you care for someone else.</p> <p>To explore ways in which our own and different communities celebrate.</p>	<p>good about differences and similarities.</p> <p>To feel proud about being different.</p>	<p>day.</p> <p>Use emotional barometer to indicate on it how people might be feeling in a given scenario or situation.</p> <p>Weekly activity circle time – each child in class is chosen one at a time, everyone else takes a turn to say I think ??? is a good friend because....</p> <p>.</p> <p>SEAL activity book Relationships e.g people who are important to them, dealing with hurt feelings, jealous</p> <p>SEAL activity book Getting on falling out – e.g sharks, where are you, listening well, thinking about friendship, friendship and making up</p> <p>SEAL activity book New beginnings – e.g calming down, self awareness</p> <p>Reliable Robins, Friendship Bus top Class Council/ Thought box</p> <p>Making Mothers/Fathers Day cards</p> <p>Discussion questions – Why do some people have more possessions than others.. What would happen if everyone was exactly like everyone else...</p> <p>Celebrations and festivals linked to theme of term or time of year</p> <p>Deaf Awareness Week.</p> <p>Weekly Singing and Signing assembly.</p>
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