



# Horbury Primary Academy

## Key Stage 1 PSHE/RSE



## Progression of Learning Objectives

*The fact is that people are good, Give people affection and security, and they will give affection and be secure in their feelings and their behaviour.*

Abraham Maslow

## PSHE: Key Stage One

### National Curriculum

Pupils should embrace the challenges of creating a happy and successful adult life. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Pupils are taught to develop resilience, to know how and when to ask for help, and to know where to access support.

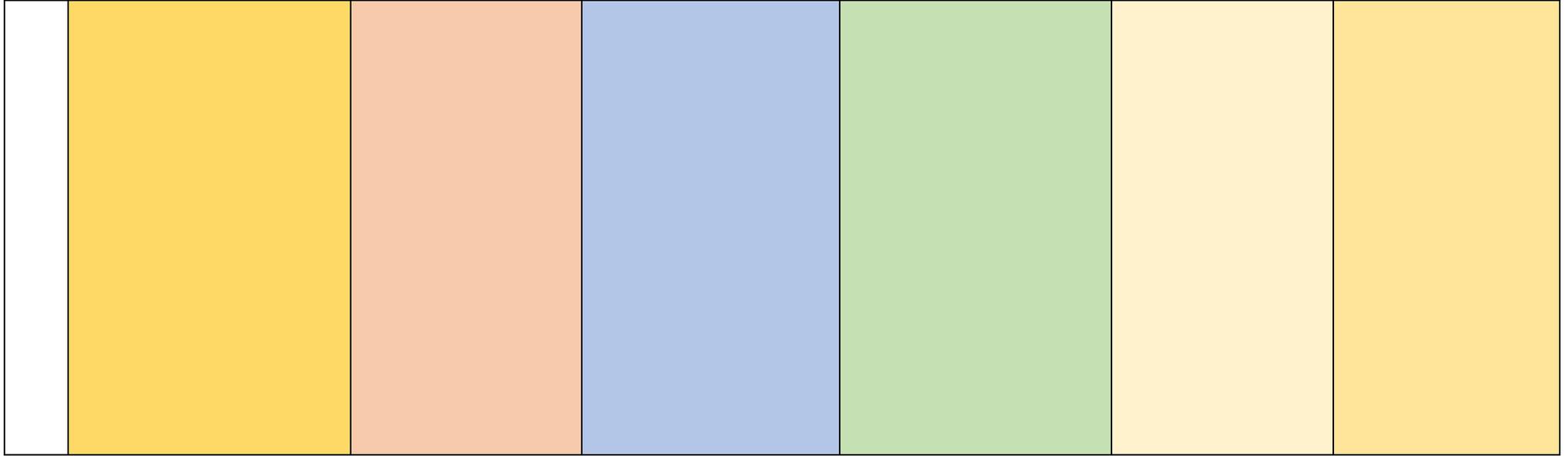
Each numbered bullet represents the jigsaw pieces/lesson the objective it taught in.

### PSHE Coverage and Core Language Progressions: Key Stage One

<b>Autumn 1</b>	<b>Being Me In My World</b>	<p><b>Year 1</b> - Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Rewards, Proud, Rights, Upset, Disappointed Rights, Consequences.</p> <p><b>Year 2</b>- Worries, Hopes, Fears, Actions, Rights, Responsibilities, Response ,Praise Reward, Consequences, Positive, Negative, Problem solving, Learning charter</p>
<b>Autumn 2</b>	<b>Celebrating differences</b>	<p><b>Year 1</b> - Similarity/similar, Same as, Different from, Difference, Celebration, Special, Unique, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair</p> <p><b>Year 2</b>-Boys, Girls, Assumptions, Similarities, Differences, Shield, Stereotypes, Special, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help</p>
<b>Spring 1</b>	<b>Dreams and Goals</b>	<p><b>Year 1</b> - Proud, Success, Achievement, Goal, Process, Dreams, Working together, Team work, Celebrate, Stretchy, Challenge, Feelings, Obstacle, Overcome.</p> <p><b>Year 2</b>- Success, Proud, Achievement, Realistic, Proud, Strength, Learning Together, Achievement, Celebrate Goal, Partner, Teamwork, Dreamboat, Garden, Goal</p>
<b>Spring 2</b>	<b>Healthy Me</b>	<p><b>Year 1</b> - Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Hygienic, Safe, Medicines, Trust, Safety, Green Cross Code.</p> <p><b>Year 2</b>- Healthy choices, Lifestyle, Motivation, Relax, Tense, Calm, Healthy, Unhealthy, Dangerous, Choices, Medicines, Safe, Body, Balanced Diet, Nutritious, Energy</p>
<b>Summer 1</b>	<b>Relationships</b>	<p><b>Year 1</b> - Family, Belong, Different, Same, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Self-belief , Incredible, Proud.</p> <p><b>Year 2</b>- Differences, Similarities, Social, Relationships, Important, Co-operate, touch, Physical contact, Communication, Hugs, Likes, Dislikes, Acceptable, Conflict, Positive problem-solving, Worry, Secret, g, Trust, Honesty, Reliability, Compliments</p>
<b>Summer 2</b>	<b>Changing Me</b>	<p><b>Year 1</b> - Change(s), Life cycle, Baby, Adulthood/ Adult, Grown Up, Growing, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Grow, Learn, Feelings, Anxious, Worried, Excited, Coping</p> <p><b>Year 2</b>-Change, Grow, Life cycle, control, Physical, Appearance, Fully grown, Respect, Independent, Freedom, Responsibilities, Private, Public, Touch, Comfortable Acceptable, Anxious, Nervous.</p>

## PSHE: Key Stage One

PSHE: Key Stage One						
<b>Being Me In My World</b>  Having a sense of belonging, welcoming others, identity, building a positive ethos, being part of a school community, working an socialising with others, democracy and citizenship	<b>Celebrating differences</b>  Similarities and differences, appearance, disability, racism, prejudice and discrimination, bullying, equality act.	<b>Dreams and Goals</b>  Hopes and dreams, goals to success, growth mind-set, resilience, teamwork, citizenship, aspirations.	<b>Healthy Me</b>  personal hygiene, healthy eating, active lifestyles, sleep, substances, managing risk, mental health	<b>Relationships</b>  Positive relationships, caring relationships, how to speak up and get help when relationships are not positive.	<b>Changing Me</b>  Differences between boys and girls, what changes can I be proud of?, understanding that growing is a natural, appreciating different parts of the body.	
<b style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</b>	<ol style="list-style-type: none"> <li>1. I know how to use my Jigsaw Journal</li> <li>2. I understand the rights and responsibilities as a member of my class</li> <li>3. I understand the rights and responsibilities for being a member of my class</li> <li>4. I know my views are valued and can contribute to the Learning Charter</li> <li>5. I can recognise the choices I make and understand the consequences</li> <li>6. I understand my rights and responsibilities within our Learning Charte</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify similarities between people in my class</li> <li>2. I can identify differences between people in my class</li> <li>3. I can tell you what bullying is</li> <li>4. I know some people who I could talk to if I was feeling unhappy or being bullied</li> <li>5. I know how to make new friends</li> <li>6. I can tell you some ways I am different from my friends</li> </ol>	<ol style="list-style-type: none"> <li>1. can set simple goals</li> <li>2. I can set a goal and work out how to achieve it</li> <li>3. I understand how to work well with a partner</li> <li>4. I can tackle a new challenge and understand this might stretch my learning</li> <li>5. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</li> <li>6. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</li> </ol>	<ol style="list-style-type: none"> <li>1. I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</li> <li>2. I know how to make healthy lifestyle choices</li> <li>3. I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly</li> <li>4. I understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li>5. I know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li>6. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li> </ol>	<ol style="list-style-type: none"> <li>1. I can identify the members of my family and understand that there are lots of different types of families</li> <li>2. I can identify what being a good friend means to me</li> <li>3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer</li> <li>4. I know who can help me in my school community</li> <li>5. I can recognise my qualities as person and a friend</li> <li>6. I can tell you why I appreciate someone who is special to me</li> </ol>	<ol style="list-style-type: none"> <li>1. I am starting to understand the life cycles of animals and humans</li> <li>2. I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>3. I can tell you how my body has changed since I was a baby</li> <li>4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>5. I understand that every time I learn something new I change a little bit</li> <li>6. I can tell you about changes that have happened in my life</li> </ol>



Year 2

<ol style="list-style-type: none"> <li>1. Identify hopes and fears for this year. Recognise when I feel worried and how to ask help.</li> <li>2. Understand the rights and responsibilities of being a member of the class.</li> <li>3. Listen to others and contribute my own ideas about rewards and consequences</li> <li>4. Listen to others and contribute my own ideas about rewards and consequences Help my class be a safe and fair place</li> <li>5. Understand how following the leaning charter will help me and others learn Work co-operatively</li> <li>6. Recognise the choices I make and understand the consequence To follow the learning charter</li> </ol>	<ol style="list-style-type: none"> <li>1. Start to understand that sometimes people make assumptions about boys and girls</li> <li>2. Understand some ways in which girls and boys are different and accept that it is okay</li> <li>3. Understand that bullying is sometimes about differences. Be able to tell you how someone who is bullied feels</li> <li>4. Recognise what is right and wrong and how to look after myself.</li> <li>5. Understand it is okay to be different from people and be friends with them. Know how it feels to be a friend and have a friend</li> <li>6. Tell you some ways I am different to my friends. Understand these differences make us unique</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose a realistic goal and think about how to achieve it. Tell you things I have achieved and say how that makes you feel</li> <li>2. Persevere even when I find things difficult Tell you some of my strengths as a learner</li> <li>3. Recognise who is easy for me to work with and who is difficult for me to work with Understand how working with other people can help me learn</li> <li>4. cooperatively as a group to create an end product Explain some of the ways I worked cooperatively in a group Work with other people to solve problems</li> <li>5. Know how to share success with other people Know how to contribute to the success of a group feel and to be able to be store those feelings in our treasure chest</li> </ol>	<ol style="list-style-type: none"> <li>1. Know what I need to keep healthy Be motivated to make heathy lifestyle choices</li> <li>2. I know some things that make me feel relaxed and things that make me feel stressed Tell you when a feeling is weak and when it is strong.</li> <li>3. Understand how medicines work in my body Feel positive about caring for my body</li> <li>4. Sort foods into the correct food group To know which foods I enjoy the most</li> <li>5. Make some healthy snacks and explain why they are good for my body To explain how it feel to share healthy food</li> <li>6. To decide which food to eat which give me energy To know which foods are most nutritious.</li> </ol>	<ol style="list-style-type: none"> <li>1. identify the different members of family Accept that everyone’s family is different</li> <li>2. Understand there are lots of forms of physical contact and know which types of physical contact like and do not like</li> <li>3. Identify some of the things that cause conflict with my friends Demonstrate how to use problem solving technique to resolve conflicts</li> <li>4. Understand that sometimes it is good to keep a secret and sometimes it is not</li> <li>5. Recognise and appreciate who can help me in my family Understand how it feels to trust someone</li> <li>6. Express my appreciation for special relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise cycles of life in nature Understand there some changes outside of my control</li> <li>2. Explain the natural process of growing up Identify people who I respect</li> <li>3. Recognise how my body has changed since I was a baby</li> <li>4. Recognise the physical differences between boys and girls. Say what I like/don’t like about being a girl or boy</li> <li>5. Understand there are different types of touch Be confident to say what I like and don’t like</li> <li>6. Identify what I am looking forward to when I move class.</li> </ol>
---	--	--	---	--	--

