



## Corporation Road Community Primary School

### PSHE LTP

PSHE: Year 1/2A					
<b>Vision:</b> Relationships, sex and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and lessons within the programme, whilst teaching them about rights and responsibilities. Children in our school, learn to appreciate what it means to be a positive member of a diverse, multicultural society.					
<b>Domains</b>		<b>Key Concepts</b>			
Rights and Responsibilities		Living in the Wider World, Relationships and Health & Wellbeing			
Feelings and Friendships		Relationships and Health & Wellbeing			
Money		Living in the Wider World, Relationships and Health & Wellbeing			
Safety and Risk		Living in the Wider World, Relationships and Health & Wellbeing			
Health		Relationships and Health & Wellbeing			
Identity		Living in the Wider World, Relationships and Health & Wellbeing			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Domain: Rights and Responsibilities</b>	<b>Domain: Feelings and Friendships</b>	<b>Domain: Identity</b>		<b>Domain: Health</b>	<b>Domain: Safety and Risk</b>
<b>Key Concepts:</b> - Living in the Wider World - Relationships	<b>Key Concepts:</b> - Health & Wellbeing - Relationships	<b>Key Concepts:</b> - Health & Wellbeing - Relationships - Living in the Wider World		<b>Key Concepts:</b> - Health & Wellbeing	<b>Key Concepts:</b> - Health & Wellbeing - Living in the Wider World
<b>End Point: Rights and Responsibilities</b> For children to understand that they have a role within their local and wider community and to know that, as citizens, we can work together to make the world a better place. For children to develop the necessary knowledge and skills to become good citizens, being aware of their own mental health and wellbeing as well as the mental health and wellbeing of others. Children will know that they have rights and know how to protect them.	<b>End Point: Feelings and Friendship</b> Children will be able to communicate and manage their own feelings as well as respond to a wide range of feelings in others. Children will know what constitutes healthy relationships and will have strategies to deal with negative things if/when they arise. Children will know that relationships and families can be diverse and that the important part is that they are positive and healthy. Children will have an understanding of how our bodies change, feelings which may arise and how to cope with these	<b>End Point: Identity</b> For children to have a clear sense of their own identity. Children will understand that we all have similarities and difference which make us unique. Children will have an understanding of what it means to belong to a community and that we belong to a diverse community.		<b>End Point: Health</b> Children will know what contributes to a healthy lifestyle and how to have a positive impact on their physical, mental and emotional health. Children will know the importance of making healthy choices as well as having a balanced diet.	<b>End Point: Safety and risk</b> Children will have skills and strategies which they will be able to use to keep themselves safe in school, at home, in the local and wider community as well as online. Children will know a range of people who can help to keep them safe and how they can communicate any concerns to them.

	emotions as well as how to keep themselves clean.			
How do we decide how to behave?	How do we feel?	What makes us special?	How can we be healthy?	How do we keep safe?
<ul style="list-style-type: none"> <li>- L1 - how they can contribute to the life of the classroom and school</li> <li>- L2 - to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</li> <li>- L4 - that they belong to different groups and communities such as family and school</li> <li>- R2 - to recognise that their behaviour can affect other people</li> <li>- R4 - to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>- R12 - to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>- R11 - that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> </ul>	<ul style="list-style-type: none"> <li>- H4 - about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</li> <li>- H5 - about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>- R1 - to communicate their feelings to others, to recognise how others show feelings and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>- H3 - to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>- H8 - about the process of growing from young to old and how people's needs change</li> <li>- H9 - about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>- H10 - the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</li> <li>- R8 - to identify and respect the differences and similarities between people</li> <li>- R9 - to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>- L8 - ways in which they are all unique; understand that there has never been and will never be another 'them'</li> <li>- L9 - ways in which we are the same as all other people; what we have in common with everyone else</li> </ul>	<ul style="list-style-type: none"> <li>- H1- what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>- H2 - 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</li> </ul>	<ul style="list-style-type: none"> <li>- H12 - rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</li> <li>- H13 - about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> <li>- H14 - about the ways that pupils can help the people who look after them to more easily protect them</li> <li>- H15 - 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' including knowing that they do not need to keep secrets</li> <li>- L10 - about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li> </ul>
<p><b>Year 1</b></p> <p>L1/2:</p> <ul style="list-style-type: none"> <li>- describe how they would like their classroom to be</li> <li>- explain who or what they are responsible for in their classroom</li> <li>- explain what 'rules' mean and how they help all of us</li> <li>- give suggestions for what could be included in class rules and explain why they are important</li> <li>- explain why it is important for them to carry out classroom responsibilities and what happens responsibilities are not carried out</li> <li>- identify when this might be more difficult or challenging and what to do in these situations</li> </ul> <p>L4:</p> <ul style="list-style-type: none"> <li>- identify the different groups they belong to (e.g. friends, class, year group, faith)</li> <li>- identify the different roles within them (e.g. friend, pupil, member, leader)</li> <li>- describe what it is like to be a part of the group (special people, special places what they do there or when they are with group)</li> <li>- explain what is special about the groups they belong to</li> </ul> <p>R2/4/12:</p> <ul style="list-style-type: none"> <li>- give examples of when something was fair or unfair and say why</li> <li>- give examples of acts of kindness</li> <li>- reflect on the impact of kind/unkind actions</li> <li>- explain what is meant by right and wrong (in terms of their own behaviour)</li> <li>- recognise how someone's behaviour can affect others in different situations, at home or at school</li> <li>- identify what they can do if they (or others) experience unhelpful behaviour</li> <li>- recognise the importance of telling someone (when to do this and who to tell)</li> </ul> <p>R11:</p> <ul style="list-style-type: none"> <li>- recognise that both bodies and feelings can be hurt</li> </ul>	<p><b>Year 1</b></p> <p>H4:</p> <ul style="list-style-type: none"> <li>- name feelings they have had, both good and not so good</li> <li>- explain what makes them feel good and what makes them feel not so good</li> <li>- identify where in their bodies they have these feelings</li> <li>- demonstrate how our faces and bodies show these feelings to others</li> <li>- identify some ways to feel better if feeling not so good</li> </ul> <p>H5:</p> <ul style="list-style-type: none"> <li>- give examples of times when people experience change (eg: new baby brother or sister, moving to a new class)</li> <li>- identify how this can feel</li> <li>- explain how it feels to lose something special (such as special toy or gift) and how this can make someone behave</li> <li>- describe what they can do to be kind to others who may be feeling nervous or unhappy about a change or loss</li> </ul> <p>R1:</p> <ul style="list-style-type: none"> <li>- give examples of feelings</li> <li>- demonstrate how faces and bodies show different feelings</li> <li>- use simple descriptions to describe how they, or others are feeling</li> <li>- recognise it is important to share feelings and give examples of appropriate ways of doing so</li> <li>- suggest ways they can make themselves and others feel better</li> <li>- recognise that we can affect how others feel</li> </ul>	<p><b>Year 1</b></p> <p>H3:</p> <ul style="list-style-type: none"> <li>- identify what they are good at</li> <li>- explain what they are learning / getting better at</li> <li>- identify what they need help with</li> <li>- set simple targets</li> <li>- identify ways of celebrating achievements and how this feels</li> </ul> <p>H8/9:</p> <ul style="list-style-type: none"> <li>- describe changes that have happened to them since they were a baby</li> <li>- describe some things they can do now that they could not do before</li> <li>- explain how their needs have changed since they were babies</li> </ul> <p>H10:</p> <ul style="list-style-type: none"> <li>- identify physical similarities between boys and girls</li> <li>- compare physical differences between boys and girls</li> <li>- recognise and use the correct names for main parts of the body including external genitalia</li> </ul> <p>R8:</p> <ul style="list-style-type: none"> <li>- identify similarities between themselves and others</li> <li>- identify differences between themselves and others</li> <li>- describe basic differences and similarities between class members</li> <li>- recognise that we all have things in common with other people, even if we think we are very different</li> <li>- recognise that everyone is equal</li> </ul> <p>R9:</p> <ul style="list-style-type: none"> <li>- identify special people in their lives</li> <li>- describe what makes them special</li> <li>- describe ways people care for each other</li> <li>- suggest some ways they can help special people to care for them</li> </ul> <p>L8:</p> <ul style="list-style-type: none"> <li>- explain (in simple terms) that being 'unique' means that there is only one of something, and not one thing exactly the same exists anywhere in the world</li> <li>- recognise that this means every single person is special and valuable just as they are</li> <li>- recognise they are unique – there is no-one exactly like them</li> <li>- identify things they think are unique or special about themselves</li> </ul> <p>L9:</p> <ul style="list-style-type: none"> <li>- recognise some of the things they have in common in others, including physical similarities</li> <li>- recognise that there are other similarities between people that are not immediately obvious (eg: the same birthday month)</li> <li>- identify common likes / dislikes between themselves and others</li> <li>- explain what they share in common with someone else, even if, at first they thought they were only differences</li> </ul>	<p><b>Year 1</b></p> <p>H1:</p> <ul style="list-style-type: none"> <li>- identify some ways of taking care of themselves on a daily basis</li> <li>- list favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation</li> <li>- describe how physical activity and sleep helps their bodies to grow and them to feel well</li> <li>- describe how they can take care of their dental health</li> </ul> <p>H2:</p> <ul style="list-style-type: none"> <li>- describe what they like and what they dislike</li> <li>- recognise what a choice is</li> <li>- identify some choices they can make to help improve how they feel</li> <li>- recognise choices have consequences, and that these may be good or not so good</li> </ul>	<p><b>Year 1</b></p> <p>H12:</p> <ul style="list-style-type: none"> <li>- demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside'</li> <li>- identify rules for keeping safe in a range of familiar situations, such as crossing the road</li> <li>- describe the things they do in school or at home to keep themselves and others safe</li> <li>- identify the adults in school, at home and in the wider environment who help keep them safe in different places and situations</li> <li>- explain what they can say or do if they feel unsafe or think something is not safe</li> </ul> <p>H13/14/15:</p> <ul style="list-style-type: none"> <li>- identify the people who look after them in school and outside of school (immediate family or wider family networks)</li> <li>- explain what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell')</li> <li>- identify whom they can go to if they are worried about something</li> <li>- demonstrate ways they can attract the attention of people who care for them and make sure they are listened to recognise that it is very important to tell someone if they are worried about something</li> </ul> <p>L10:</p> <ul style="list-style-type: none"> <li>- name a range of different jobs that people in the local community do</li> <li>- describe the work they do and how it helps others</li> <li>- identify who could help them in different places</li> <li>- explain what they could do to attract attention or to ask for help in different situations</li> <li>- identify that 999 is an emergency number and can be dialled to get help in an emergency</li> </ul>

<ul style="list-style-type: none"> <li>- describe occasions when someone might hurt themselves physically (falling in the playground/spraining an ankle etc.) and how this can make them feel</li> <li>- describe occasions when someone's feelings have been hurt and how this can make them feel</li> <li>- identify people they can go to if they are feeling uncomfortable or hurt (physically or emotionally)</li> </ul>				
<p><b>Year 2</b></p> <p>L1/2:</p> <ul style="list-style-type: none"> <li>- give reasons for why it is a shared responsibility to contribute to the classroom and school life</li> <li>- identify the different contributions that pupils make and how this affects the classroom</li> <li>- explain how class/group rules help them to learn and make the classroom a safe place</li> <li>- construct and agree classroom rules together</li> <li>- give reasons for the rules that have been agreed</li> <li>- identify what can happen if class/group rules are not followed</li> </ul> <p>L4:</p> <ul style="list-style-type: none"> <li>- identify the range of groups they belong to (friends, class, year group, faith)</li> <li>- explain their own and others roles within the groups</li> <li>- describe how it feels to be a member of a group and what they do</li> <li>- describe the different rights and responsibilities they have in the groups they belong to</li> <li>- explain how group members make sure everyone feels included</li> </ul> <p>R2/4/12:</p> <ul style="list-style-type: none"> <li>- describe what fair and unfair / right and wrong means to them</li> <li>- describe acts of kindness and the effect it on the person and on other people</li> <li>- recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell</li> <li>- identify how someone's behaviour can affect how they feel and how others feel</li> <li>- give examples of how to behave to affect others positively</li> <li>- describe or demonstrate simple strategies to help manage their own behaviour</li> </ul> <p>R11:</p> <ul style="list-style-type: none"> <li>- describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt</li> <li>- describe the differences and similarities between being hurt physically and being hurt emotionally</li> <li>- identify people they can go to if they are feeling uncomfortable or hurt</li> <li>- explain how they can let these people know they are feeling uncomfortable or hurt</li> </ul>	<p><b>Year 2</b></p> <p>H4:</p> <ul style="list-style-type: none"> <li>- name a range of feelings</li> <li>- describe different feelings (both good and not so good) and where these are felt in the body</li> <li>- recognise that some feelings may feel stronger than others</li> <li>- describe when people might experience different feelings and how this can affect their behaviour</li> <li>- identify strategies to help manage different feelings, especially when feeling not so good</li> </ul> <p>H5:</p> <ul style="list-style-type: none"> <li>- describe different kinds of change or loss that they or others may have experienced</li> <li>- identify feelings people might have about different kinds of change or loss</li> <li>- describe how this can make someone behave</li> <li>- identify some ways to manage feelings associated with change and loss</li> <li>- recognise ways they can comfort or be sensitive to the needs of others who have experienced change or loss</li> </ul> <p>R1:</p> <ul style="list-style-type: none"> <li>- list a range feelings people experience</li> <li>- use descriptive vocabulary to explain how they are feeling</li> <li>- describe some different ways that people how they are feeling</li> <li>- recognise that it is important to share feelings with others</li> <li>- give examples of helpful/not helpful ways to communicate feelings</li> <li>- identify some ways to respond sensitively to how others are feeling</li> </ul>	<p><b>Year 2</b></p> <p>H3:</p> <ul style="list-style-type: none"> <li>- describe what they are good at and how they know</li> <li>- explain what they need help with</li> <li>- recognise that it is ok to make mistakes and that they are part of learning</li> <li>- review their own targets and set themselves realistic but challenging personal goals</li> <li>- describe how their achievements are celebrated</li> </ul> <p>H8/9:</p> <ul style="list-style-type: none"> <li>- describe ways they have grown and changed</li> <li>- identify ways they are more independent now from when they were younger</li> <li>- describe additional responsibilities they have now (in class, school and at home)</li> <li>- identify how people's needs change as they grow older</li> </ul> <p>H10:</p> <ul style="list-style-type: none"> <li>- identify the physical similarities and differences between boys and girls</li> <li>- recognise the male and female sex parts</li> <li>- recognise and use the correct names for main parts of the body including external genitalia</li> </ul> <p>R8:</p> <ul style="list-style-type: none"> <li>- identify some things that contribute to their identity</li> <li>- describe some of the ways in which they are similar/different to other class members</li> <li>- find things they have in common with their peers, or others</li> <li>- describe or demonstrate ways of showing respect to people who are different to them</li> <li>- explain that everyone is equal and valued</li> </ul> <p>R9:</p> <ul style="list-style-type: none"> <li>- explain what they mean by their 'special people'</li> <li>- explain why special people are important in their lives</li> <li>- describe how special people help others</li> <li>- describe the various groups and communities that their special people belong to</li> <li>- describe the different kinds of ways people care for each other</li> </ul> <p>L8:</p> <ul style="list-style-type: none"> <li>- describe what being 'unique' means (that there is only one of something, and not one thing exactly the same exists anywhere in the world)</li> <li>- explain that everyone is unique in their own way</li> <li>- describe what makes them special</li> </ul> <p>L9:</p> <ul style="list-style-type: none"> <li>- describe how we can find out if we have things in common with someone else</li> <li>- identify similarities with others, including things not immediately obvious, such as looks</li> <li>- identify common likes / dislikes or other similarities between themselves and others</li> <li>- explain what they share in common with someone else, even if, at first they thought they were only differences</li> </ul>	<p><b>Year 2</b></p> <p>H1:</p> <ul style="list-style-type: none"> <li>- describe what being healthy means</li> <li>- recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth</li> <li>- identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth</li> <li>- identify the impact on people don't look after their bodies</li> <li>- describe different ways in which they can help keep themselves healthy</li> </ul> <p>H2:</p> <ul style="list-style-type: none"> <li>- identify choices they can make about their health and wellbeing</li> <li>- identify some of the consequences of different choices, both good and not so good</li> <li>- identify who or what helps them make a choice</li> <li>- describe how it feels to make a choice that is good for our bodies</li> </ul>	<p><b>Year 2</b></p> <p>H12:</p> <ul style="list-style-type: none"> <li>- recognise they have a right to 'be safe on the outside' and 'feel safe on the inside'</li> <li>- describe different ways they can keep safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire)</li> <li>- identify ways of keeping safe online</li> <li>- identify potential unsafe situations and steps they can take to avoid or remove themselves from them</li> <li>- demonstrate ways they can ask for help from people whose job it is to keep them safe</li> </ul> <p>H13/14/15:</p> <ul style="list-style-type: none"> <li>- identify the people who look after them and explain how they care for them</li> <li>- recognise how they can help the people who look after them</li> <li>- explain what they can do themselves if they are worried about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell')</li> <li>- identify where they can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts</li> <li>- demonstrate how to ask for help (and keep asking until they are listened to)</li> <li>- identify what might happen next if someone asks for help</li> <li>- explain why it is very important to tell someone if they are worried about something</li> </ul> <p>L10:</p> <ul style="list-style-type: none"> <li>- identify people who work in the community and what their roles are</li> <li>- explain the ways they help others</li> <li>- explain how to ask for help and how to ask for help in a range of different situations</li> <li>- demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency</li> </ul>
<p><b>Ongoing</b></p>	<p><b>Relationships:</b></p> <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> </ul>			

