



## Corporation Road Community Primary School

### PSHE LTP

PSHE: Year 1/2B					
<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
Domain: Rights and Responsibilities	Domain: Feelings and Friendships	Domain: Health	Domain: Identity	Domain: Money	Domain: Safety and Risk
Key Concepts:	Key Concepts:	Key Concepts:	Key Concepts:	Key Concepts:	Key Concepts:
<ul style="list-style-type: none"> <li>- Health &amp; Wellbeing</li> <li>- Relationships</li> <li>- Living in the Wider World</li> </ul>	<ul style="list-style-type: none"> <li>- Health &amp; Wellbeing</li> <li>- Relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Health &amp; Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>- Health &amp; Wellbeing</li> <li>- Relationships</li> <li>- Living in the Wider World</li> </ul>	<ul style="list-style-type: none"> <li>- Living in the Wider World</li> </ul>	<ul style="list-style-type: none"> <li>- Health &amp; Wellbeing</li> <li>- Relationships</li> </ul>
End Point: Rights and Responsibilities	End Point: Feelings and Friendship	End Point: Health	End Point: Identity	End Point: Money	End Point: Safety and risk
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.	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	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.	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.	Children will understand what money is and the role it plays in their own and other's lives. Children will know and have experience of how they can work with others to plan and reach given goals when raising money e.g. for school or charity.	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 can we help?	How do we show our feelings and what is bullying?	How can we keep clean?	What is the same and different about us?	What can we do with money?	How can we keep safe in different places?
<ul style="list-style-type: none"> <li>- H16 - what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</li> <li>- R6 - to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>- R7 - to offer constructive support and feedback to others</li> <li>- L3 - that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>- L5 - what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</li> </ul>	<ul style="list-style-type: none"> <li>- H5 - about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>- R10 - to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>- R13 - to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</li> <li>- R14 - strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul>	<ul style="list-style-type: none"> <li>- H6 - the importance of, and how to, maintain personal hygiene</li> <li>- H7 - how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</li> <li>- H1 - what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</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>- L4 - that they belong to different groups and communities such as family and school</li> </ul>	<ul style="list-style-type: none"> <li>- L6 - that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>- L7 - about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</li> </ul>	<ul style="list-style-type: none"> <li>- H11 - that household products, including medicines, can be harmful if not used properly</li> <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>- R3 - the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</li> </ul>
<p><b>Year 1</b></p> <p>H16:</p> <ul style="list-style-type: none"> <li>- explain what is meant by 'keeping something private'</li> <li>- identify when people might want (or need) to keep something private</li> <li>- recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private)</li> </ul> <p>R6/7:</p> <ul style="list-style-type: none"> <li>- describe what it feels like to be listened to/not listened to</li> <li>- describe or demonstrate how to listen to other people</li> <li>- suggest things we can do to help get on with other people in class and on the playground</li> <li>- demonstrate how to play cooperatively with others</li> <li>- describe how it feels when others offer kind and helpful support</li> <li>- give examples of when they might offer this kind of support</li> </ul> <p>L3:</p> <ul style="list-style-type: none"> <li>- explain that people (and animals) need to be looked after and cared for</li> <li>- identify some of the needs of all living things (including themselves and/or pets/animals)</li> <li>- describe some ways of looking after themselves and others</li> <li>- explain why need to be able to take turns and share things and places; return things that are borrowed</li> <li>- identify who to tell if they are worried that needs are not being met</li> </ul> <p>L5:</p> <ul style="list-style-type: none"> <li>- identify what the local environment is like</li> <li>- describe what makes the local environment pleasant / not so pleasant</li> <li>- identify what can harm different environments</li> <li>- suggest some ways people can care for the environment</li> <li>- identify what they can do / not do to help care for the environment</li> </ul>	<p><b>Year 1</b></p> <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>R10:</p> <ul style="list-style-type: none"> <li>- identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)</li> <li>- describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable</li> <li>- recognise they have a choice about being touched and the right to say 'no' and tell someone if they don't feel comfortable</li> </ul> <p>R13/14</p> <ul style="list-style-type: none"> <li>- identify what might be happening if someone is being teased or bullied</li> <li>- describe feelings that people may have if they are being teased or bullied</li> <li>- recognise that it is never acceptable to behave hurtfully or bully</li> <li>- identify whom to go to, what to say/how to tell if they are being teased or bullied</li> <li>- identify the rules in school if they experience or see teasing, bullying or any hurtful behaviour</li> </ul>	<p><b>Year 1</b></p> <p>H6/7:</p> <ul style="list-style-type: none"> <li>- identify how infections (such as coughs and colds) can be spread</li> <li>- describe some basic personal hygiene routines</li> <li>- recognise why this is important</li> <li>- describe simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough)</li> </ul> <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><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>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><b>Year 1</b></p> <p>L6/7:</p> <ul style="list-style-type: none"> <li>- recognise what money looks like</li> <li>- identify how money is obtained (won, borrowed, found, earned, presents)</li> <li>- give some examples of some of the ways that money can be used (saved as well as spent)</li> <li>- identify what might make someone want to spend or save their money</li> <li>- explain where money can be stored to keep it safe</li> </ul>	<p><b>Year 1</b></p> <p>H11:</p> <ul style="list-style-type: none"> <li>- identify what goes on to and into people's bodies and how this can make people feel</li> <li>- recognise that household products (including medicines) can be harmful if not used correctly</li> <li>- describe ways of keeping safe around household products (including medicines)</li> <li>- identify people we can trust to tell us to put things onto and into our bodies</li> </ul> <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:</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>R3:</p> <ul style="list-style-type: none"> <li>- explain what a secret is and what it means to keep a secret</li> <li>- explain what a surprise is and what it means to surprise someone</li> <li>- recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else</li> </ul>

					<ul style="list-style-type: none"> <li>- identify who they can go to in school if they are worried about a surprise or a secret</li> </ul>
<p><b>Year 2</b></p> <p>H16:</p> <ul style="list-style-type: none"> <li>- explain what is meant by privacy or ‘keeping something private’</li> <li>- identify why it is important to keep some things private, for example passwords (online safety)</li> <li>- recognise times when they and others want or have the right to privacy</li> <li>- recognise that it is important to respect someone’s privacy</li> <li>- recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private)</li> </ul> <p>R6/7</p> <ul style="list-style-type: none"> <li>- describe or demonstrate how to listen to others</li> <li>- give examples of, or demonstrate, how to work and play cooperatively</li> <li>- give reasons why it is important work and play well together</li> <li>- describe or demonstrate strategies they can use to resolve simple arguments or disagreements</li> <li>- describe occasions when they have been offered/given support and feedback in and how it helped them</li> <li>- identify ways to offer support to others in class time and on the playground</li> <li>- suggest good and not so good ways to let others know when we don’t want support</li> </ul> <p>L3:</p> <ul style="list-style-type: none"> <li>- identify that needs all living things have rights or needs (e.g. pets or animals)</li> <li>- identify some needs (rights) of pupils in the classroom</li> <li>- describe some of the different responsibilities to support the needs of others</li> <li>- describe how it feels when everyone works cooperatively - how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others)</li> <li>- explain what happens if our responsibilities are not carried out</li> <li>- identify who to talk to if responsibilities are not being carried out and rights are not being met</li> </ul> <p>L5:</p> <ul style="list-style-type: none"> <li>- describe what makes an environment pleasant to live in</li> <li>- give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect.)</li> <li>- give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas)</li> <li>- explain the shared responsibility we have to take care of our environments for others suggest some steps they could take as an individual and as a class to improve their local environment</li> </ul>	<p><b>Year 2</b></p> <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>R10:</p> <ul style="list-style-type: none"> <li>- describe different types of touch (cuddles, kisses, strokes, rough and tumble) and when these are nice to receive (e.g. a hug from your best friend when you are feeling sad)</li> <li>- describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable</li> <li>- recognise there are parts of their body that are private</li> <li>- recognise they have a choice about being touched and the right to say ‘no’ if they don’t feel comfortable</li> <li>- explain that it is important to tell an adult they trust if they are worried or upset about this</li> </ul> <p>R13/14:</p> <ul style="list-style-type: none"> <li>- recognise that although teasing might sometimes be funny, it can sometimes also be hurtful</li> <li>- identify what is meant by bullying and why this is wrong</li> <li>- identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words)</li> <li>- suggest ways they can be supportive of children who have been or feel they have been teased/bullied</li> <li>- identify people in school/at home whom they can talk to if they are worried about teasing/bullying</li> </ul>	<p><b>Year 2</b></p> <p>H6/7:</p> <ul style="list-style-type: none"> <li>- describe daily personal hygiene routines</li> <li>- identify some of the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained</li> <li>- recognise how some diseases can be spread and that these can be controlled by personal hygiene practices</li> <li>- explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene</li> <li>- recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication</li> </ul> <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><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>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><b>Year 2</b></p> <p>L6/7:</p> <ul style="list-style-type: none"> <li>- describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online)</li> <li>- explain how money is obtained</li> <li>- give examples of some of the choices they might have about spending or saving money and what helps them decide</li> <li>- identify how people keep track of what money is spent or saved and why this is important</li> <li>- explain the importance of keeping money safe and some ways of doing this</li> </ul>	<p><b>Year 2</b></p> <p>H11:</p> <ul style="list-style-type: none"> <li>- explain how some household products are used and for what reasons medicines are taken</li> <li>- recognise that most household products and medicines have a specific and an individual use</li> <li>- identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin)</li> <li>- explain how to keep safe when taking medicines and around other household substances</li> <li>- explain that household products and medicines can be harmful if used incorrectly</li> </ul> <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:</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>R3:</p> <ul style="list-style-type: none"> <li>- give examples of surprises that are nice to keep secret (until everyone finds out about them)</li> <li>- explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt</li> <li>- identify whom they can go to in school if they are worried about a surprise or a secret</li> <li>- explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried</li> </ul>
<b>Ongoing</b>	<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>				

