

## KS1 Year A - PSHE Scheme of Work 2024-25

Core themes: **Relationships education** / **Health education**

Autumn term		Spring term		Summer term	
Learning opportunities covered	Topics / Year 1 learning objectives	Learning opportunities covered	Topics / Year 1 learning objectives	Learning opportunities covered	Topics / Year 1 learning objectives
<p><b>L1/L2.</b> To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p><b>L8.</b> To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p><b>L9.</b> To understand the ways in which we are</p>	<p><b><u>Rights and responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• about group and class rules and why they are important</li> <li>• that everybody is unique</li> <li>• about the ways we are the same as other people</li> </ul>	<p><b>H1.</b> To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p><b>H6/H7.</b> To learn the importance of and how to maintain personal hygiene. To learn 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</p>	<p><b><u>Healthy lifestyles</u></b></p> <p><b>Health and prevention</b></p> <p><b>Internet safety and harms</b></p> <p><b>Mental wellbeing</b></p> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>• about basic personal hygiene routines and why these are important</li> </ul>	<p><b>H3.</b> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><b>H5.</b> To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p><b><u>Growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• to recognise what they are good at and set simple goals</li> <li>• about how it feels when there is change or loss</li> </ul>

the same as all other people; what we have in common with everyone else		prevent diseases spreading			
<b>R1.</b> For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond	<p><b><u>Feelings and emotions</u></b></p> <p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• about recognising how other people are feeling</li> <li>• about sharing feelings their own feelings with others</li> </ul>	<p><b>H11.</b> To learn that household products, including medicines, can be harmful if not used properly</p> <p><b>H13/H14/H15.</b> To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. 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.</p>	<p><b><u>Keeping safe</u></b></p> <p><b>Health and prevention</b></p> <p><b>Physical health and fitness</b></p> <p><b>Families and people who care for me</b></p> <p><b>Drugs, alcohol and tobacco</b></p> <p><b>Online relationships</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• that household products, including medicines, can be harmful if not used correctly</li> <li>• how to ask for help if they are about something</li> </ul>	<p><b>R5.</b> For pupils 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><b>R8.</b> To identify and respect the differences and similarities between people</p>	<p><b><u>Valuing difference</u></b></p> <p><b>Families and people who care for me</b></p> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• share their views and opinions with others</li> <li>• about the importance for respect for the differences and similarities between people</li> </ul> <p><b><u>Family structures</u></b></p> <ul style="list-style-type: none"> <li>• <u>birth of a new family member and the impact of this.</u></li> <li><u>understand and accept a wide range of family arrangements (single parent, same sex, grandparents, foster parents etc).</u></li> </ul>
<b>R3.</b> To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not	<p><b><u>Healthy relationships</u></b></p> <p><b>Families and people who care for me</b></p> <p><b>Caring friendships</b></p>	<b>L5.</b> To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to	<p><b><u>Environment</u></b></p> <ul style="list-style-type: none"> <li>• about looking after the local environment</li> </ul> <p><b><u>Right Start Training</u></b></p>	<b>L6/L7.</b> To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and	<p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>• about where money comes from and what it is used for</li> <li>• about spending and saving money (how to use money)</li> </ul>

keeping any secret that makes them feel uncomfortable, anxious or afraid  <b>R9.</b> To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another	<ul style="list-style-type: none"><li>• about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li><li>• about special people in their lives</li></ul>	care for these (including conserving energy)		saving. To learn 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	<ul style="list-style-type: none"><li>• about how to keep money safe</li></ul>
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