

**Year 1/2 PSHE Curriculum
Cycle B**

Included in this Plan:

- Long Term Planning for Cycle B
- Key Vocabulary for Unit

Term One	Term Two	Term Three	Term Four	Term Five	Term Six
<u>Being Me in My World</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
1) Hopes and Fears for the Year 2) Rights and Responsibilities 3) Rewards and Consequences 4) Rewards and Consequences 5) Our Learning Charter 6) Owing our Learning Charter	1) Our bodies 2) Our bodies 3) Why does Bullying Happen? 4) Standing up for Myself and Others 5) Gender Diversity 6) Celebrating Difference and Still Being Friends	1) Goals to Success 2) My Learning Strengths 3) Learning with Others 4) A Group Challenge 5) Continuing our Group Challenge 6) Celebrating our Achievement	1) Being Healthy 2) Being Relaxed 3) Medicine Safety 4) Healthy Eating 5) Healthy Eating 6. Happy, Healthy Me!	1) Families 2) Keeping Safe 3) Friends and Conflict 4) Secrets 5) Trust and Appreciation 6) Celebrating my Special Relationships	1) Life Cycles in Nature 2) Growing from Young to Old 3) The Changing Me 4) Our Bodies 5) Assertiveness 6) Looking Ahead

Key Vocabulary for Unit

Worries Hopes Fears Belonging Rights Responsibilities Responsible Actions Praise Reward Consequence Positive Negative Choices Praise Co-operate Learning Charter Problem-solving	Similarities Assumptions Shield Stereotypes Differences Special Bully Purpose Kind Unkind Feelings Sad Lonely Help Stand up for Male Female Diversity Fairness Friends	Realistic Proud Success Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy Learning together Partner Team work Product Dream bird Group Problem-solve Dream Goal	Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm Healthy Unhealthy Dangerous Medicines Safe Body Balanced diet Portion Proportion Energy Fuel Nutritious	Family Different Similarities Special Relationship Important Cooperate Touch Physical contact Communic ation Hugs Like Dislike Acceptable Not acceptable Friends Conflict	Positive problem solving Secret Surprise Good secret Worry secret Telling Adult Trust Surprised Happy Sad Frightened Honesty Reliability	Change Life cycle Control Baby Adult Fully grown Growing up Old Young Change Respect Appearance Physical Toddler Child Teenager Independent Timeline	Vagina Penis Testicles Vulva Anus Public Private Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable
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	Unique Value	Garden		Point of view	Freedom Responsibilities	Uncomfortable
Number of Lessons in Unit						
6	6	6	6	6	6	6
Lesson 1 Hopes and fears for the year	Lesson 1 Our bodies	Lesson 1 Goals to success	Lesson 1 Being healthy	Lesson 1 Families	Lesson 1 Life cycles in nature	
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Worries Hopes Fears	Boys Girls Similarities Assumptions Shield Stereotypes	Realistic Proud Success Celebrate Achievement Goal	Healthy choices Lifestyle Motivation	Family Different Similarities Special Relationship Important Cooperate	Change Grow Life cycle Control Baby Adult Fully grown	
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> •Know that a hope is something you wish for yourself •Know that a fear is something you are concerned or worried about •Know how to recognise hope and fear •Know that a learning charter explains our rights and responsibilities •Know that gender neutral is something that is not associated to either man or women. 	<ul style="list-style-type: none"> •Know that people can make assumptions about other people •Know that a stereotype 	<ul style="list-style-type: none"> •Know that realistic means something you are able to achieve •Know that I am able to successfully choose a realistic goal •Know that I can explain my achievements and explain how they made me feel 	<ul style="list-style-type: none"> •Know that it is important to keep my body healthy •Know that it is important to feel motivated to make healthier lifestyle choices 	<ul style="list-style-type: none"> •Know that each family his different and unique •Know my relationships with my family members •Know that it is important to share and cooperate with family members. 	<ul style="list-style-type: none"> •Know that there are cycles of life in nature •Know that there are some changes that are outside of my own control •Know that my feelings can change when I am not in control 	
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
Hope and fears for the next year	Match descriptions – Discuss if anything surprise the children. Were any assumptions made? Record in book.	Treasure chest template – complete sections explaining your successes and feelings.	In small groups, ask the children to think of four things that keep people healthy. Then, using the Help Jigsaw Jo sheet, draw or write suggestions for helping Jigsaw Jo to be more motivated in each of the boxes.	Make a recipe for a happy home.	Children to choose one life cycle from the images and to draw the egg/baby/seed/infant and how it changes to become an adult or fully grown	

Lesson 2 Rights and responsibilities	Lesson 2 Our bodies	Lesson 2 My learning strengths	Lesson 2 Being relaxed	Lesson 2 Keeping safe	Lesson 2 Growing from young to old
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Belonging Rights Responsibilities Responsible Actions	Boys Girls Similarities Differences Assumptions Stereotypes Special	Strengths Persevere Challenge Difficult Easy	Relax Relaxation Tense Calm	Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable	Growing up Old Young Change Respect Appearance Physical
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> •Know that my rights and responsibilities as a member of my class and school are important •Know that I am able to help myself and others feel a sense of belonging 	<ul style="list-style-type: none"> •Know that sometimes people make assumptions about people •Know that people are different and that is ok 	<ul style="list-style-type: none"> •Know that perseverance is important even when I find things difficult •Know that perseverance means to not give up and continue even if something is hard 	<ul style="list-style-type: none"> •Know that I can show or tell someone what relaxed means •Know that there are different ways to help me feel relaxed Know that there are weak and strong feelings 	<ul style="list-style-type: none"> •Know that there are lots of forms of physical contact •Know that there are acceptable forms of contact and unacceptable forms •Know the difference between the physical contact I like and I don't like 	<ul style="list-style-type: none"> •Know that it is a natural process of growing from young to old •Know that I am not in control of my body changes •Know that it is important to realise the people around me who I have respect for
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
Responsibility cards – decide which responsibilities the picture shows Rank these in most to least important	Differences shields – design with own differences	Class ladder - top of the ladder is the goal. Children to identify steps needed to reach their goal.	Look at scenarios – order them from most relaxing to least. Ask the children what they notice about how the pictures change in tone along the continuum.	Children draw around one of their hands and ask a class mate to draw around the other hand in their Journal. How does that feel? Does it feel different when someone draws around your hand for you?	Make leaf mobiles – draw a picture of an older person who is special to you on the template and write two things you respect or like about them.
Lesson 3 Rewards and consequences	Lesson 3 Why does bullying happen?	Lesson 3 Learning with others	Lesson 3 Medicine safety	Lesson 3 Friends and conflict	Lesson 3 The changing Me
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Praise Reward Consequence Positive Negative Choices	Bully Purpose Difference Kind Unkind Feelings Sad Lonely Help	Learning together Success Celebrate Achievement Goal Partner Team work	Healthy Unhealthy Dangerous Medicines Safe Body	Friends Likes/dislikes Conflict Point of view Positive problem solving	Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities

Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> •Know that it is important to contribute my own ideas •Know that I am important in helping to make the class a safe and fair place 	<ul style="list-style-type: none"> •Know that bullying is sometimes about differences •Know the different feelings associated to being bullied •Know that it is important to be kind to everyone 	<ul style="list-style-type: none"> •Know that I can work well with certain children and also recognise who I find it more difficult to work with •Know that working with other people can help me to learn. 	<ul style="list-style-type: none"> •Know that medicines should always be used safely •Know that medicines react inside of your body •Know that it is important to feel positive about your body •Know that it is important to care and keep your body healthy 	<ul style="list-style-type: none"> •Know that there are reasons conflict can be caused between my friends •Know how to use positive problem-solving techniques to resolve conflicts 	<ul style="list-style-type: none"> •Know that my body has made changes since I was a baby •Know that I am proud of myself for becoming more independent
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
Sort pictures into positive/helpful/unhelpful or negative behaviours. What rewards should positive behaviours have? What consequence should negative behaviours have?	Scenarios – Which are showing bullying and which aren't	Pictures of children completing their challenges and post it notes with their view points.	Children write or draw 2 ways they can be safe when taking medicine.	Mending friendships resource	Create own timelines using the template provided
Lesson 4 Rewards and consequences	Lesson 4 Standing up for myself and others	Lesson 4 A group Challenge	Lesson 4 Healthy eating	Lesson 4 Secrets	Lesson 4 Our bodies
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Praise Reward Consequences Positive Negative	Bully On Purpose Stand up for Help	Learning together Success Celebrate Achievement Challenge Product Dream bird Group Team work Problem-solve	Healthy Unhealthy Balanced diet Portion Proportion	Secret Surprise Good secret Worry secret Telling Adult Trust Surprised Happy Sad Frightened	Vagina Penis Testicles Vulva Anus Public Private
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> •Know that it is important to listen to other students' ideas on rewards and consequences 	<ul style="list-style-type: none"> •Know that bullying is wrong •Know that it is important to look after yourself Know when and how to stand up for yourself and others 	<ul style="list-style-type: none"> •Know that working cooperatively can help to make a successful end product 	<ul style="list-style-type: none"> •Know that there are different types of food group •Know that my body needs certain foods every day to keep me healthy 	<ul style="list-style-type: none"> •Know that sometimes it is good to keep and secret and sometimes it is not •Know that my feelings change when asked to keep a secret 	<ul style="list-style-type: none"> •Know that there are physical differences between humans •Know that there are correct names for body parts e.g. penis, vagina

<ul style="list-style-type: none"> •Know that rewards are for showing positive behaviours •Know that consequences are for negative behaviours. 		<ul style="list-style-type: none"> •Know that it is important to recognise how I am able to work cooperatively Know that it is important to express how I feel 	<ul style="list-style-type: none"> •Know that it is important to have a healthy relationship with food •Know which foods I enjoy the most •Know the food groups are carbohydrates, protein, dairy, fruit & vegetables, and foods high in sugar/salt 	<ul style="list-style-type: none"> •Know that it is important to speak to someone if the secret makes you feel uncomfortable 	<ul style="list-style-type: none"> •Know that some parts of the body are private Know that there are things I like and dislike about myself.
Class Book	Class Book	Class Book	Class Book	Class Book	Class Book
Children decide on appropriate consequences they think would be fair if someone in their school/class: -Stopped someone else from learning -Didn't want to make an effort -Did a disappointing piece of work	Pictures of freeze frames and post it notes with viewpoints	Create imaginary birds for their 'garden of dreams and goals. Using different materials.	Make a class list of their top 5 foods Sort the different food cards into their food groups.	Share some of the children's ideas about examples of 'worry' secrets. Talk about why it can be hard to reveal 'worry' secrets - you might be scared of the person who told you to keep it, it might be something you feel guilty about, or you might not know who is a safe person to tell it to.	Draw a picture of themselves and write some sentences about what they enjoy about being who they are.
Lesson 5 Our Learning Charter	Lesson 5 Gender Diversity	Lesson 5 Continuing our group challenge	Lesson 5 Healthy eating	Lesson 5 Trust and appreciation	Lesson 5 Assertiveness
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Co-operate Learning Charter Rights Responsibilities Rewards Consequences Problem-solving Choices	Male Female Difference Diversity Fairness Kindness	Learning together Success Celebrate Achievement Challenge Product Dream bird Group Team work Problem-solve	Healthy Unhealthy Balanced diet Energy Fuel Nutritious	Trust Trustworthy Honesty Reliability	Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable Uncomfortable
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> •Know that following the learning charter will help me and others learn •Know that the learning charter will help me to work cooperatively 	<ul style="list-style-type: none"> •Know that it is ok to be different •Know that you can be friends with anybody 	<ul style="list-style-type: none"> •Know that working cooperatively can help to make a successful end product 	<ul style="list-style-type: none"> •Know that you can make your own healthy snacks •Know how to explain how a food is good for your body 	<ul style="list-style-type: none"> •Know that there are people to help me in my family, my school and community •Know that it is important to trust someone 	<ul style="list-style-type: none"> •Know that there are different types of touch •Know that there are touches I like and ones I do not

<p>- Draw a picture of someone who is choosing to follow the Learning Charter. - Explain (by writing or drawing) why this is fair.</p>	<p>Trophy template - Section 1: Write or draw how my friend is different from me Section 2: Write or draw how my friend is similar to me Section 3: Write or draw how it feels to be friends Section 4: Write or draw how I would stand up for my friend if someone was bullying them</p>	<p>Treasure chest and stem sentences completed</p>	<p>Template/body outlines.</p>	<p>Bunting to display all of their learning – Put on display – pictures in class book.</p>	<p>The children return to their tables and are given another card leaf template (A4 size) each. Talking through the instructions on the slide ask them to draw or write on one side of the leaf: -one thing they like about being who they are -one thing they are looking forward to about getting older -one thing they would like to change for themselves next year and how they will go about it e.g. to get better at reading by practising more often On the other side of the leaf: -to explain how they feel about getting older and facing new changes The leaves can be decorated and tied together with the leaf from Piece (lesson) 2 as the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Lead in school prior to starting this unit (Puzzle).</p>
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All lessons need access to the Jigsaw Scheme, each lesson is planned out and has resources attached