



Year 1 Ash Grove Academy PSHE Education Curriculum

In Year 1, the PSHE curriculum builds upon the skills and knowledge the children have gained during their time in our EYFS. These skills and knowledge are experienced through every aspect of the EYFS curriculum, in particular the Personal, Social and Emotional Development area of learning. The children’s interactions with their peers and adults are fundamental to their cognitive development and ability to lead happy, healthy lives. Through their play, interactions and a wider range of experiences, the children are encouraged to manage their emotions, develop a positive sense of self, be confident in their own abilities, and be resilient. They are supported to develop positive relationships, co-operate, and to resolve conflicts peaceably.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>PSED We will write our Class Charter together so that we learn about rules and boundaries, to keep ourselves and others safe. We will learn about routines and expectations and understand why rules are important. We will begin to learn how to become independent in our personal hygiene and self-help skills for example coat on peg, bookbag in box, story vote. We will explore and name our feelings and emotions, through stories such as ‘Colour Monster’ by Anna Llenas and ‘How Do YOU Feel’ by Anthony Browne. We will talk about kindness and will choose our Kindness Ambassadors to represent our class throughout school. We will begin to think about what being healthy means. We will introduce ‘Run a Mile’.</p> <p>PD We will begin our daily Run a Mile sessions, focusing on the importance of exercise to keep us healthy. We will learn to listen to and follow instructions through playing games such as traffic lights and parachute games, and will develop the ability to work collaboratively.</p>	<p>PSED We will take part in Anti-bullying week and will learn about discrimination and inclusion through stories such as ‘This is Our House’ by Michael Rosen. We will learn and make links to our right to non-discrimination (UNCRC 2 and 23). We will learn about caring for others and will become more confident to share our experiences with others by taking turns to take Everywhere Bear home for a sleepover. We will learn about and practise working collaboratively. We will help our Kindness Ambassadors to look for children being kind and will talk about the reasons why. We will learn about being a ‘Safe Pedestrian’ to prepare us for our walking trips – beginning with our Library visit this half term.</p> <p>UtW Through stories such as ‘All Families are Special’, we will learn about different family dynamics and how every family is special and unique. We will talk about members of our families and our relationship to them, naming and describing them.</p>	<p>C&L To help us to work as part of a group we will be engaging in games and activities where we need to work as a team; listening to each other and sharing our own ideas</p> <p>PSED We will revisit our Class Charter to talk about class expectations and making positive choices. We will learn about healthy eating through stories such as ‘Oliver’s Fruit Salad’ and ‘Oliver’s Vegetables’ by Alison Bartlett and Vivian French. We will invite our grown-ups to join us for a Healthy Eating themed Stay and Play session where we will explore different healthy foods. Within our learning, we will make links to our rights to health and health services (UNCRC 24). We will make healthy choices and manage our own needs in relation to eating and drinking; asking for help when we need it. We will invite our grown-ups to watch our Class Presentation, where we will showcase our learning and achievements and share our feelings of pride.</p> <p>PD We will continue our daily Run a Mile sessions, and will focus on the effect of exercise on our bodies.</p>	<p>PSED We will revisit our Class Charter to talk about class expectations and will think about following instructions and requests. We will learn about the importance of sleep to keep us healthy and well through the book ‘Can’t You Sleep Little Bear?’ by Martin Waddell. We will invite our grown-ups to join us for a bedtime themed Stay and Play session, where we will learn about the importance of a good bedtime routine. We will learn about people who help us through stories such as ‘Cops and Robbers’ by Janet and Allan Ahlberg and linked non-fiction texts. We will learn about and identify people from our school community and families who can help us and who we can turn to if we are worried. We will begin to learn about keeping our bodies safe and our right to protection of privacy (A 16 article 12 views of the child) using the NSPCC resource ‘Pants are Private’.</p> <p>We will begin the process of transition to Year One by having the Year One teacher come to visit us in class to read a story.</p> <p>UtW We will talk about key roles people have in society both in the present and the past. We will name and describe people who are familiar to us within our community eg: police, fire service, doctors, dentist</p>	<p>C&L We will be encouraged to play as part of a group, playing cooperatively and sharing ideas to keep play moving.</p> <p>PSED We will revisit our Class Charter to talk about class expectations and will focus on keeping ourselves safe when using and transporting tools and equipment. We will learn about toothbrushing and visiting the dentist through the British Dental Association recommended stories such as ‘Topsy and Tim Meet the Dentist’ by Jean and Gareth Adamson and ‘Snappy Croc’ by Jane Clarke and Georgie Birkett. Within our learning, we will make links to our rights to health and health services (UNCRC 24) We will have a visit from the Dental Nurse. We will invite our grown-ups to join us as we learn about oral health and dental hygiene. This will support them to provide us with guidance and direction as we grow up. (UNCRC A5) We will share stories such as ‘Together We Can’ by Carly Hart, to explore friendship, diversity and collaboration and teamwork. We will explore and talk about our own abilities. We will try new activities showing resilience and perseverance, developing the understanding that more effort or a different approach may help. We will make our own books about the things that ‘I am good at’.</p> <p>We will continue the process of transition to Year One by taking part in joint play times with the Year One children and staff. The Year One children will come into class to talk to us about what it’s like being in Year One.</p>	<p>PSED We will revisit our Class Charter to talk about class expectations and will focus on individual responsibilities. We will learn about keeping ourselves safe and healthy when we use our screens at school and home; particularly in making sure that we do not spend too much time on our screen games. We help our grown-ups to learn about this by sharing information and guidance from National Online Safety and on our website so that they can help to keep us safe. We will take part in Sports Day events, working on our strengths and taking steps to challenge ourselves in order to improve our skills and abilities and to achieve our personal bests. (UNCRC A29 Aims of Education Develop every child’s personality, talents and abilities). We will be able to dress and undress independently for PE and will manage our own self-care. This will prepare us as independent learners. We will continue the process of transition to Year One by spending a morning in the Year One classroom with the staff.</p> <p>PD We will aim for our personal bests on Sports Day and celebrate our achievements, both individually and in house (colour) groups.</p> <p>UtW We will understand the need to respect and care for the natural environment and all living things</p>



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Whenever relevant, PSHE lessons in Year 1 will make explicit reference to linked **British Values** and to '**protective factors**' - the things that children have or can build in their lives that create a 'protective shield' against known risks. The **Resilience Framework** (*Hart & Blincow*) and associated activities may be useful additional resources. Both the protective factors and the resilience framework can be found at the end of this curriculum document. When appropriate, staff will signpost children to **further help and support**.

AUTUMN TERM

Overarching objective:

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

Start of autumn term: Co-build class rules and Rights Respecting Class Charter

Why are rules important?

- To describe how they would like their classroom to be
- explain who or what they are responsible for in their classroom
- explain what 'rules' mean and how they help all of us
- give suggestions for what could be included in class rules and explain why they are important
- explain why it is important for them to carry out classroom responsibilities and what happens if responsibilities are not carried out

Key questions:

- *Why do you need rules?*
- *How do rules help us?*
- *What kind of rules do you have to follow outside school?*
- *How do these rules help keep us safe?*
- *What is a rule that would help keep everyone in the classroom safe?*
- *Why is that rule important?*

First PSHE lesson(s) of autumn term:

* Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these mean; add actions for each one to secure retrieval.

* Introduce the term *protective factors* and explain in terms of a 'protective shield' of things in our lives that help us stay safe, happy and healthy.

* Introduce the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative

Living in the Wider World – Belonging to a community; Money, work and aspirations

Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing



Autumn 1: Introducing the Zones of Regulation (6 lessons) - supporting resources can be found on SharePoint or in the Zones of Regulation handbook

Co-build a Zones of Regulation wall display in the classroom during this unit.

Lesson 1	<p><i>AIM: Introduce the zones, students expand and develop emotions vocab</i></p> <p>Play some age-appropriate emotions games.</p> <p>Explain the colours/zones and how we might be moving/feeling in each zone.</p> <p>Ask ‘why do you think sorting your feelings into zones will help you?’ and ‘How will it help you to understand each other?’</p> <p>Finish with going through the ‘check-in’ process for the mornings.</p> <p>** Make sure ‘check-ins’ happen every day from now on, starting as soon after this lesson as possible. **</p>
Lesson 2	<p><i>AIM: Children increase emotions vocab, students increase recognition of facial expressions, deepen zones understanding</i></p> <p>Play an age-appropriate warm-up game.</p> <p>Recap zones.</p> <p>Play some age-appropriate games or role play to help children identify which emotion is being shown and which zone it would be in.</p> <p>Discuss and explore why it is important to read people’s facial expressions and body language to understand what zone they’re in.</p> <p>End with a game – eg Zones Bingo, or guess the emotion/zone</p>
Lesson 3	<p><i>AIM: Learn to identify the zones in others, students gain awareness of how others perceive people in different zones, students learn how the zone they are in can affect people around them, get better at observing and recognising the zones.</i></p> <p>Play a warm-up game.</p> <p>Recap zones.</p> <p>Question: Have you ever considered how the zone you are in can impact other people?</p> <p>Watch a section of a film (eg Monsters Inc, Inside Out, Zootropolis). During the clip, ask questions such as, What thoughts might this character be having? How do the other characters react to this character? Can this character interact with the other characters when they are in the red/yellow zone?</p> <p>Ask, What is an ‘unexpected’ behaviour? How does it change the way we feel or behave?</p> <p>Final questions: Did the characters all get along when they were in different zones? In which zone were the characters most successful? In what zone do you feel you get along best with others?</p>
Lesson 4	<p><i>AIM: Children gain increased awareness of how they feel and act in each zone, children improve their ability to identify the zone they are in.</i></p> <p>Warm up game – Blob Tree</p> <p>Quick scenarios game – which zone would you put this person in?</p> <p>Explain that we are learning how everyone moves through all of the zones every day. Ask ‘Do you think that our bodies give signals that help us know which zone we are in?’ Discuss.</p> <p>Support children to identify what puts them in each zone, how they feel and move in each zone, and how their body shows them which zone they are in.</p> <p>Check out: Why was that helpful today? Why is it helpful to you and others to know what zone you are in? How can that help support you communicate and ask for help when you need it?</p>
Lesson 5	<p><i>AIM: Understand the zone they are in and what strategies they can personally use to manage that; use these strategies to build an individual ‘toolbox’.</i></p> <p>Age-appropriate warm-up game</p> <p>Ask ‘What would you find in a toolbox?’ ‘What do you use each of these tools for?’ listen and discuss.</p>



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	<p><i>Looking for the idea that tools help us ‘fix’ things help us to ‘mend’ things helps you ‘solve a problem’. The emphasis on ‘you’.</i></p> <p>Ask ‘why do you need a variety of tools in a box?’</p> <p><i>Looking for, each tool does a different job and so you need many so you can solve each different problem.</i></p> <p>Talk about how we will be building a ‘toolkit’ that will be full of emotional tools for the <u>children to use to help themselves</u>. This will help them to regulate their feelings and what zone they are in.</p> <p>Support the children to identify what ‘tools’ they can personally use to support themselves whist in each zone.</p> <p>Finish with explaining this was their own toolkit, but next week we will create a class toolkit to support the whole class dynamic.</p>
Lesson 6	<p><i>AIM: To build a class toolkit, to be confident identifying the zones.</i></p> <p>Age-appropriate warm-up game.</p> <p>Play ‘Tools I-spy’ in pairs.</p> <p>Together co-build a class toolkit for each zone.</p> <p>Once built, re-cap everything we have learnt and demonstrate how they can use the toolkit to support them regulate their emotions in class.</p> <p>** Ensure class toolbox of strategies is regularly referred to throughout the school year to encourage and support children to take ownership and responsibility for regulating their emotions. **</p>

Autumn 2: Online Safety (6 lessons) – see Project Evolve units of work on separate document

Co-build an Online Safety Code of Conduct during this unit, using ‘Always’ and ‘Never’ statements. All parties to sign. Display in classroom all year for future reference.

	<i>(Specific focus in November – ANTI BULLYING WEEK)</i>
	Online relationships
	Self-image and identity
	Privacy and security



SPRING TERM

Overarching objective:

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

First lesson(s) of spring term:

- * Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
- * Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.
- * Revise the term *protective factors* in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- * Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative

Living in the Wider World – Belonging to a community; Money, work and aspirations

Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

Focus in February – CHILDREN’S MENTAL HEALTH WEEK; SAFER INTERNET DAY

To identify their special people, know what makes them special, and know how people should care for one another

- identify special people in their lives and those who look after them in school and outside of school (immediate family or wider family networks)
- describe what makes them special
- describe ways people care for each other
- know how families differ from each other (including that not every family has the same family structure)
- know how features of positive family life often include shared experiences, e.g. celebrations, special days or holidays

Key questions

- > *Who encourages or supports us at home and in school?*
- > *How do we feel when someone supports or encourages us?*
- > *How can you show support or encouragement to someone when they need it?*



For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond

- know how to ask for help or advice if family relationships or friendships are making them feel unhappy, worried or unsafe
- recognise that it is very important to tell someone if they are worried about something, and identify who they can go to
- demonstrate ways they can attract the attention of people who care for them and make sure they are listened to

Key questions

- *What makes you feel good/not so good?*
- *Where can we get help if something is making us feel unhappy, worried or unsafe?*
- *Who can we ask for help if something is making us feel unhappy, worried or unsafe?*
- *How can we help others if something is making them feel unhappy, worried or unsafe?*

For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong

- describe what fair and unfair/right and wrong means to them
- describe acts of kindness and the effect it has on the person and on other people
- recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell

Key questions

- *How do you know if something is 'right' or 'wrong'?*
- *What does it mean if something is the 'right' or 'wrong' thing to do?*
- *How do you make choices about whether something is the right or wrong thing to do?*

To identify and respect the differences and similarities between people

- identify similarities between themselves and others
- identify differences between themselves and others
- describe basic differences and similarities between class members
- recognise that we all have things in common with other people, even if we think we are very different
- recognise that everyone is equal

Key questions

- *What do you enjoy doing in your spare time? Do you know anyone else who shares this interest? Do you know anyone who has a different interest?*
- *Why is it important that we have things in common with other people?*
- *Why is it important that we are all unique?*



- *What is the difference between equality and equity?*

To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

To learn to offer constructive support and feedback to others

- describe what it feels like to be listened to/not listened to, and describe or demonstrate how to listen to other people
- suggest things we can do to get on with other people
- demonstrate how to play cooperatively with others
- describe how it feels when others offer kind and helpful support, and give examples of when they might offer this kind of support

Key questions

- *What is cooperation, and what does it look like?*
- *How can you resolve disagreements?*
- *How do you know if a situation is fair, and how do you resolve it if it's not?*

Principle of consent

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)

- identify different types of touch (cuddles, kisses, punches, kicks, pinches, pokes, tugs, strokes)
- describe how it feels when people try to touch us in ways we do not like or that make us feel uncomfortable
- recognise they have a choice about being touched and the right to say 'no' and to tell someone if they don't feel comfortable

Key questions

- *What kind of personal space do I feel comfortable with?*
- *How do I feel if someone invades my personal space?*
- *How can I show and tell someone if they are invading my personal space/making me feel uncomfortable?*
- *How can I show respect for someone else's personal space?*
- *From who or where can I get help if someone is making me feel uncomfortable or hurting me?*

To learn 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

To explain what a secret is and what it means to keep a secret

- explain what a surprise is and what it means to surprise someone
- recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else
- identify who they can go to in school if they are worried about a surprise or a secret



SUMMER TERM

Overarching objective:

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
To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating, and dental health

First lesson(s) of summer term:

- * Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
- * Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.
- * Revise the term *protective factors* in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- * Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

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Living in the Wider World – Belonging to a community; Money, work and aspirations

Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

Focus on threading in transition work throughout summer term 2, and the changes, feelings and behaviours associated with this.

To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and 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

- recognise what money looks like and know that it comes in different forms
- identify how money is obtained (won, borrowed, found, earned, presents)
- give some examples of some of the ways that money can be used (saved as well as spent)
- identify what might make someone want to spend or save their money – how people make these choices
- the difference between needs and wants – that people may not always be able to have the things they want.
- explain how to keep money safe and the different ways of doing this

Money Sense resources:



Where can I keep money safe?

<https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-2-where-can-i-keep-my-money-safe/>

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

- To identify choices they can make about their health and wellbeing
- know what being healthy means and who helps them to stay healthy (eg, parent, doctor, dentist)
- identify some of the consequences of different choices, both good and not so good
- describe how it feels to make a choice that is good for our bodies

Key questions

- *What sorts of choices do you make?*
- *What choices have you made this year/this week/today etc?*
- *How do you make your choices?*
- *What do you need to know to make a choice?*
- *How do you know if a choice is a good one?*

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 prevent diseases spreading.

- know why hygiene is important and how simple hygiene routines can stop germs from being passed on
- know how to take care of themselves on a daily basis (eg washing and brushing hair and teeth, getting enough sleep, toilet hygiene and routines)

To understand about change and loss and the associated feelings (including moving home, changing year group, losing toys, pets or friends)

- give examples of times when people experience change (eg: new baby brother or sister, moving to a new class) and identify how this can feel
- understand that change can feel scary or strange, and know how this can make someone behave
- describe what they can do to be kind to others who may be feeling nervous or unhappy about a change or loss

To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

- identify what they are good at and explain what they are learning / getting better at



- identify what they need help with and set simple targets for moving up into Year 2
- identify ways of celebrating achievements and how it feels to do this

Key questions

- *What would you like to achieve this/next week? ('My goal this week is ...') (in school, at home)*
- *What do you need to do to achieve your goals?*
- *How do you feel when you achieve a goal?*
- *What kinds of characteristics do people need to achieve their goals?*

To know what to do if there is an accident and someone is hurt

To know how to get help in an emergency

- know who to go to if there is an accident or if someone is hurt
- know how to dial 999 on a telephone or mobile phone (use the emergency function)
- know what to say to the emergency services to get help



Protective factors from *Department for Education: Mental Health and Behaviour in schools*

PROTECTIVE FACTORS	
INDIVIDUAL FACTORS	
<ul style="list-style-type: none"> * A feeling of control over one's life * A sense of cohesion with others * A positive sense of self * Close relationships with competent adults * Connections to organisations that have positive outcomes for the individual * Tolerance of delayed gratification * A sense of humour * Emotional literacy – the ability to recognise your own emotions and those of others. 	
FAMILY FACTORS	
<ul style="list-style-type: none"> * Good parenting skills * Trusting relationships * Well-defined family roles and responsibilities * Opportunities to learn to deal with criticism, rejection, boredom and silence 	
COMMUNITY FACTORS, INCLUDING SCHOOL	
<ul style="list-style-type: none"> * Participation in school, work and community with a sense of belonging * A sense of making a positive contribution to school or the community * A social network of peers * An opportunity to learn to handle challenges and set-backs * Knowing how and where to seek support in times of need 	

Resilience Framework: adapted from Hart & Blincow 2007.

	BASICS	BELONGING	LEARNING	COPING	CORE SELF	
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope	
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP		Being brave
		Tap into good influences	Solving problems		Support the child/YP to understand other people's feelings	
	Being safe	Keep relationships going	Map out career or life plan			Putting on rose-tinted glasses
		The more healthy relationships the better		Fostering their interests	Help the child/YP to know her/himself	
	Access & transport	Take what you can from relationships where there is some hope	Help the child/YP to organise her/himself	Calming down & self-soothing		Help the child/YP take responsibility for her/himself
	Healthy diet	Get together people the child/YP can count on		Highlight achievements	Remember tomorrow is another day	
	Exercise and fresh air	Responsibilities & obligations	Develop life skills		Lean on others when necessary	Foster their talents
	Enough sleep	Focus on good times and places		Have a laugh	There are tried and tested treatments for specific problems, use them	
		Play & leisure				
Being free from prejudice & discrimination	Make friends and mix with other children/YPs					
NOBLE TRUTHS						
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING		

The Mental Health Continuum Model

