



Key Stage 1 PSHCE Curriculum

The following programme of study for Key Stage 1 has been created using the Education for Safeguarding (E4S) curriculum builder. It encompasses the statutory objectives for relationship Education and Health education, as well as the non-statutory cornerstones of Digital Media and Literacy, Physical health and Wellbeing and Emotional Health and Wellbeing.

These objectives have been placed under our six sparkly rights, which form our six half-termly whole school focus, therefore creating a bespoke curriculum that suits the needs of our school and pupils.

The six sparkly rights form the focus of what is taught throughout the school, through stand-alone classroom lessons, circle times and assemblies, each half term.

Although, the concepts covered under each sparkly right have a dedicated half terms focus, this does not mean that the other areas should not be taught or discussed. All concepts should be embedded in school life and should needs arrive within individual classrooms, then the focus for each term can be flexible.

There are three further areas; 'Keeping Healthy Through Hygiene', 'Our Emotions' and 'Digital Safety'. These areas will continually be taught and revisited as there become embedded into school life and life at Brook Infants.

Keeping Healthy Through Hygiene: Due to the impact of **Covid-19**, keeping healthy through hygiene will be embedded in life at Brook Infant School. Children will continually be taught about the importance of handwashing and staying safe through hygiene. This will be a practise that is taught, modelled by staff and will become a way of life.

Our Emotions: This important area will need to be regularly revisited, throughout all year groups. It will be an area that is taught through classroom lessons, assemblies, circles times and will be embedded in school life. Children are introduced to and use the Zones of Regulation throughout the school. Following **Covid-19**, we very much see the emotional needs of our staff and children as a high priority.

The objectives are set out as questions and should be introduced in Year 1 and then revisited in Year 2. There are some objectives that are more suitable for Year 2, for example transition to KS2, and are listed separately. However, should these objectives be appropriate to deal with issues within Year 1 then they can also be introduced in Year 1.

Suggested lesson materials and teacher resources for each Sparkly Right and for Online Safety, Keeping Healthy through Hygiene and My Emotions, can be found within the PSHCE folder in the Teacher Shared File.

Key for Cornerstones
DM- Digital Media and Literacy PHW – Physical Health and Wellbeing RE – Relationship EHW- Emotional Health and Wellbeing ARTICLE – refers to the relevant UN Convention rights for the child

I have the right to learn (Autumn 1)
Baseline and end of half term assessment question: What will help me to learn at school?
<p>PHW- Why do we need rules in the classroom and in school?</p> <p>PHW- Why is it important that we make up our own rules?</p> <p>PHW- What could happen if rules were not followed?</p> <p>EHW- How does it feel to do the right/wrong thing?</p> <p>EHW- What are our classroom rights?</p> <p>EHW- What do we do at school that shows we can be responsible?</p> <p>EHW- How does it feel when responsibilities are not carried out?</p> <p>EHW- Describe how it feels when everyone works together?</p> <p>EHW- What do I like doing? Am I good at it? How do I know?</p> <p>EHW- How does it feel to be good at something?</p> <p>EHW- How do we get better at things we want to achieve?</p> <p>EHW- Who gives us support and encouragement at home or at school? How does it feel?</p> <p>EHW- When have we given others encouragement and support?</p> <p>EHW- Who helps me?</p> <p>ARTICLE 28,29</p>

I have the right to be different and to be me (Autumn 2)

Baseline and end of half term assessment question: How are we the same and different to others? Why is this a good thing?

RE- How am I different and similar to other people?

EHW- How are we different to others?

RE/EHW- How are we similar to others?

RE/EHW- In which ways are we all equal?

EHW- What is special about everybody?

EHW- What does it mean to say something is 'unique'?

EHW- In which ways are you all 'unique'?

EHW- Is every person unique?

RE- What are the correct words for external parts of the body?

Extensions into Year 2:

EHW- How can we show that we value and respect different lifestyles?

RE- What is a stereotype?

EHW- How do we recognise stereotypes and why do we need to challenge stereotypes?

EHW- What stereotypes do we regularly encounter on TV and the internet? How does the media, advertising and popular culture reinforce stereotypes?

EHW- Is it true only boys do some things and girls do others?

RE- What are the differences between boys and girls?

RE- What are the differences between boys' and girls' bodies?

ARTICLE 7, 14.

I have the right to have a voice and be heard (Spring 1)

Baseline and end of half term assessment question: How does my body tell me how I am feeling?

EHW- How does it feel in our bodies when we feel happy, sad, nervous, excited etc?

RE- Who can I talk to if I am unhappy or worried?

PHW- How can I ask for help if I am worried about something or someone?

RE- How does my body help me to know how I feel?

RE- How do I keep my body to myself?

RE- How else can we say 'no' to being touched?

EHW/RE- Who can we tell if we feel uncertain, uncomfortable or worried?

PHW- How do we feel when something is wrong and what can we do?

EHW- What could we say and do to attract the attention of an adult when we want to tell them something?

EHW- Do we keep promises or secrets if someone says so?

RE- What are the things we treasure and how do we look after them?

RE- How do we feel when things get lost or ruined?

Extensions into Year 2:

EHW- What sorts of things might people keep private?

RE- Should we keep everything private?

EHW- When should we tell someone else?

EHW- How can someone say 'no' if they are asked to keep a secret and they feel unsure about it?

EHW- What are the names of some of the emotions that may be felt in situations involving the loss of special possessions or people?

ARTICLE 12,13,14.

I have the right to be safe and healthy (Spring 2)

Baseline and end of half term assessment question: How can I stay safe?

PHW- Which things are safe, not so safe or dangerous?

PHW- Who are the people who keep us safe and what do they do?

PHW- How do these people keep us safe?

PHW- Who helps us to stay safe in different places (e.g. roads, bikes, traffic etc)?

PHW- What does it feel like to be safe/unsafe?

PHW- How do we know whom to ask for help?

PHW- What is an emergency/not an emergency?

PHW- When might someone dial 999?

PHW- What do we mean by well/unwell?

PHW- Who is able to give us medicine?

PHW- How do I decide when to take medicines?

PHW- How do I know what is safe/unsafe to put in my body?

PHW- What do we know about healthy eating and how it keeps our bodies healthy?

PHW- What does food do to our health?

PHW- What happens if we do not keep clean?

Extension into Year 2:

PHW-What sort of things other than foods, do people put in their bodies?

PHW-What are the safety rules for medicines? School rules?

PHW- Why do some people have to take medicine?

PHW- What is a drug?

PHW- What are some basic first aid procedures?

ARTICLE 16, 24, 25, 33,

I have the right to play and have fun (Summer 1)

Baseline and end of half term assessment question: How can I be a good friend?

RE- What makes a good friend?

EHW- What does a good friend look like?

RE- How do I like to be treated by my friends?

RE- How do I know how other people are feeling?

EHW- What do people look like when they feel happy, sad, nervous, excited etc?

RE- How do I affect how other people are feeling?

EHW- What behaviours show our friends how we feel about them?

PHW- When is something fair/unfair?

PHW- How do we choose what is right/wrong/fair/unfair?

PHW- How can we keep active to keep healthy?

PHW- What might happen if you are not physically healthy?

PHW- What does it mean to be healthy and active and what can we do to keep this way?
(in and out of school)

Extensions into Year 2

EHW- How can we get help when we are worried about teasing or bullying?

EHW- what are the differences between joking, hurtful teasing and bullying and how do they make people feel?

ARTICLE 31

I have the right to be part of our World (Summer 2)

Baseline and end of half term assessment question: Where do I belong? What does it mean to belong?

PE- Who are our special people?

RE- What makes them special to us?

EHW- What groups do we belong to? (friendships, places of worship, clubs etc)

RE- What relationships do I have in my life?

RE- What is appropriate behaviour in different relationships?

RE- How do people look after each other?

RE- Who looks after us?

RE- How can we look after each other?

RE- What does family mean to me?

RE- How do I like to be treated by people in my family?

Extensions into Year 2:

RE- How have I changed since I was a baby?

RE- How do I feel about growing up?

EHW- What changes might I or other children experience in their lives?

EHW- What changes can be positive and might be something to look forward to?

EHW- What emotions and changes are associated by change?

EHW- How do I feel when things change?

EHW- Is change a normal part of life? Does it happen to everyone?

EHW- What makes it hard to change even though we know it is right?

EHW- How do I feel about and manage new beginnings?

EHW- Who could I go to if I need help with change?

ARTICLE 5, 7, 15, 17

The following concepts are embedded into life at Brook Infants. These objectives are to form part of school life, assemblies, circles times and specific events and organised days, such as Online Safety Day.

Keeping Healthy through Hygiene

PHW-How can germs be passed from one person to another?

PHW- What can we do to stop germs and diseases from spreading?

PHW- When in the day so we have to think about keeping clean?

My Emotions

EHW- What are the different ways we can 'feel'?

EHW- What are feelings and how do we recognise them?

RE- What makes me happy?

EHW- How do feelings affect us and the way we behave?

EHW- How can we manage the feelings we are unsure of?

RE- What do we look like when we feel different ways?

RE- How can I cope with strong feelings?

RE- What can I do to help me feel differently?

EHW- Who makes choices about our behaviour?

RE- Who can help us?

EHW- What can we do about different feelings we have?

Online Safety

DML- What do you do online?

DML- What activities are classed as being online or on the internet?

DML- What information do you access online?

DML- Why is it important to keep personal information private?

DML- What information should not be share online? What type of information is safe to share online?

RE- Who and what can help us when we feel worried or unsafe?

DML- Where/who do I go to if I was affected by something someone said to me online?

DML- Why is it important to protect what others can see when they look at your profile?

DML- How do you ensure you safely search for information?

DML- When does spending time online become unhealthy and why?

DML- What would you do if you came across information that worried or upset you?

DML- How do I make sure I am safe when communicating with others online?

Extension into Year 2:

DML- How do you decide if you should post something about someone else online?

DML- How could negative actions make people feel?

DML- How do we consider the consequences of our online actions on ourselves and others?

DML- What are the different online platforms that I use to communicate with people?

DML- What are privacy settings? How do you use them? Where can I get help about how to use them on your devises and applications?

RE- How do we keep things private?

DML- What happens to the information I put online?

DML- Do people ever pretend to be someone online that they are not really?