PHSE Curriculum Map Cycle B

Y1/2 - Sparrows Class

	Autumn 1 - Me and My Relationships	Autumn 2 - Valuing Difference	Spring 1 - Keeping Myself Safe	Spring 2 - Rights & Responsibilities	Summer 1 - Being My Best	Summer 2 - Growing & Changing
Key objectives	• Children are able to: • tell you the difference between bullying and teasing and can give an example of each. • tell you some ways that they can help someone else who is being bullied, if this happens. • suggest rules that will help to keep us happy and friendly and what will help them keep to these rules. Can also tell you about some classroom rules we have made together. • give you lots of ideas about being what makes a good friend and also tell you how they try to be a good friend. • express feelings in a safe, controlled way most of the time.	• Children are able to: • say how they could help themselves if they were being left out. • tell you how to recognise if someone else is being left out, and can say some ways they could help them. • give a few examples of good listening skills and can explain why listening skills help to understand a different point of view. • use listening skills to help solve disagreements by showing that they have heard another person's point of view and then putting forward other ideas, or a compromise.	• Children are able to: • say the difference between a surprise or secret that is safe and one that is unsafe. • give some examples of safe and unsafe secrets and can think of safe people who can help if something feels wrong. • say examples of the touches I like and those I don't like. • give other examples of touches that are ok or not ok (even if they haven't happened to them) and I can identify a safe person to tell if they felt 'not OK' about something. • explain that medicines can be helpful or harmful, and say some examples of how they can be used safely.	• Children are able to: • Describe and record strategies for getting on with others in the classroom. • give examples of things that help them to be settled and calm in the classroom. • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment.	• Children are able to: • name different parts of the body that are *inside* them and help to turn food into energy. Know what they need to get energy. • explain how setting a goal or goals will help me to achieve what I want to be able to do. • Discuss the fact that people sometimes behave differently online, including by pretending to be someone they are not. • talk about the rules and principles for keeping safe online, including not giving personal information. Know to tell an adult if they see something online that upsets them.	• Children are able to: • tell you who helps us grow (people who look after us) and what things they can now do independently that they couldn't when they were younger. • give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). • give examples of how to give feedback to someone.