

Year 1 Term: Autumn 1 Subject: PSHCE (being me in my world)

Unit Title							
Curriculum objectives (From NC/ S&P Map)	Vocabulary – definitions (highlight tier 2 words)				Links across the curriculum		
	Previously Introduced		New				
<p>Understand and learn the PANTS rules</p> <ul style="list-style-type: none"> <li>• name body parts and know which parts should be private</li> <li>• know the difference between appropriate and inappropriate touch</li> <li>• understand that they have the right to say “no” to unwanted touch</li> <li>• start thinking about who they trust and who they can ask for help.</li> </ul> <p><u>Everyone’s Welcome</u> Understand that being different is ok</p> <p><u>Jigsaw</u> Explain why my class is a happy and safe place to learn.</p> <p>Give different examples where I or others make my class happy and safe.</p> <p>Understand that they are special that they are safe in their class</p> <p>Identify helpful behaviours to make the class a safe place</p> <p>Identify what it’s like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<b>word</b>	<i>definition</i>	<b>Proud</b>	feeling pleasure and satisfaction because you or people connected with you have done or got something good	In current Year: Subject - link		
	<b>Safe</b>	not in danger or likely to be harmed	<b>Consequences</b>	a result of a particular action or situation, often one that is bad or not convenient			•
	<b>Special</b>	not ordinary or usual	<b>Calm</b>	peaceful, quiet, and without worry			•
	<b>Belonging</b>	a feeling of being happy or comfortable as part of a particular group and having a good relationship with the other members of the group because they welcome you and accept you.	<b>disappointed</b>	unhappy because someone or something was not as good as you hoped or expected, or because something did not happen			•
	<b>Rights</b>	the basic rights that it is generally considered all people should have, such as justice and the freedom to say what you think	<b>illustration</b>	a picture in a book, magazine, etc. or the process of illustrating something			•
	<b>responsibilities</b>	something that it is your job or duty to deal with	<b>Rewards</b>	something given in exchange for good behaviour or good work, etc			•
	<b>Penis</b>	Boys’ genitals	<b>Vagina</b>	Girls’ genitals	Across other years: Year – subject - link		
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<b>Lesson Sequence</b>	<b>Key Knowledge</b> <i>(What do we want them to know by the end of the lesson)</i>	<b>How are they going to learn the knowledge?</b> <i>(Resources)</i>	<b>Vocabulary Introduced</b>	
Wk 1 PANTS	<ul style="list-style-type: none"> <li>• understand and learn the PANTS rules</li> <li>• name body parts and know which parts should be private</li> <li>• know the difference between appropriate and inappropriate touch</li> <li>• understand that they have the right to say “no” to unwanted touch</li> <li>start thinking about who they trust and who they can ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• NSPCC resources</li> <li>• PANTS worksheet</li> </ul>	Penis, Vagina	
Wk 2 Everyone’s Welcome Elmer by David Mckee	I know ways we are different/I know how to make my class welcoming	Everyone’s Welcome resource Lesson based around the book Elmer	Different, welcome	
Wk 3 Jigsaw piece 1 Special and safe	<ul style="list-style-type: none"> <li>• feel special and safe in my class</li> </ul>	<ul style="list-style-type: none"> <li>• I feel special and safe in my class</li> </ul>	Safe, special, calm	
Wk 4 Jigsaw piece 2 My class	<ul style="list-style-type: none"> <li>• Understand that their views are important</li> </ul>	<ul style="list-style-type: none"> <li>• understand the rights and responsibilities as a member of my class and know that I belong to my class</li> </ul>	Belonging, Special, Rights, Responsibilities	
Wk 5 Jigsaw piece 3 Rights and responsibilities	<ul style="list-style-type: none"> <li>• Understand that their choices have consequences</li> </ul>	<ul style="list-style-type: none"> <li>• understand the rights and responsibilities as a member of my class and know that I belong to my class</li> </ul>	Belonging, Special, Rights, Responsibilities	
Wk 6 Jigsaw piece 4 Rewards and feeling proud	<ul style="list-style-type: none"> <li>• Understand their own rights and responsibilities with their classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Understand their own rights and responsibilities with their classroom</li> </ul>	Rights and Responsibilities, Learning Charter, Rewards, Proud	
Wk 7 Jigsaw piece 5 Owning our learning charter	<ul style="list-style-type: none"> <li>• Understand their own rights and responsibilities with their classroom</li> </ul>	<ul style="list-style-type: none"> <li>• understand my rights and responsibilities within our Learning Charter, understand my choices in following the Learning Charter</li> </ul>	Rights, Responsibilities, Learning Charter, Illustration, Rewards, consequences	

Themes and links

<b>Themes / strands / concepts related to the subject</b>	<b>Where these are covered</b>


	<b>Links Across the (Subject) curriculum</b>
<b>EYFS</b>	
<b>Y1</b>	
<b>Y2</b>	
<b>Y3</b>	
<b>Y4</b>	
<b>Y5</b>	
<b>Y6</b>	