



PSHE Learning Sequence Document – Year 1/2 – year A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Relationships	Relationships	Living in the wider world	Health and wellbeing	Health and wellbeing	Health and wellbeing
Enquiry Questions:	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognise our feelings?
Learning outcomes:	Friendships	Managing hurtful behaviour and bullying.	Economic wellbeing: aspirations, work and career.	Keeping safe.	Healthy lifestyles (physical wellbeing)	Mental health
PSHE programme of study focus:	R6, R7, R8, R9, R25	R10, R11, R12, R16, R17, R21, R22, R24, R25	L15, L16, L17, L7, L8	H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	H1, H2, H3, H4, H8, H9	H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27
Prior learning:	At Blackwater we use the PSHE association plan. This is a spiral program. Lessons form a spiral curriculum through the primary years, the half-termly unit themes are revisited every year and lesson plans are sequenced in a similar way for each year group, with similar themes and age-appropriate learning opportunities across each year.					
Sequence of learning:	<ol style="list-style-type: none"> How to make friends with others. How to recognise when they feel lonely and what they could do about it. How people behave when they are being friendly and what makes a good friend. How to resolve arguments that can occur in friendships. How to ask for help if a friendship is making them unhappy. 	<ol style="list-style-type: none"> How words and actions can affect how people feel. How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. Why name calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. How to respond if this happens in different situations. How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so. 	<ol style="list-style-type: none"> How jobs help people earn money to pay for things they need and want. About a range of different jobs, including those done by people they know or people who work in their community. How people have different strengths and interests that enable them to do different jobs. How people use the internet and digital devices in their jobs and everyday life. 	<ol style="list-style-type: none"> How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets How not everything they see online is true or trustworthy and that people can pretend to be someone they are not How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<ol style="list-style-type: none"> That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest That eating and drinking too much sugar can affect their health, including dental health How to be physically active and how much rest and sleep they should have everyday That there are different ways to learn and play; how to know when to take a break from screen-time How sunshine helps bodies to grow and how to keep safe and well in the sun. 	<ol style="list-style-type: none"> How to recognise, name and describe a range of feelings What helps them to feel good, or better if not feeling good How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) How feelings can affect people in their bodies and their behaviour Ways to manage big feelings and the importance of sharing their feelings with someone they trust How to recognise when they might need help with feelings and how to ask for help when they need it
End Point:	Children understand the features of a healthy, positive friendship.	Children can describe features of bullying, including online.	Children can name a range of different jobs that people do and why people work.	Children can explain ways they can keep themselves safe, including online.	Children know what they can do to keep their body healthy.	Children know some ways they can look after their mental health.
Vocabulary	Kindness, sharing, caring, helping trust	Unkind, hurt, friends, help, safe	Job, money, work, shop, career	Rules, responsibilities, safe, unsafe, secret	Exercise, sleep, water, hygiene, fruit	mental health, change, loss, bereavement, trust

Online safety is taught as part of this programme of study and additionally throughout KS2 using the Natterhub programme.