



## PSHE Learning Sequence Document – Year 1/2 – year B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Relationships	Relationships	Health and wellbeing	Living in the wider world	Health and wellbeing	Living in the wider world
Enquiry Questions:	What is the same and what is different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Learning outcomes:	Respecting ourselves and others.	Families and close positive relationships.	How medicines and hygiene help us to stay healthy.	Economic wellbeing.	About people who help us to stay physically healthy.	Shared responsibilities and communities.
PSHE programme of study focus:	H21, H22, H23, H25, R13, R23, L6, L14	L4, R1, R2, R3, R4, R5	H1, H5, H6, H7, H10, H37	L10, L11, L12, L13	H33, H35, H36, R15, R20, L5	H26, H27, R21, R22, R24, R25, L2, L3
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"> <li>1.What they like/dislike and are good at</li> <li>2.What makes them special and how everyone has different strengths</li> <li>3.How their personal features or qualities are unique to them</li> <li>4.How they are similar or different to others, and what they have in common</li> <li>5.To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ol>	<ol style="list-style-type: none"> <li>1.That family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>2.About the different people in their family / those that love and care for them</li> <li>3.What their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>4.How families are all different but share common features – what is the same and different about them</li> <li>5.About different features of family life, including what families do/ enjoy together</li> <li>6.That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ol>	<ol style="list-style-type: none"> <li>1.What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>2.That things people put into or onto their bodies can affect how they feel</li> <li>3.How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>4.Why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>5.What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ol>	<ol style="list-style-type: none"> <li>1.What money is - that money comes in different forms</li> <li>2.How money is obtained (e.g. earned, won, borrowed, presents)</li> <li>3.How people make choices about what to do with money, including spending and saving</li> <li>4.The difference between needs and wants - that people may not always be able to have the things they want</li> <li>5.How to keep money safe and the different ways of doing this</li> </ol>	<ol style="list-style-type: none"> <li>1.That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>2.Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>3.How to respond safely to adults they don't know</li> <li>4.What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>5.How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ol>	<ol style="list-style-type: none"> <li>1.How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>2.The responsibilities they have in and out of the classroom</li> <li>3.How people and animals need to be looked after and cared for</li> <li>4.What can harm the local and global environment; how they and others can help care for it</li> <li>5.How people grow and change and how people's needs change as they grow from young to old</li> <li>6.How to manage change when moving to a new class/year group</li> </ol>
End Point:	Children can identify the features of a safe and unsafe relationship.	Children show understanding of the roles difference people play in our lives.	Children take on some responsibility for things they can do to stay healthy. They know ways health care professionals help them to stay healthy.	Children are able to explain how money can be used and how to keep it safe.	Children can say who would be able to help them or someone else in need, and the ways in which they can help.	Children are aware that they have responsibilities to look after people and the environment.
Vocabulary	Difference, unique, penis, vulva, consent	family, support, love, care, trust	health, hygiene, germ, vaccination, immunisation	money, loan, borrow, finances, economy	Accident, emergency, risk, hazard, danger	Environment, grow, change, transition, local, global

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