**PSHE/C Curriculum – Year 1 Autumn Term 2**

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| **Theme: Myself and My Relationships - Family and Friends** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To describe what a good friend is and how it feels to be friends (CF)  2. To develop strategies for choosing, making and developing friendships (CF)  and  To explore some positive ways to peacefully solve friendship problems (CF)  3. To explore concepts of personal space and boundaries and how to express their wishes assertively (BS)  4. To understand why families are important for children as they grow up and how people in families care for each other (FP)  and  To identify special people outside their family, consider why they are special and how they offer support (CF)  5. No Outsiders – Want to Play Trucks? | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Families and People who care for me (FP)  • that families are important for children growing up because they can give love, security and stability.  • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and  other family members, the importance of spending time together and sharing each other’s lives.  Caring Friendships (CF)  • how important friendships are in making us feel happy and secure,  and how people choose and make friends.  • the characteristics of friendships, including mutual respect,  truthfulness, trustworthiness, loyalty, trust, sharing interests and  experiences and support with problems and difficulties.  • that healthy friendships are positive and welcoming towards others,  and do not make others feel lonely or excluded.  • that most friendships have ups and downs, and that these can  often be worked through so that the friendship is repaired or even  strengthened, and that resorting to violence is never right.  • how to recognise who to trust and who not to trust, how to judge  when a friendship is making them feel unhappy or uncomfortable,  how to manage these situations and how to seek help or advice from  others, if needed.  Being Safe (BS)  • what sorts of boundaries are appropriate in friendships with peers  and others (including in a digital context). | |
| friendships | being friends with someone | personal space | the comfortable distance from another between you and another person that you are talking to or stood next to | |
| reactions | a feeling or an action that is a direct result of something else | compliment | a remark or action that expresses approval, admiration or respect | |
| friendliness | behaving in a kind way towards others | positive | full of hope and confidence, or giving cause for hope and confidence | |
| eye contact | the situation in which two people look at each other’s eyes at the same time | peaceful | quiet and calm | |
| body language | the movements or positions of your body that show other people how you are feeling, without using words | calm | peaceful, quiet and without worry | |
| assertive | being confident and not frightened to say what you want or believe in | boundaries | the limit of what someone considers to be acceptable behaviour | |
| strategies | planning a way of doing something or dealing with something | comfortable | happy and relaxed | |
| **Prior Learning (EYFS)**  In EYFS, the children learnt about different family groupings; what they enjoy doing together and how they show that they care for each other. Children learnt that family set ups may be different, but the common factor is that they all love and care about each other. They learnt about friendship and what it means to be a good friend. They explored a range of communication and social skills which are necessary for effective relationships and for making friends. They explored reasons why friends may sometimes fall out and looked at ways to manage uncomfortable feelings. They began  to learn simple methods for resolving conflict. They learnt to recognise common forms of unkindness and developed some strategies for dealing with these. They developed their ability to value and empathise with others by examining hurtful behaviour and thinking about how this may affect others. | | | | **Future Knowledge (Year 2)**  In Year 2, children will develop their understanding of their own emotions and those of others. They will identify a basic range of emotions, developing a language to describe them, and consider what prompts different feelings in themselves and others. They will explore how those  emotions affect how we think, feel and behave, including impulsive and considered behaviours. In order to enable them to develop positive self-esteem, they will identify what is special about themselves, including their skills as well as their character. They will consider ways to deal with different emotions, including being assertive, and using strategies to calm down and relax. They will revisit their personal networks, identifying those they can talk to about their  feelings. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. Can I describe what a good friend is and does and how it feels to be friends? (CF) | * Able to give an example of things friends might do together * Say why friends are important * Explain how I feel when I am with my friends. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What skills do I need to choose, make and develop friendships? (CF) 3.1 – 3.8  and  How can I try to mend friendships if they have become difficult? (CF) | * Describe what I would look for in a friend * Describe feelings involved in meeting new people and making friends * Explain some strategies I could use for making new friends. * Understand that people don’t always see things in the same way * Able to give examples of some ways to calm down. | | | | |
| 3. What is my personal space and how do I talk to people about it? (BS) | * Understand that sometimes people don’t like to be touched * Able to use some simple phrases to say when they don’t want to be touched. | | | | |
| 4. Who is in my family and how do we care for each other? (FP) and  Who are my special people, why are they special and how do they support me? (CF) | * Identify different people and relationships within my family. * Able to give examples of how people outside their family are special to them and care for them. | | | | |
| **No Outsiders**  5. Want to Play Trucks? – To find ways to play together | * I know we might like different things * I can find ways you can join in with my game * I can make sure no one is left out | | | | |