**PSHE/C Curriculum – Year 1 - Spring Term 1**

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| **Theme: Citizenship: Diversity and Communities** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To begin to understand that perceptions of gender may limit personal expression and choice. (RR)  2. -To express their family’s structure, traditions, culture and beliefs and recognise that other families are different. (FP)  and  -To understand how people might be affected by stereotypes. (RR)  3. To understand what ‘my community’ means and the benefits of belonging to community groups. (MW)  4. To know how to care for animals and plants in their own environment.  5. No Outsiders – Hair is a Family Affair – I am proud to be me | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Families and people who care for me (FP)  • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also  characterised by love and care for them.  Respectful Relationships (RR)  • that in school and in wider society they can expect to be treated with  respect by others, and that in turn they should show due respect to others, including those in positions of authority.  • practical steps they can take in a range of different contexts to  improve or support respectful relationships.  • the importance of respecting others, even when they are very  different from them (for example, physically, in character, personality  or backgrounds), or make different choices or have different  preferences or beliefs.  • what a stereotype is, and how stereotypes can be unfair, negative or destructive.  Health Education:  Mental Wellbeing (MW)  • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | |
| personal expression | expressing your own thoughts and feelings | homes | places where people live  \**a home is not always a house – it might be a flat, a chalet etc.* | |
| limit | setting a point or line beyond which something cannot or is not permitted to go - to control something so that it is not greater than a particular amount | community | the people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality | |
| perceptions | a belief or opinion, often held by many people and based on how things seem | worship | to love, honour, respect, and admire someone or something very much | |
| gender | being male or female (a boy or a girl) | ambitions | a strong desire to do or achieve something - desire and determination to achieve success | |
| culture | the way of life, especially the general customs and beliefs, of a particular group of people | stereotype | an often unfair and untrue belief that many people have about all people or things with a particular characteristic | |
| wild | living in a state of nature and not under human control and care - living independently of humans; not domesticated or tame | proud | very happy and pleased because of something you have done | |
| domesticated | to bring animals or plants under human control in order to provide food, power, or company | family | a group of people who are related to each other, such as a mother, a father, and their children | |
| **Prior Learning (EYFS)**  In EYFS, the children explored why they are special and what makes their own individual identity. They verbalised similarities and differences between themselves and other children in the class. They explored diversity in terms of gender, ethnicity, language, religion, culture, different family groupings, special educational needs and disability. They learnt about some of the similarities and differences between families  including the different people in families and where families live. They explored what is special about different families’ lifestyles including how a family’s cultural background, their traditions or beliefs can form an important part of their life, and ways in which this might be celebrated. They considered ways that they can affect the needs and feelings of other people and learnt that everyone has the right to be valued and treated fairly and equally whatever their cultural background or choice of lifestyle. | | | | **Future Knowledge (Year 2)**  In year 2, children will develop their lifelong skills in communication and working with others. They will identify and value their own strengths, gifts and talents and understand how these, along with others’ skills and strengths can contribute to the success of a group task. Children  will be introduced to the idea that they will continue to learn throughout their lives. They will be given the opportunity to plan for and learn a new skill, breaking their learning down into small steps and recognising the feelings and challenges they may encounter throughout the process. Through discussion and practice, children will develop their communication and group work skills, such as listening, turn taking, negotiation and co-operation. They will then have the opportunity to carry out one or more group tasks, applying the skills they have learnt and use their understanding of their own strengths and skills to contribute to the process. After each task, they will be given tools to evaluate how their group worked together at the  process of completing the task as well as the final results. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. Do all boys and all girls like the same things? (RR) 2.1 – 2.5 | * Describe games or toys that I like * Understand that both boys and girls may enjoy the same activities * Recognise that people sometimes have limited views of what boys and girls like * Understand that men and women do a range of jobs | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What is my family like and how are other families different? (FP)  and  What is a stereotype, and can I give some examples? (RR) | * Share with others some of what my family and I do at home * Understand what other children do at home that is different * Know about some different places of worship that people visit * Identify some stereotypes about people who do different jobs * Explain how stereotypes about jobs might affect ambitions | | | | |
| 3. What does ‘my community’ mean and how does it feel to be part of it? (MW) 7.1 – 7.6 | * Know where different people go in my community for different purposes * Share with other children some information about my home * Understand the range of types of homes people may live in | | | | |
| 4. How do we care for animals and plants? 9.1 – 9.5 | * Able to name a range of animals and plants, and know whether they are wild or domesticated * Know what some animals need in order to be healthy and happy * Know how to look after plants in my environment. | | | | |
| **No Outsiders**  5. Hair is a Family Affair – I am proud to be me | * I know what proud means * I know we are all different * I know I am different * I know how I am different * I like the way I am | | | | |