**PSHE/C Curriculum – Year 1 Summer Term 1**

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| **Theme: Healthy and Safer Lifestyles: Personal Safety** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To know what I could do if a friend or someone in my family isn’t kind to me (BS)  2. To be able to identify private body parts (BS) (Bodily Autonomy), to know that my body belongs to me and to be able to say ‘No’ to unwanted touch (BS)  3. To know what I could do if I feel worried about a secret (BS)  4. To know what I could do if something worries or upsets me when I am online (BS)  5. No Outsiders – My World, Your World | | **Keyword** | **Definition** | **Keyword** | **Definition** | | NC Science – to identify, name, draw and label the basic parts of the human body and say which part  of the body is associated with each sense. | |
| male | a boy or a man | female | a girl or a lady | |
| kind | being caring and gentle (thinking of others) | penis, testicles | male private parts - males have a tube called a penis that they wee from and dangly bits called testicles/testes | |
| unkind | being mean and unfriendly (not thinking of others) | vagina/vulva | female private parts - females have an area called a vulva, with a special hole in the middle and another hole at the front they wee from  \*vulva refers to the outside area whilst vagina refers to the inside | |
| network of support | close people around you that can help you if you’re feeling sad, worried or upset | scientific | using the correct and real names that a doctor or nurse would use | |
| respect | thinking about how another person might feel – and feeling proud | private/privacy | personal and belonging to you and being on your own without other people around you | |
| Early Warning Signs | feelings that our bodies give us when we know something isn’t right and we’re starting to feel worried or scared (e.g., wobbly legs or a funny feeling in your tummy) | permission | giving approval or consent – asking first and checking that it’s ok with another person before you do something | |
| **Prior Learning (EYFS)**  In EYFS, the children looked at developing a strategy to keep safe if they were to become lost, practised using an assertive voice and assertive body language to say ‘no’, identified how and when to talk to a trusted adult if they are worried about something and explored how medicines can help them. | | | | **Future Knowledge (Year 2)**  In Year 2, the children will explore Healthy and Safer Lifestyles: Managing Safety and Risk. They will explore what risky situations are and how they might make them feel. They will practise learning their full name address and telephone number and learn when and how to give these in an emergency situation. They will look at what an ‘emergency’ is and who can help them and they will look at how they can help stop simple accidents from happening and how they can help if there is an accident. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1.What could I do if a friend or someone in my family isn’t kind to me? (9.1 and 9.2) | * Gain a deeper understanding of the emotion ‘worried’ and how it feels to be ‘worried’ * Recognise how being ‘worried’ might make you feel inside your body (*e.g.-funny feeling in your tummy or wobbly legs etc*). * Know the steps to take if a friend or family member isn’t being kind – identify how to ask for help from a trusted adult in your ‘network of support’ * Understand that sharing worries with a trusted adult can help you to feel safer and happier. * Know that everyone has things that they are worried about some of the time. * Understand the importance to share a worry if it’s making you feel uncomfortable. * Know that sharing a worry with a trusted adult from your ‘network of support’ can help you. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2.Can I identify private body parts and say ‘no’ to unwanted touch? (Section D - Bodily Autonomy 6.1 – 6.4 then followed by 7.1 – 7.3.  Afterwards, 7.5 to be completed as a plenary to check knowledge and understanding. | * Understand where ‘private parts’ are located on the body (*underneath pants and vests*) * Know that ‘private parts’ are private * Recognise unsafe and unwanted touch - Understand that sometimes other people might see their ‘private parts’ *e.g. a doctor or nurse if they are ill, a parent helping them to get dressed, Grandpa helping them in the bath’.* However, if anything   ever makes you feel uncomfortable or feel your ‘Early Warning Signs’ in relation to their private parts, they should tell someone in their Network of Support.   * Know that your body belongs to you * NSPCC PANTS – know that your pants cover your private parts, and that if anyone tries to touch the area inside your pants, tell them ‘No’ and tell someone you trust, i.e. an adult from your Network of Support. * Name scientific words for parts of the body (including; penis, testicles, vagina/vulva) * Understand that different words are sometimes used to name private parts of the body – but that the scientific ‘doctor’ words for private parts are; ‘penis, testicles, vagina/vulva’. * Identify the differences and similarities between male and female bodies. * Know that everyone’s body belongs to them and everyone has a choice about what they do with their body. * Understand that all bodies are amazing and that body parts help us complete tasks, activities and hobbies (*legs for swimming/running/playing football/trampolining, arms for cartwheeling/swimming/climbing, hands for painting/writing stories/playing a musical instrument, voice for singing/storytelling, brain for making up imaginary games/solving problems*). * Understand the need to ask first and respect other people’s wishes with physical contact e.g. hugging, tickling, kissing, hand holding. * Know that ‘no’ means no - and saying ‘no’ to an unwanted touch is your choice using ‘My Body, My Choice’ rule. * Recognise the need to ask first, so that people are given the the opportunity to make their own choices about their own body. * Understand the importance of asking permission before sharing photos or videos of someone else. * Know how to ask a trusted adult for help if you are feeling worried * Recognise the need to ask first before sharing photos or videos of others to give everyone the chance to make their choice about their own body. * Know that if anyone tries to touch your private parts, you should talk to an adult you trust. you shouldn’t be asked to keep a secret about your body or your private parts. * Understand ‘Nobody can touch our bodies, including our private parts without good reason.’ – e.g. a doctor or nurse if they are ill etc. * Recognise ‘privacy’ changes as we get older (*e.g. In the story, Emma likes running around with no clothes on, whilst Ben understands you need to be dressed to go out to the shop*). * Know that if anyone ever touches a child’s private parts it is never the child’s fault, and that if they are ever feeling worried they can talk with someone from their Network of Support. | | | | |
| 3. What could I do if I feel worried about a secret? | * Understand the value of friendship – to know that ‘*Friendship is a very special thing...but one of the things that makes it so special is the more you share, the more you have*,’ and that friendships with others are ‘*a secret worth sharing*.’ * Know that “*We don’t have to keep secrets about our bodies or private parts...Secrets can be about surprises and presents*.” * Understand the difference between ‘safe secrets’ and ‘unsafe secrets’ (*e.g. keeping a birthday present or a surprise party a secret vs. someone playing a game on their tablet when they get a message from someone they don’t know. The message said ‘This is our secret’).* * Know that if they are experiencing their Early Warning Signs in relation to a secret or surprise, they can talk with an adult from their Network of Support. | | | | |
| 4. What could I do if something worries or upsets me when I am online? (followed by Section G on Processing the Learning) | * NCA CEOP (National Crime Agency, Child Exploitation and Online Protection) episode – recognise that it’s fun to play games online with friends. However, it is important that you know who you are talking to online and that it is ok to say ‘No’ to someone if you are feeling unsure. Know that it’s important to talk to a trusted adult if you are asked to keep a secret about something that happens online. * Understand the importance to talk to an adult from your network of support if you feel that your Early Warning Signs are making you feel worried, scared or sad. * Know that when we are playing games online we can’t always see the person we are playing with. People online may not be who we expect them to be as other people might be tricking us and pretending to be someone else. | | | | |
| **No Outsiders**  5. Additional Learning – My World, Your World | * Know that we are all different * Understand that we share the world with lots of different people. | | | | |