



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Personal, Social and Health Education Year 1**

	<b>Autumn 1 Being me in my world</b>	<b>Autumn 2 Celebrating Difference</b>	<b>Spring 1 Dreams and Goals</b>	<b>Spring 2 Healthy Me</b>	<b>Summer 1 Relationships</b>	<b>Summer 2 Changing Me</b>
<b>Content</b> Declarative Knowledge 'I know'	<ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of a member of a class</li> <li>• Understand that their views are important</li> <li>• Understand that their choices have consequences</li> <li>• Understand their own rights and responsibilities with their classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Know that people have differences and similarities</li> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know skills to make friendships</li> <li>• Know that people are unique and that it is OK to be different</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to set simple goals</li> <li>• Know how to achieve a goal</li> <li>• Know how to work well with a partner</li> <li>• Know that tackling a challenge can stretch their learning</li> <li>• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>• Know when a goal has been achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy</li> <li>• Know some ways to keep healthy</li> <li>• Know how to make healthy lifestyle choices</li> <li>• Know how to keep themselves clean and healthy</li> <li>• Know that germs cause disease / illness</li> <li>• Know that all household products, including medicines, can be harmful if not used properly</li> <li>• Know that medicines can help them if they feel poorly</li> <li>• Know how to keep safe when crossing the road</li> <li>• Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that there are lots of different types of families</li> <li>• Know that families are founded on belonging, love and care</li> <li>• Know how to make a friend</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know that physical contact can be used as a greeting</li> <li>• Know about the different people in the school community and how they help</li> <li>• Know who to ask for help in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> </ul>

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<b>Skills</b> Procedural Knowledge 'I know how to'	<ul style="list-style-type: none"> <li>• Understanding that they are special</li> <li>• Understand that they are safe in their class</li> <li>• Identifying helpful behaviours to make the class a safe place</li> <li>• Identify what it's like to feel proud of an achievement</li> <li>• Recognise feelings associated with positive and negative consequences</li> <li>• Understand that they have choices</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise ways in which they are the same as their friends and ways they are different</li> <li>• Identify what is bullying and what isn't</li> <li>• Understand how being bullied might feel</li> <li>• Know ways to help a person who is being bullied</li> <li>• Identify emotions associated with making a new friend</li> <li>• Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise things that they do well</li> <li>• Explain how they learn best</li> <li>• Celebrate an achievement with a friend</li> <li>• Recognise their own feelings when faced with a challenge</li> <li>• Recognise their own feelings when they are faced with an obstacle</li> <li>• Recognise how they feel when they overcome an obstacle</li> <li>• Can store feelings of success so that they can be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Feel good about themselves when they make healthy choices</li> <li>• Realise that they are special</li> <li>• Keep themselves safe</li> <li>• Recognise ways to look after themselves if they feel poorly</li> <li>• Recognise when they feel frightened and know how to ask for help</li> <li>• Recognise how being healthy helps them to feel happy</li> </ul>	<ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> <li>• Can show skills of friendship</li> <li>• Can identify forms of physical contact they prefer</li> <li>• Can say no when they receive a touch they don't like</li> <li>• Can praise themselves and others</li> <li>• Can recognise some of their personal qualities</li> <li>• Can say why they appreciate a special relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and accepts that change is a natural part of getting older</li> <li>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>• Can express why they enjoy learning</li> <li>• Can suggest ways to manage change e.g. moving to a new class</li> </ul>
<b>Vocabulary</b>	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>• What do you do in class to help other children?</li> <li>• What do you do to help your teacher?</li> <li>• What does it feel like to be safe?</li> <li>• Can you tell me something you were really proud of? How did it make you feel 'inside'?</li> <li>• What sort of things does your teacher say or do when they are pleased?</li> <li>• What choices can you make to be helpful and kind in school and at home?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you say how you are different from a friend?</li> <li>• Can you say how you are the same as a friend?</li> <li>• What can you do to make a friend?</li> <li>• How can you tell when someone is feeling sad, angry or upset?</li> <li>• If someone is making you feel sad or upset what can you do about it?</li> </ul>	<ul style="list-style-type: none"> <li>• What goals have you set at school?</li> <li>• What goal would you like to set for home?</li> <li>• What do you need to do achieve your goal?</li> <li>• How do you feel when something is difficult?</li> <li>• How do you feel when you have achieved a goal?</li> <li>• How can we celebrate your achievements together?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you give me an example of a healthy / unhealthy choice?</li> <li>• How do you feel when you make a healthy choice?</li> <li>• Can you tell me something that is special about you?</li> <li>• Can I tell you something I think is special about you?</li> <li>• What can you do when you feel poorly?</li> <li>• Can you talk about a time when you felt frightened?</li> <li>• Who can you ask for help when you feel frightened?</li> </ul>	<ul style="list-style-type: none"> <li>• Who is in our family? Do any of your friends have a family that is different?</li> <li>• What does 'being a good friend' mean?</li> <li>• Who are you good friends?</li> <li>• Who do you / don't you hug?</li> <li>• Who can you ask for help at school? (In the class, in the playground, in the hall)</li> </ul>	<ul style="list-style-type: none"> <li>• What is a life cycle?</li> <li>• How will you change as you grow up?</li> <li>• Who is the tallest / smallest in your class?</li> <li>• Which parts of your body are private?</li> <li>• Who is allowed to see your private body parts?</li> <li>• What should you do if you don't like the way someone is touching you?</li> <li>• Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>• What is the best part about being your age?</li> </ul>
<p><b>Assessment</b></p>	<p>I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.</p>

					behaviours that I don't like.	
<b>Cross Curricular Links/Character Education</b>	Our Scheme of Work Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. SMSC opportunities have been mapped across all lessons as shown <a href="#">here</a> . The British values have also been mapped across lessons and can be found <a href="#">here</a> .					