

Year 1 – PSHCE Curriculum Planning Matrix

Focus: Healthy Lifestyles

Intended Outcome: To develop pupils' knowledge and understanding of factors which contribute to a healthy lifestyle



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Healthy Eating	<p>Discuss:</p> <ul style="list-style-type: none"> • Why do I eat? Food for energy and growth • Energy for physical activity • Favourite foods and words to describe favourite foods • Food tasting e.g. sweet/sour, chewy, melting, fresh/frozen, processed. • Tasting unusual foods • Sorting food, differences and similarities e.g. fruit/ vegetable/ cereals/ meat. • Discuss sources of food e.g. milk • Planting seeds 	<ul style="list-style-type: none"> • To develop an understanding of why the body needs different types of food • To recognise what foods pupils like and dislike and why. • To extend the range of food with which the children are familiar. • To develop an understanding of different sources of food e.g. farm produce 	<p>1a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>1b) To share their opinions on things that matter to them and explain their views.</p> <p>2a) To take part in discussions with one other person and the whole class.</p> <p>2c) To recognise choices they can make, and recognise the difference between right and wrong</p> <p>3a) How to make simple choices that improve their health and well being.</p> <p>4b) To listen to other people, and play and work cooperatively.</p> <p>5c) Take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as "where our food and raw materials for industry come from")</p> <p>5d) Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly).</p>	<p>1a) Feel confident in themselves.</p> <p>1d) Difference is to be celebrated.</p> <p>2i) Caring for myself (hygiene, sleep, exercise).</p> <p>2r) Clearly stating likes, dislikes, preferences and making clear statements about these.</p> <p>2s) Weighing up a situation – thinking about the for and the against arguments and making a decision.</p> <p>3g) The beginning of life and growth – me, animals, plants.</p>	<p>1b) Basic information about how the body works and ways of looking after the body.</p> <p>2d) Developing decision-making skills.</p> <p>2e) Developing communication and social skills.</p>	<p>2.1b) That animal, including humans, move, feed, grow, use their senses and reproduce.</p> <p>2.2b) That humans and other animals need food and water to stay alive.</p> <p>2.2c) That taking exercise and eating the right amounts and types of food help humans to keep healthy.</p> <p>3.1a) Use their senses to explore and recognise the similarities and differences between materials.</p> <p>3.1b) Sort object into groups on the basis of simple material properties (for example roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or nonmagnetic).</p> <p>3.2b) Explore and describe the way some everyday materials (for example water, chocolate, bread, clay) change when they are heated or cooled.</p>	<p>Art</p> <ul style="list-style-type: none"> • Observational drawings of food <p>Mathematics</p> <ul style="list-style-type: none"> • Class graphs of favourite foods • Sorting activities. • Simple venn diagrams of food sorting activity <p>English/ Literacy</p> <ul style="list-style-type: none"> • Range of food stories and poems <p>Design and Technology</p> <ul style="list-style-type: none"> • Food as a material <p>Environmental studies</p> <ul style="list-style-type: none"> • Geography, where food is grown. <p>RE</p> <ul style="list-style-type: none"> • Cultural foods and festival 	<p>School nurse</p> <p>Local supermarket/ Greengrocer</p> <p>Farm trip</p>

School Resources: Insert text here if applicable.

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School Resources:

<p>Personal Hygiene</p>	<ul style="list-style-type: none"> • Introducing germs (develop early years work) • How germs are spread and how they can get into the body • Importance of everyday routines e.g. <ul style="list-style-type: none"> • <i>Brushing teeth</i> • <i>Washing hands</i> • <i>Combing hair</i> • Toilet rules 	<ul style="list-style-type: none"> • To develop an awareness of the need to keep clean. • To encourage good personal hygiene habits. • To develop awareness of the need for rules in different contexts • To develop an understanding that germs can cause diseases. 	<p>3a) How to make simple choices that improve their health and well being.</p> <p>3b) To maintain personal hygiene.</p> <p>3c) How some diseases spread and can be controlled.</p> <p>4a) To recognise how their behaviour affects other people.</p> <p>5a) Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)</p>	<p>1a) Feel confident in themselves.</p> <p>2g) Keeping safe.</p> <p>2i) Caring for myself (hygiene, sleep, exercise).</p> <p>3p) People who help and care for self.</p>	<p>1b) Basic information about how the body works and ways of looking after the body.</p> <p>2b) Following simple safety instructions.</p> <p>2d) Developing decision-making skills.</p> <p>3a) Valuing one's body and recognising its uniqueness.</p>	<p>1.2e) Follow simple instructions to control the risks to themselves and to others.</p>	<p>English/ Literacy</p> <ul style="list-style-type: none"> • Poetry rhyming words e.g. Sneezes, diseases • Spelling patterns Cough, tough <p>History</p> <ul style="list-style-type: none"> • Washing clothes before the advance of technology e.g. washboard and mangles 	<p>School Nurse Dentist</p>
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Insert text here if applicable.

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School Resources:

<p>Keeping Safe</p>	<p>Discuss</p> <ul style="list-style-type: none"> • Who gives you medicine and why? (e.g. school nurses, doctors for healing) • Whose medicine is it? And how do we know? (Labels) • Doctor's prescriptions showing instructions of how much to take and when. • Dangers of medicines • Discuss and develop school rules related to medicines including inhalers • Alternatives to medicine • Safe storage of medicines • The kitchen cupboard • Safe storage of bleach, cleaning products and aerosols 	<ul style="list-style-type: none"> • To develop awareness of the benefits of medicine if used correctly • To highlight the dangers and risks of putting unknown substances or other people's medicines into the body. 	<p>2a) To take part in discussions with one other person and the whole class</p> <p>2c) To recognise choices they can make, and recognise the difference between right and wrong.</p> <p>2d) To agree and follow rules for their group and classroom, and understand how rules help them.</p> <p>3a) How to make simple choices that improve their health and well being.</p> <p>3f) That all household products, including medicines, can be harmful if misused.</p> <p>3g) Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p> <p>4d) That family and friends should care for each other</p> <p>5a) Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)</p> <p>5h) Ask for help (for example, from family and friends, midday supervisors, older pupils, the police)</p>	<p>2s) Weighing up a situation – thinking about the for and the against arguments and making a decision.</p> <p>3b) What other people do for me and what I do for them</p> <p>3p) People who help and care for self.</p>	<p>1a) School rules relating to medicines.</p> <p>1b) Basic information about how the body works and ways of looking after the body.</p> <p>1c) The role of medicines (both prescribed and over-the counter) in promoting health and the reasons people use them.</p> <p>1d) Understanding that all drugs can be harmful if not used properly.</p> <p>1e) Consideration of other safety issues such as sharp or dangerous objects. Simple safety rules about medicines and other substances used in the home, including solvents.</p> <p>1g) People who are involved with medicines (such as health professionals, pharmacists, shopkeepers).</p> <p>2b) Following simple safety instructions.</p> <p>2c) When and how to get help from adults.</p> <p>2d) Developing decision-making skills.</p> <p>2e) Developing communication and social skills.</p> <p>3b) Attitudes towards medicines, health professionals and hospitals</p>	<p>2.2d) About the role of drugs as medicines</p>	<p>Music</p> <ul style="list-style-type: none"> • Miss Polly • Songs and rhymes <p>Numeracy</p> <ul style="list-style-type: none"> • Time • Quantities <p>DT</p> <ul style="list-style-type: none"> • Warning signs • Posters • Labels <p>Geography</p> <ul style="list-style-type: none"> • Identifying safety signs in the local environment <p>Literacy</p> <ul style="list-style-type: none"> • Read medicine labels • Follow simple instructions 	<p>School Nurse</p> <p>Pharmacist</p> <p>Life Education Centre</p> <p>Local pharmacy/hospital</p>
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Insert text here if applicable.

Year 1 – PSHCE Curriculum Planning Matrix

Focus: Myself & Others

Intended Outcomes: Development of children’s understanding about relationships in families
 Development of children’s understanding of the ways friends & members of families can support one another since birth



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
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School Resources:

My Family and Other Animals

- Draw & label members of family including pets.
- Carry out class surveys on families and pets.
- Discuss relationships with members of family
- Develop a word bank e.g. son/daughter mother/father niece/nephew.
- What is a family?
- Discuss different types of families
- How do members of my family help me?
- How do I help them?
- Taking care of pets including basic health and hygiene.

- To develop pupil's understanding of the kinds of relationships that exist within families
- To build a word bank of "family" relationships.
- To make children aware that there are many different kinds of families
- To recognise and respect difference
- To encourage pupil's to look at the responsibilities connected towards family members and pets.

- 2e) To realise that people and other living things have needs, and that they have responsibilities to meet them.
- 2f) That they belong to various groups and communities, such as family and school.
- 4c) To identify and respect the differences and similarities between people.
- 4d) That family and friends should care for each other
- 5a) Take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well)
- 5f) Develop relationships through work and play (for example by sharing equipment with other pupils or their friends in a group task).
- 5h) Ask for help (for example, from family and friends, midday supervisors, older pupils, the police).

- 1a) Feel confident in themselves.
- 1b) Each person is special and unique.
- 1c) Each person is important and to be valued.
- 1d) Difference is to be celebrated.
- 1e) It is good to belong and feel safe.
- 1h) Be helpful and be able to ask for help.
- 2r) Listening carefully to a range of other people.
- 3a) Different people in my life.
- 3b) What other people do for me and what I do for them.
- 3j) Different types of family.
- 3k) Feelings in families
- 3p) People who help and care for self.

- 2c) When and how to get help from adults.
- 2d) Developing decision-making skills.
- 2e) Developing communication and social skills.

- 2.2b) Pupils should be taught that humans and other animals need food and water to stay alive
- 2.4a) Pupils should be taught to recognise similarities and differences between themselves and others, and to treat others with sensitivity

- English/ Literacy**
- Family word bank
 - Poems/stories about families
- Numeracy**
- Numbers in families
- I.T**
- Handling data.
- Art**
- Display work
- DT**
- Design and make pet homes
- Music**
- Songs and rhymes about families and animals.

- Grandparents, babies and other family members.
- Pet days
- Pet grooming
- Zoo trip

Social and Emotional Aspects of Learning (SEAL)		
Key Domains Addressed	Key Themes	Subsidiary Themes
• Self-awareness	2) Getting on and falling out 4) Feels good	1) New beginnings 6) Changes
• Social skills	2) Getting on and falling out	3) Going for goals! 6) Changes
• Empathy	1) New beginnings 7) Bullying	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings

Insert text here if applicable.

Year 1 – PSHCE Curriculum Planning Matrix

Focus: Myself & Others

Intended Outcomes: Pupils should develop an understanding of what behaviour is important in developing friendship e.g. listening, sharing, co-operation.
Pupils should begin to recognise feelings in different situations, what might cause them and how to manage them.



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
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School Resources:

Friendship

Discuss:

- A good friend is someone who (qualities of friendship)
- What I enjoy doing with my friends
- Ways of working together and helping each other
- What makes us different
- Feelings in different situations
- Right and wrong in everyday situations. (e.g. importance of honesty and telling the truth).

- To recognise qualities, behaviours and attitudes which are important in friendships and relationships
- To respect similarities and differences in each other
- To accept that others attitudes and values may be different to yours
- To begin to recognise the range of human emotions and ways to deal with these
- To recognise the difference between right and wrong in simple everyday situations.

1b) To share their opinions on things that matter to them and explain their views.

1c) To recognise name and deal with their feelings in a positive way.

1d) To think about themselves, learn from their experiences and recognise what they are good at.

4b) To listen to other people, and play and work cooperatively.

4c) To identify and respect the differences and similarities between people.

4d) That family and friends should care for each other

5b) Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves).

5f) Develop relationships through work and play (for example by sharing equipment with other pupils or their friends in a group task).

5g) Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)

1b) Each person is special and unique.

1c) Each person is important and to be valued.

1d) Difference is to be celebrated

1e) It is good to belong and feel safe.

1h) Be helpful and be able to ask for help.

2a) Being able to recognize feelings in particular situations.

2b) Finding a safe place to express emotion.

2e) Working and playing with one other peer.

2m) Recognising the difference between feelings and actions. Being able to think while feelings and actions.

2p) Recognising own feelings and responding to needs.

3e) Knowing the triggers to certain feelings.

3l) What helps people get on with each other.

2d) Developing decision-making skills.

2e) Developing communication and social skills.

2.4a) Pupils should be taught to recognise similarities and differences between themselves and others, and to treat others with sensitivity

English/ Literacy

- Friends/ friendship
- Poems/ stories/ plays
- Creative writing
- Word bank of friendship qualities
- Numerous books and stories on friendship qualities
- Range of texts about feelings and attitudes

Drama

- Role Play

P.E

- Team games
- Pair work

RE

- Relationships and Emotions

Social and Emotional Aspects of Learning (SEAL)		
Key Domains Addressed	Key Themes	Subsidiary Themes
• Self-awareness	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings	1) New beginnings 3) Going for goals! 7) Bullying
• Empathy	1) New beginnings 2) Getting on and falling out 7) Bullying	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings
• Managing feelings	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings	6) Changes

Insert text here if applicable.

Year 1 – PSHCE Curriculum Planning Matrix

Focus: Body Awareness

Intended Outcome: To develop pupils' knowledge of the 5 senses and their functions



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		

School Resources:

<p>The Senses</p>	<ul style="list-style-type: none"> • Naming the five senses and what they do. <p>Identifying:</p> <ul style="list-style-type: none"> • <i>Tastes</i> • <i>Smells</i> • <i>Textures</i> • <i>Sounds</i> • <i>Sights</i> <ul style="list-style-type: none"> • Using describing words e.g. • <i>Sweet</i> • <i>Spicy</i> • <i>Rough</i> • <i>Smooth</i> • <i>Colourful</i> • <i>Loud</i> <ul style="list-style-type: none"> • Discuss my favourite.... 	<ul style="list-style-type: none"> • To become familiar with the names of the sensory organs and what they do • To explore the senses using food, materials, different sounds etc. • To introduce language associated with each sense. • To confidently express opinions and preferences 	<p>1a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>1b) To share their opinions on things that matter to them and explain their views.</p> <p>2a) To take part in discussions with one other person and the whole class.</p>	<p>2r) Clearly stating likes, dislikes, preferences and making clear statements about these.</p>	<p>1b) Basic information about how the body works and ways of looking after the body.</p> <p>2d) Developing decision-making skills.</p> <p>3a) Valuing one's body and recognising its uniqueness.</p>	<p>2.1b) That animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>2.2g) About the senses that enable humans and other animals to be aware of the world around them.</p>	<p>Art</p> <ul style="list-style-type: none"> • Displays of five senses <p>DT</p> <ul style="list-style-type: none"> • Design and make musical instruments <p>Music</p> <ul style="list-style-type: none"> • Using different instruments and body parts to experiment and demonstrate differing sound and pitches <p>English/ Literacy</p> <ul style="list-style-type: none"> • Spelling • Word banks • Sensory organs - Tastes, smells and textures. • Poetry 	<p>LEA Music Department</p> <p>Musical groups – e.g. steel band</p> <p>Guide dogs for the blind</p> <p>Local concert hall.</p>
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Insert text here if applicable.

Year 1 – PSHCE Curriculum Planning Matrix

Focus: Body Awareness

Intended Outcome: To develop understanding of how the body changes with growth and development



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		

School Resources:

<p>Growing and Changing</p>	<p>Discuss and produce a family tree; and an age timeline</p> <ul style="list-style-type: none"> • Discuss the sequence of growth • Needs and responsibilities of each 'stage' of life • Gathering pictures of each life stage • Identifying appropriate words for each life stage 	<ul style="list-style-type: none"> • To develop understanding about how the body changes as we grow older. • To become familiar with the ways in which people's needs and responsibilities change as they get older • To introduce language associated with the human life cycle 	<p>2e) To realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p>3d) About the process of growing from young to old and how people's needs change.</p> <p>4c) To identify and respect the differences and similarities between people.</p>	<p>1b) Each person is special and unique.</p> <p>1c) Each person is important and to be valued.</p> <p>1d) Difference is to be celebrated.</p> <p>3a) Different people in my life.</p> <p>3g) The beginning of life and growth – me, animals, plants.</p> <p>3h) Ageing – knowing when things are alive, dead, young, old.</p> <p>3i) Growth and changes.</p>		<p>3.1b) Sort objects into groups on the basis of simple material properties (for example roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or nonmagnetic).</p> <p>3.1c) Recognise and name common types of material (for example metal, plastic, wood paper, rock) and recognise that some are found naturally.</p> <p>3.2a) Find out that the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching.</p> <p>5.1a) A range of domestic and environmental contexts that are familiar and of interest to them.</p>	<p>Art</p> <ul style="list-style-type: none"> • Displays of timelines/ family trees <p>English/ Literacy</p> <ul style="list-style-type: none"> • Word banks for life stages • Ranges of books or poems. <p>Drama</p> <ul style="list-style-type: none"> • Role plays at different ages <p>DT</p> <ul style="list-style-type: none"> • Design and make appropriate toy 	<p>Grandparents, Parents and Baby</p> <p>School Nurse</p>
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Insert text here if applicable.

Year 1 – PSHCE Curriculum Planning Matrix

Focus: Community and Local Environment

Intended Outcome: To raise pupil's awareness of their responsibility towards recycling



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
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School Resources:

<p>Recycling</p>	<ul style="list-style-type: none"> • Set up recycling initiative within the classroom • Discussion on what/how household waste can be recycled • Sort objects on the basis of simple material properties • Explore which materials can be changed by processes such as squashing, bending, twisting 	<ul style="list-style-type: none"> • To encourage pupils to take responsibility for recycling waste • To start to understand properties of different materials 	<p>1b) To share their opinions on things that matter to them and explain their views.</p> <p>2a) To take part in discussions with one other person and the whole class.</p> <p>2b) To take part in a simple debate about topical issues.</p> <p>2g) What improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>2h) To contribute to life of the class and school</p> <p>5c) Take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as "where our food and raw materials for industry come from")</p> <p>5g) Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)</p>	<p>1k) Value the environment, plants and animals.</p>	<p>1b) Basic information about how the body works and ways of looking after the body.</p> <p>3a) Valuing one's body and recognising its uniqueness.</p>	<p>2.1b) That animal, including humans, move, feed, grow use their senses and reproduce.</p> <p>2.2f) That humans and other animals can produce offspring and that these offspring grow into adults.</p> <p>2.4a) Recognise similarities and differences between themselves and others, and to treat others with sensitivity.</p>	<p>Maths</p> <ul style="list-style-type: none"> • Sorting activities • Weighing activities • Charts • Graphs <p>English/Literacy</p> <ul style="list-style-type: none"> • Poems around recycling <p>Art/DT/ICT</p> <ul style="list-style-type: none"> • Posters • Design and make models using waste materials 	<p>Recycling banks</p> <p>Environmental Health Representation</p>
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Insert text here if applicable.

Year 1 – PSHCE Curriculum Planning Matrix

Focus: Community and Local Environment

Intended Outcome: To develop pupils understanding of the value of money, its sources and how it can be used for different purposes



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
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School Resources:

Money	<p>Discuss</p> <ul style="list-style-type: none"> • Why do we need money? • How do you get money? • What do your parents/carer need to buy for you? • Differences between luxuries and necessities • Ways of saving money including economic issues e.g. turning lights off. 	<ul style="list-style-type: none"> • To make pupils aware of the value of money. • To understand the difference between necessity and luxury. • To make pupils aware that saving energy in turn saves money 	<p>2a) To take part in discussions with one other person and the whole class.</p> <p>2i) To realise that money comes from different sources and can be used for different purposes</p> <p>5d) Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)</p> <p>5g) Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Maths</p> <ul style="list-style-type: none"> • Simple money transactions <p>Art/DT</p> <ul style="list-style-type: none"> • Posters – turn off lights etc <p>DT</p> <ul style="list-style-type: none"> • Design and make purses, money boxes 	<p>Bank representative</p>
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Insert text here if applicable.