



**Sholing Infant School**

**Year 1 PSHE and Citizenship Programme of Study**

**September 2014**



## **Defining spiritual, moral, social and cultural development**

### **The spiritual development of pupils is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

### **The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

### **The social development of pupils is shown by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively



- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



HEALTH AND WELLBEING

Suggested Programme of Study for Health and wellbeing

Pupils should be taught:

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

LEARNING OBJECTIVE	ACTIVITY	RESOURCES	SEAL LINK
<p><b>Health and wellbeing 1</b> I know what constitutes a healthy lifestyle including the benefits of</p> <ul style="list-style-type: none"> <li>• healthy eating</li> <li>• physical activity, rest,</li> <li>• dental health</li> </ul>	<ul style="list-style-type: none"> <li>• What’s in the fridge? Look at a range of healthy foods and meals. Prepare a healthy meal. Discuss the effect of different foods on the body. 5 a day. Role-play café, make posters for other children.</li> <li>• Visit from school cook</li> <li>• Lunchbox test</li> <li>• Design a healthy lunchbox</li> <li>• Discuss exercise – what do the chn like to do? What do you need to do to be healthy? Consider the importance of rest and sleep and keeping a balance</li> <li>• How do you brush your teeth. Use large teeth and toothbrush to demonstrate how to clean effectively. Emphasize twice a day every day!</li> <li>• Visit from dental hygienist</li> <li>• Make dental health posters for the school/parents</li> </ul>	<ul style="list-style-type: none"> <li>• 5 a day power point. Healthy foods to examine. Ingredients for a healthy meal. Plastic fruit and veg for sorting</li> <li>• Sort IWB photos of different sorts of physical exercise</li>   <li>• large teeth and toothbrush</li> <li>• IWB</li>   <li>•</li> </ul>	<p>Good to be Me</p>



LEARNING OBJECTIVE	ACTIVITY	RESOURCES	SEAL LINK
<p>I know the importance of and how to maintain personal hygiene</p>	<ul style="list-style-type: none"> <li>• Bath or shower? Look at a range of soaps shampoos etc and talk about what and why we need to keep our bodies and clothes clean.</li> <li>• Make a leaflet for friends and families</li> <li>• Visit from school nurse.</li> <li>• Glitter test –cover hands in glitter and try to wash it off – to represent germs</li> </ul>	<ul style="list-style-type: none"> <li>• IWB</li> <li>• Soap shampoo towel , role-play washing and drying dolls, clothes etc</li> <li>• Stationery</li> <li>• visitor</li> <li>• glitter</li> </ul>	
<p>I know the names for the main parts of the body the similarities and differences between boys and girls</p>	<ul style="list-style-type: none"> <li>• Label the main parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>• IWB slides</li> <li>• Parts of the body labelling sheet</li> </ul>	
<p>NOTES: the above objectives should all be taught over half a term</p>			
<p><b>Health and wellbeing 2</b> I know about good and not so good feelings, and I can describe my feelings to others. I have simple strategies for managing feelings</p>	<ul style="list-style-type: none"> <li>• Stories about feelings; words to describe feelings; sharing feelings in circle time; use of pictures of different situations – <i>what are the children in the pictures feeling?</i></li> <li>• Role play, music and drama.</li> <li>• Feelings chart – put your name on the feeling when you arrive in the morning</li> <li>• Class brainstorm about ways to manage feelings</li> <li>• Sweet and sour boxes in the classroom. chn write and share/ sort feelings</li> <li>• Circle time -small groups</li> </ul>	<ul style="list-style-type: none"> <li>• IWB pictures of different emotions</li> <li>• School songs taught by music coordinator- Fischy Music</li> <li>• Books and stories – Amazing Grace, by Mary Hoffman.</li> <li>• Stories – Cleversticks, by Bernard Ashley, Piggybook, by Anthony Browne, Kipper stories, by Mick Inkpen,</li> <li>• Internet.</li> </ul>	<p>Good to be me Getting on and falling out</p>



LEARNING OBJECTIVE	ACTIVITY	RESOURCES	SEAL LINK
I know about people who look after me, my family networks, who to go to if I am worried and how to attract their attention.	<ul style="list-style-type: none"><li>• Stories about families and friends; draw and write about my network of special people and who I can go to if I am worried</li><li>• </li></ul>		Relationships
I know ways that I can help these people to look after me	<ul style="list-style-type: none"><li>• Discuss appropriate and inappropriate contact/conduct using puppets/stories.</li><li>• Teach underwear rule</li></ul>	<ul style="list-style-type: none"><li>• Puppets</li><li>• Stories</li></ul>	Relationships Say No To Bullying
I know that I share a responsibility for keeping myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'	<ul style="list-style-type: none"><li>• Circle time – Road safety</li><li>• how to stay safe on a school trip</li><li>• Share Golden rules big book – we are gentle we don't hurt others or their feelings</li></ul>	<ul style="list-style-type: none"><li>• Road safety big book</li><li>• Story – Alex's outing</li></ul>	

Notes: the above objectives should all be taught over half a term



**RELATIONSHIPS**

Pupils should be taught:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

LEARNING OBJECTIVE	ACTIVITY	RESOURCES	SEAL LINK
<p><b>Relationships 1</b> Know how to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<ul style="list-style-type: none"> <li>• Stories about feelings; words to describe feelings;</li> <li>• Sharing feelings in circle time; use of pictures of different situations – <i>what are the children in the pictures feeling?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Books and stories as above</li> <li>• Feelings PPT ( on server)</li> <li>• IWB photos</li> </ul>	Relationships
<p>Know how to recognise how their behaviour affects other people</p>	<ul style="list-style-type: none"> <li>• Role play and drama.</li> <li>• Stories about others’ needs – babies, elderly, disabled people, visitors – with the focus on emotional as well as physical needs.</li> <li>• <i>Making posters about how to keep Golden Rules</i></li> <li>• <i>Teach optimism – make a happy shield</i></li> </ul>	<ul style="list-style-type: none"> <li>• TES resources -Leo’s first day -The dog and the dolphin</li> <li>• Visitors</li> <li>• Teach optimism – ( on server) make a happy shield</li> </ul>	
<p>Know the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises</p>	<ul style="list-style-type: none"> <li>• Class discussion about secrets</li> </ul>		

Notes: the above objectives should all be taught over half a term





**LIVING IN THE WIDER WORLD**

Pupils should be taught:

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people’s lives
8. A basic understanding of enterprise.

LEARNING OBJECTIVE	ACTIVITY	RESOURCES	SEAL LINK
<p><b>Living in the Wider World 1</b></p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p>	<ul style="list-style-type: none"> <li>• Brainstorm class rules and make a poster</li> <li>• Make a class charter and sign it</li> <li>• Changing places games</li> </ul>		<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Going for Goals</li> </ul>
<p>How to contribute to the life of the classroom</p>	<ul style="list-style-type: none"> <li>• Plant and care for class bulbs/ garden</li> <li>• Elect school councillors, school council meeting time for councillors to gather ideas from class/ feedback to class</li> <li>• Class monitors</li> <li>• Work together to plan and perform a class assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Bulbs, gardening tools</li> <li>• Monitor badges</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Going for Goals</li> </ul>



LEARNING OBJECTIVE	ACTIVITY	RESOURCES	SEAL LINK
<p><b>Living in the Wider World 2</b></p> <p>That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed</p>	<ul style="list-style-type: none"><li>• Discuss the needs of pets/friends/family – What do they need ? What should we do to care for them? Partner talk and make a poster with a partner</li><li>• Big book – We look after Property</li><li>• Circle time</li><li>• Agree rules for caring for property, sharing, tidying, returning what has been borrowed</li></ul>		

NOTES: the above objectives should all be taught over half a term