

Curriculum overview- RSHE statutory guidance mapping (YEAR 1)

Year 1		RSHE guidance
Autumn 1		Pupils should be taught : • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard.
Autumn 2		Pupils should be taught : • the importance of permission-seeking and giving in relationships with friends, peers and adults • what sorts of boundaries are appropriate in friendships with peers and others • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so
Spring 1		Pupils should be taught : • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online • where and how to report concerns and get support with issues online.
Spring 2		Non statutory PSHE guidance. Pupils should be taught : • what rules are, why they are needed, and why different rules are needed for different situations • what responsibility and rights mean • the difference between right and wrong

		to express feelings associated with fair and unfair
Summer 1		Pupils should be taught : - the characteristics and mental and physical benefits of an active lifestyle. - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - the facts and science relating to allergies, immunisation - the facts about legal and illegal harmful substances and associated risks
Summer2		Pupils should be taught : - 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. - practical steps they can take in a range of different contexts to improve or support respectful relationships - 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. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Curriculum overview- End point objective and vocab

Year 1	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; - the range of different feelings and emotions they experience and what these are called. - what it feels like in our bodies when we experience different feelings and what this might look like on the outside. - to consider what makes them feel different emotions and how their body lets them know what they are feeling. - some of the strong feelings they experience and identify ways to cope with strong feelings. - to consider who their trusted adults are and who can help them to feel better when they are not feeling so good.	feelings, emotions, happy, unhappy, sad, upset, worried, nervous, excited, angry, comfortable, uncomfortable, scared, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, experience, strong feelings, facial expressions, body language, cope, help, trusted adults
Autumn 2	By the end of Autumn 2 pupils will learn; - about the difference between surprises, secrets and privacy. - the sort of things people may want to keep private and how they may feel if their privacy is shared with others. - To consider what we need to do to keep our bodies safe and when we may need to break someone's privacy. - about appropriate and inappropriate touch and how these can make our body feel. - To consider who their trusted adults are and who they can talk to if they feel uncertain, uncomfortable or worried about something or someone.	secrets, private, privacy, worries, help, trusted adults, good touch, bad touch, safe, unsafe, worried, uncertain, uncomfortable, 'butterflies'
Spring 1	By the end of Spring 1 pupils will learn; - what it means to be online and offline. - the different methods for finding information and some of the reasons why people go online. - To identify the reasons why they go online and what information they access. - to consider how much time they spend online and when time spent online becomes unhealthy and why - about how to access information safely on the Internet and what they should do if they come across something that worries or upsets them online.	online, offline, Internet, websites, web pages, information, technology, access, search, search engine, healthy, unhealthy, safe, safely, rules, true, untrue, false, worried, upset, help

Spring2	By the end of Spring 2 pupils will learn; - the difference between right and wrong and some of the feelings associated with this. - the difference between fair and unfair and how this can make us feel. - what it means to be responsible and some of the things that they are responsible for. - what rules are and why we have them as well as the possible consequences of not following the rules. - who can help us if something isn't fair or if someone isn't following the rules.	right, wrong, fair, unfair, difference, actions, feelings, responsible, responsibilities, support, help, rules, consequences, choices, impact
Summer 1	By the end of Summer 1 pupils will learn; - the difference between well and unwell and some of the feelings associated with this. - what it means to keep our bodies well and some of the things that might make us unwell. - what germs are and how they can be passed from person to another. some of the things that they can do to stop germs and diseases spreading. - what medicines are and some of the reasons people might need to take medicines. - who is able to give us medicines and what the safety rules for taking medicines are.	healthy, unhealthy, friendship, Permission, asking, consent, yes, no, maybe, Personal space, personal boundaries, permission, respect, Appropriate, inappropriate, touch, permission, personal boundaries, feeling
Summer 2	Pupils will learn; - the similarities and differences between themselves and others. what it means to be unique and that everyone is equal. - To consider what groups they belong to and how it feels to be part of a group. - about their rights and responsibilities, including their responsibilities towards others. - about the feelings associated with change and loss and how this can make people behave. - to consider the things that they treasure and how they can help others who have lost something to feel better.	similar, different, unique, equal, belong, belonging, included, rights, responsibilities, treasure, precious, lost, ruined, loss, change, permanent, temporary, behaviour, emotions, feelings - happy, sad, upset, angry, excited, comfortable, uncomfortable, scared, nervous, worried, confused, embarrassed, ashamed, bored, silly, lonely, grumpy, confident, calm, proud, jealous, nervous