

PSHE LONG TERM MAP Year 1 Cycle B 2025-26

Term 1 Main theme: Me and My Relationships

<p>Emotional Regulation- Introduction/Revisit (Year 1/2)</p> <p>FEEL IT PROGRAMME 12 weeks 5-6 mins a day (2 year cycle)- 12 feelings are introduced each year, and a set learning path is followed. It's key to demonstrate equally different types of feeling and different energies, as well as alternating pleasant and unpleasant feelings</p> <p>Aware of and able to express feelings and am developing the ability to talk about them</p> <p>Know we all experience a variety of thoughts and emotions that affect how we feel and behave and learn ways of managing them</p> <p>Understand that there are people to talk to and that there are numbers of ways to gain access to emotional and practical support</p> <p>Understand feelings and reactions can change depending upon what is happening within and around me. Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.</p> <p>Learn skills and strategies to support me in challenging times</p> <p>Learn how to give appropriate support to others- if feeling lonely or misunderstood.</p>		<p>National Online Safety- Year 1 / 2 B- Online Relationships</p> <p>Give examples of when I should ask permission to do something online and explain why it is important</p> <p>Use the internet with adult support to communicate with people I know</p> <p>Explain who I should ask before sharing things about myself</p> <p>Explain why I should asks ask trusted adult before clicking yet, agree or accept online.</p> <p>Interoception Lessons Focussed on emotions L17-20</p> <ul style="list-style-type: none"> - Connect body signals to emotions 	<p>Scarf-Good friends</p> <p>Children will be able to:</p> <p>Identify simple qualities of friendship;</p> <p>Suggest simple strategies for making up.</p> <p>Scarf-How are you listening?</p> <p>Children will be able to:</p> <p>Demonstrate attentive listening skills;</p> <p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p>	<p>Scarf-Why we have classroom rules</p> <p>Children will be able to:</p> <p>Understand that classroom rules help everyone to learn and be safe;</p> <p>Explain their classroom rules and be able to contribute to making these.</p>	<p>Scarf- Thinking about feelings</p> <p>Children will be able to:</p> <p>Recognise how others might be feeling by reading body language/facial expressions;</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p>
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Term 2 Main theme: VALUING DIFFERENCES

<p>Anti bullying Week Themes including Year 1/ 2 B</p> <p>Scarf-Unkind, tease or bully?</p> <p>Children will be able to: Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.</p>	<p>No Outsiders- Welcome different People pg 90</p> <p>Know we are all different</p> <p>Names ways we are different</p> <p>Know not to leave people out</p>	<p>Scarf- Same or different</p> <p>Children will be able to:</p> <p>Identify the differences and similarities between people;</p> <p>Empathise with those who are different from them;</p> <p>Begin to appreciate the positive aspects of these differences.</p>	<p>Scarf-Who are our special people</p> <p>Children will be able to:</p> <p>Identify some of the people who are special to them;</p> <p>Recognise and name some of the qualities that make a person special to them.</p>	<p>Scarf-It's not fair</p> <p>Children will be able to:</p> <p>Recognise and explain what is fair and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships</p>
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Term 3 Main theme- KEEPING SAFE

<p>No Outsiders- Year 1/ 2 B To work together pg 89</p> <p>Know I can ask for help with my ideas</p> <p>Know how to ask for help</p> <p>Understand I can work with different people</p>	<p>Scarf- Super Sleep</p> <p>Children will be able to:</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</p>	<p>Life Education Space-Y1 /2- Feelings</p> <p>Identify and discuss a range of feelings</p> <p>Understand how others might be feeling by reading body language/facial expressions</p> <p>Understand that the body gets energy from food, water, oxygen</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle</p> <p>Recognise the importance of regular hygiene routines</p>	<p>Scarf- Who can help? 1</p> <p>Children will be able to:</p> <p>Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>Identify people who can help them when they feel unsafe.</p>	<p>Scarf- Harold Loses Geoffrey</p> <p>Children will be able to:</p> <p>Recognise the range of feelings that are associated with loss.</p>	<p>Scarf- What could Harold do?</p> <p>Children will be able to:</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p>
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Term 4: Main Theme- RIGHTS AND RESPECT

**National Online Safety- Year 1 / 2
B Privacy and Security**

Describe who would be trustworthy to share information with

Explain and give examples of what is meant by private or keeping things private

Understand what personal information is

No Outsiders-Find ways to place together pg 86

Know we might like different things

Find ways people can join in

Be responsible and don't leave anyone out

Scarf- Harold has a bad day

Children will be able to:

Recognise how a person's behaviour (including their own) can affect other people

Scarf- Around and about the school

Children will be able to:

Identify what they like about the school environment;

Recognise who cares for and looks after the school environment.

Scarf- Taking care of something

Children will be able to:

Demonstrate responsibility in looking after something (e.g. a class pet or plant);

Explain the importance of looking after things that belong to themselves or to others

Scarf- Harold's money

Children will be able to:

Explain where people get money from;

List some of the things that money may be spent on in a family home.

Scarf- How should we look after our money?

Children will be able to:

Recognise that different notes and coins have different monetary value;

Explain the importance of keeping money safe;

Identify safe places to keep money;

Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).

Term 5- Main Theme- BEING MY BEST

<p>National Online Safety- Year 1 /2 B- Copyright and Ownership</p> <p>Explain why work I create using technology belongs to me, Understand that work created by others do not belong to me even If I save a copy</p>	<p>Scarf- Harold’s wash and brush up</p> <p>Children will be able to:</p> <p>Recognise the importance of regular hygiene routines;</p> <p>Sequence personal hygiene routines into a logical order.</p>	<p>Scarf- I can eat a rainbow</p> <p>Children will be able to:</p> <p>Recognise the importance of fruit and vegetables in their daily diet;</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p>	<p>Scarf- Catch it! Bin it! Kill it!</p> <p>Children will be able to:</p> <p>Understand how diseases can spread;</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p>	<p>Scarf- Harold learns to ride a bike</p> <p>Children will be able to:</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</p> <p>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p>	<p>Scarf-Pass on the praise</p> <p>Children will be able to:</p> <p>Demonstrate attentive listening skills;</p> <p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p>
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Term 6: UNIT- GROWING AND CHANGING

<p>National Online Safety- Year 1 /2 B- Online Reputation</p> <p>Identify ways I can put information on the internet</p> <p>Describe how anyone’s online information can be seen by others</p> <p>Know who to talk to if something has been put online without consent</p>	<p>Diversity Week Themes inc No Outsiders- Year 1 /2 B-</p> <p>Sharing the world with lots of people pg 88</p> <p>Know I live in the world</p> <p>Know the world is full of different people.</p>	<p>Scarf- Then and Now</p> <p>Children will be able to:</p> <p>Identify things they could do as a baby, a toddler and can do now;</p> <p>Identify the people who help/helped them at those different stages.</p>	<p>Scarf-Taking care of a baby</p> <p>Children will be able to:</p> <p>Understand some of the tasks required to look after a baby;</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p>	<p>Scarf-Who can help? (2)</p> <p>Children will be able to:</p> <p>Explain the difference between teasing and bullying;</p> <p>Give examples of what they can do if they experience or witness bullying;</p> <p>Say who they could get help from in a bullying situation.</p>	<p>Scarf-Surprises and secrets</p> <p>Children will be able to:</p> <p>Explain the difference between a secret and a nice surprise;</p> <p>Identify situations as being secrets or surprises;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>
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Archbishop of York Ks1 Young Leader's Award- Community inc School, Volunteering etc

Explore the characteristics of kindness, perseverance and teamwork and they are challenged to put these into action in practical ways to help others.

Pupils reflect on their own feelings, values, beliefs and experiences as they learn about the leadership characteristics of kindness, perseverance, teamwork and action

Through taking part in challenges to share kindness and work together pupils develop their resilience, confidence and independence.

Pupils are prompted to consider needs in their local community and how they might be able to help, before deciding on and taking part in a project to support a need in their area.

Pupils learn to cooperate well with others, to share ideas and to resolve conflicts effectively, working towards a common goal. As pupils take on the community action project, opportunities can often arise for them to participate in a variety of community and social settings, interacting with new and diverse groups of people.