

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 1

NYCC Outcomes	Slingsby CP Outcomes
Me and My Relationships	
I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences. I know that family and friends should care for each other and families can give love, security and stability.	I can identify a range of different relationships; sister, brother, parent, friend, husband, wife etc. I know that all families are different (same sex families). I understand that all families are unique, but that they love and care for each other.
I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help.	I can identify what makes me happy. I can identify what makes me feel unhappy (offline). I can identify what makes me feel unhappy (online). I can identify an adult who I trust. I know that if I feel unhappy or unsafe, I must tell someone who I trust.
I know the names for the main body parts (including external genitalia) and why it is important to keep them private.	I can name and identify the following body parts; head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth (linked to science curriculum). I can name and identify a penis, testicles, vulva and vagina. I know why it is important to keep my genitalia private.
I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends.	I know that privacy means keeping something that belongs to me to myself.
I can name people who look after me, my networks and who to go to if I am worried about anything to on and offline and how to attract their attention.	I can name people who look after me. I can name trusted adults. I know that I should go to these trusted adults if I am worried about anything on or offline. I know how to attract the attention of a trusted adult if I am worried about anything on or offline.
I know what being a good friend means both on and offline and how they should make us feel happy and secure.	I know how to be a good friend on and off line. I know that a good friend makes you feel happy and safe.
I can play and work cooperatively	I can play cooperatively. I can work cooperatively.
I can listen to other people and show them respect	I know that respect is listening and recognising someone else's thoughts of feelings. I can listen to other people and show them respect.
I can share appropriately	I can share appropriately.
I can recognise that my behaviour affects others both on and offline	I can recognise that my behaviour affects others both on and offline.
I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline	I can give examples of right and wrong behaviour (online). I can give examples of right and wrong behaviour (offline). I can give examples of when something is fair and when it is not.
I know how be nice to people both on and offline	I can give examples of kind and unkind behaviour (online). I can give examples of kind and unkind behaviour (offline).

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I can recognise there are different types of teasing both on and offline.	I can give examples of teasing offline. I can give examples of teasing online.
I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	I can give examples of times when people experience change (eg: new baby brother or sister, moving to a new class). I can identify how this can feel. I can explain how it feels to lose something special (such as special toy or gift) and how this can make someone behave. I can describe what I can do to be kind to others who may be feeling nervous or unhappy about a change or loss.
Keeping myself safe	
I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines.	I know why people take medicines. I know that medicines should only be given to me by a trusted adult. I can recognise that household products (including medicines) can be harmful if not used correctly. I can describe ways of keeping safe around household products (including medicines).
I know that some substances can help or harm the body including household substances like dishwasher tablets.	I know that some items around the house such as cleaning products could harm my body if I were to eat/drink them.
I recognise the need for safety rules -road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules.	I know how to be safe out in the wider community (water, rail, farm, road). I know how to stay safe around school. I know how to stay safe at home. I know how to stay safe online. I can follow rules at school and home.
I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency	I can name an adult in school who can help me. I know there are people and services who can help us including how to call 999 in an emergency.
I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline	I know I have a responsibility to keep myself and others safe on and offline (when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'). I know that a secret is something that I keep to myself. I know that I do not need to keep secrets if I am upset or feeling unsafe (offline). I know that I do not need to keep secrets if I am upset or feeling unsafe (online).
I know the internet has many benefits but I know I need to balance my time spent on and offline	I know the internet has many benefits. I know that I need to balance my time spent on and offline.
I know that people you don't know are strangers and this applies online as well as well as offline.	I know that people you don't know are strangers and that this applies online as well as well as offline.
I know that when people I don't know ask me for private information I don't share it online or in person.	I know that when people I don't know ask me for private information, I don't share it online or in person.
I understand that some websites, games and social media sites have age restrictions and I know what to get help if I see something I am unhappy with online	I understand that some websites, games and social media sites have age restrictions. I know what to do if I see something I am unhappy with online.

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My healthy lifestyle	
I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day	I can describe some basic personal hygiene routines and recognise why this is important. I can describe simple steps that I can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough). I can describe how I can take care of their dental health. I can identify how infections (such as coughs and colds) can be spread.
I understand what physical and mental health means and that all humans have it.	I know that it is important to keep my body healthy (physical health). I know that it is important to keep my mind healthy (mental health).
I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing	I can describe how physical activity and sleep helps my body to grow and them to feel well. I can list my favourite foods. I can say which foods are important to keep me healthy and which ones need to be eaten in moderation. I know that it is important to wear sun cream, a sunhat and stay in the shade when it is very hot. I know that it is important to drink lots of water so that I stay hydrated.
I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences	I can recognise what I like and dislike. I know how to make real, informed choices that improve/ keep my body and mind healthy. I can recognise that choices can have good and not so good consequences.
I can talk about my emotions and recognise them in others	I can give examples of feelings. I can demonstrate how faces and bodies show different feelings. I can use simple descriptions to describe how I am feeling, or how others are feeling. I can recognise it is important to share feelings and give examples of appropriate ways of doing so. I can recognise that I can affect how others feel.
I know what makes me happy	I know what makes me happy.
I understand what being resilient means to me and I have strategies I can use.	I understand what being resilient means to me. I have strategies that I can use when I need to be resilient.
I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes	I can list some of the reasons why change can feel uncomfortable. I know some of the ways of dealing with the feelings that sometimes arise from changes.
Me and my future	
I can recognise the coins and notes we use.	I can recognise what money looks like. I can identify how money is obtained (won, borrowed, found, earned, presents).
I can choose the correct value of coins and calculate change.	I can choose the correct value of coins and calculate change.
I know that we have to pay for what we buy.	I know that I have to pay for what I buy.
I know how to keep money safe.	I can explain where money can be stored to keep it safe.
I know that I don't have to spend my money but can save	I can identify what might make someone want to spend or save their money.

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it to use later.	I can give some examples of some of the ways that money can be used (saved as well as spent).
I can set myself simple goals.	I can set myself simple goals/ targets.
I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school and things I do outside of school.	I can identify positive things about myself. I can recognise and celebrate my strengths. I can say what I enjoy about school. I can identify what I enjoy doing outside of school.
I can describe the work that people do in my family, my school and where I live.	I can describe the work that people do in my family, my school and where I live.
I can identify positive achievements during my time in Year 1	I can identify positive achievements during my time in Year 1
I can identify my strengths, areas for improvement and set myself some goals for Year 2	I can identify my strengths, areas for improvement and set myself some goals for Year 2.
Becoming an active citizen	
I can express a simple opinion, agreement and disagreement.	I can state my own opinion. I can say if I agree or disagree with someone else.
I can respectfully ask questions and listen to the answers.	I can respectfully ask questions and listen to the answers.
I play a full part in the life of my classroom.	I play a full part in the life of my classroom.
I can agree and follow rules for my group and classroom.	I can agree and follow rules for my group and classroom.
I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others	I understand the role of the school council. I am able to vote for the members of the school council and explain my choice. If I am chosen to be on the school council, I can represent the views of others.