



# ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

<b>SUBJECT: PSHE</b> 	<b>YEAR 1</b>	<b>SUMMER TERM</b> <b>UNIT 5:</b> 5a PHW – Healthy us: body 5b EHW – Healthy us: minds 5c R – Healthy relationships	<b>UNIT 6:</b> 6a EHW – Respect: Self and others 6b R – Valuing difference 6c EHW – Moving on
<b>Knowledge Focus</b>	<b>Core Theme 1: Health and Wellbeing</b> (Emotional Health & Wellbeing Physical Health & Wellbeing)		<b>Core Theme 2: Relationships</b>
<u>PSHE Education Primary Toolkit 2020</u> Relationships R1 – H34 Health and Wellbeing H1 – H50 Living in the Wider World L1 – H32	Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting) Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).		Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses). Empathy and compassion (including impact on decision-making and behaviour) Managing feelings. How we should we treat others people? How does our behaviour and choices impact on others?
<b>Year 1 Summer 1</b>	<b>Healthy Us: Body</b> <ul style="list-style-type: none"> <li>To know about what keeping healthy means; different ways to keep healthy.</li> <li>To know about how physical activity helps us to stay healthy; and ways to be physically active every day.</li> <li>To know about foods that support good health and the risks of eating too much sugar.</li> <li>To know about how physical activity helps us to stay healthy; and ways to be physically active every day.</li> <li>To know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</li> </ul> <b>Healthy Us: Mind</b> <ul style="list-style-type: none"> <li>To describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt.</li> <li>To describe the differences and similarities between being hurt physically and being hurt emotionally.</li> <li>To identify people they can go to if they are feeling uncomfortable or hurt.</li> <li>To explain how they can let people know they are feeling uncomfortable or hurt.</li> </ul>		<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>To know that friends are kind and care for each other.</li> <li>To know that everyone has the right to be safe, happy and listened to.</li> <li>To know what a secret is and what it means to keep a secret.</li> <li>To know what a surprise is and what it means to surprise someone.</li> <li>To know that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else.</li> <li>To know who they can go to in school if they are worried about a surprise or a secret.</li> </ul>

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<b>Knowledge Focus</b>	<b>Core Theme 1: Health and Wellbeing</b> (Emotional Health & Wellbeing Physical Health & Wellbeing)	<b>Core Theme 2: Relationships</b>	
<u>PSHE Education Primary Toolkit 2020</u> Relationships R1 – H34 Health and Wellbeing H1 – H50 <i>Living in the Wider World</i> L1 – H32	<p>Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting)</p> <p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).</p>	<p>Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses).</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Managing feelings.</p> <p>How we should we treat others people?</p> <p>How does our behaviour and choices impact on others?</p>	
<b>Year 1 Summer 2</b>	<p><b>Respect: Self and Others</b></p> <ul style="list-style-type: none"> <li>To be able to describe what it feels like to be listened to/not listened to.</li> <li>To demonstrate how to listen to other people.</li> <li>To demonstrate how to play cooperatively with others.</li> <li>To describe how it feels when others offer kind and helpful support.</li> <li>To give examples of when they might offer this kind of support.</li> </ul> <p><b>Moving On</b></p> <ul style="list-style-type: none"> <li>Give examples of times when people experience change (e.g. new baby brother or sister, moving to a new class) and explain how this can feel.</li> <li>Describe what they can do to be kind to others who may be feeling nervous or unhappy about a change or loss.</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>To listen to the ideas and thoughts of others.</li> <li>To discuss things that matter to them.</li> <li>To take turns when giving opinions and views.</li> <li>To participate in discussions with peers in pairs, small groups or the whole class.</li> <li>To identify similarities and differences between themselves and others.</li> <li>To describe basic differences and similarities between class members.</li> <li>To recognise that we all have things in common with other people, even if we think we are very different.</li> <li>To know that everyone is equal.</li> </ul>	