



BIS PSHE Curriculum



Year 1				
Term and Topic	Learning objectives	Vocabulary	PSHE Learning Outcome	Global Citizenship
Aut 1 Being me in My World	<p>Know how to use my Jigsaw Journal. Feel safe and special in my class</p> <p>Understand the rights and responsibilities as a member of my class. Know that I belong to my class</p> <p>Understand the rights and responsibilities as a member of my class. Know how to make my class a safe place for everybody to learn</p> <p>Know my views are valued and can contribute to the Learning Charter. Recognise how it feels to be proud of an achievement</p> <p>Recognise the choices I make and understand the consequences. Recognise the range of feelings when I face certain consequences</p> <p>Understand my rights and responsibilities within our Learning Charter. Understand my choices in following the Learning Charter</p>	<p>Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed,.</p>	<ul style="list-style-type: none"> • Understand the rights and responsibilities of a member of a class • Understand that their views are important • Understand that their choices have consequences • Understand their own rights and responsibilities with their classroom 	<p>British values</p> <p>Personal goals (respect)</p> <p>Social justice</p> <p>Caring for our world</p>



<p>Aut 2</p> <p>Celebrating Difference</p>	<p>I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends.</p> <p>I can identify differences between people in my class. I can tell you some ways I am different from my friends.</p> <p>I can tell you what bullying is. I understand how being bullied might feel.</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied.</p> <p>I know how to make new friends. I know how it feels to make a new friend.</p> <p>I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations.</p>		<p>British values (mutual respect, tolerance)</p> <p>personal goals (respect)</p> <p>Diversity</p>
<p>Spr 1</p> <p>Dreams and Goals</p>	<p>I can set simple goals. I can tell you about a thing I do well.</p> <p>I can set a goal and work out how to achieve it. I can tell you how I learn best.</p>	<p>Proud, success, internal treasure chest, stretchy learning, stepping-stones, process, working together, team work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal.</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Celebrate an achievement with a friend •</p>	<p>Personal goals (resilience)</p>



	<p>I understand how to work well with a partner. I can celebrate achievement with my partner.</p> <p>I can tackle a new challenge and understand this might stretch my learning. I can tell you how I feel when I am faced with a new challenge.</p> <p>I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them. I can explain how I feel when I face obstacles and how I feel when I overcome them.</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.</p>		<p>Recognise their own feelings when faced with a challenge</p> <p>Recognise their own feelings when they are faced with an obstacle</p> <p>Recognise how they feel when they overcome an obstacle</p> <p>Can store feelings of success so that they can be used in the future</p>	
<p>Spr 2</p> <p>Healthy Me</p>	<p>I understand the difference between being healthy and less healthy, and know some ways to keep myself healthy. I feel good about myself when I make healthy choices.</p> <p>I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.</p>	<p>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>	<p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p>	<p>Personal goals (respect)</p>



	<p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.</p>		Recognise how being healthy helps them to feel happy	
Sum 1 Relationships		Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting,	Can express how it feels to be part of a family and to care for family members	Social justice



	<p>I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.</p> <p>I can identify what being a good friend means to me. I know how to make a new friend.</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>I know who can help me in my school community. I know when I need help and know how to ask for it.</p> <p>I can recognise my qualities as a person and a friend. I know ways to praise myself.</p> <p>I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p>	<p>Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>	<p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	
<p>Sum 2</p> <p>Changing Me</p>	<p>I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK.</p>	<p>Changes, Life cycles, Baby, Adult, Growing up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn,</p>	<p>Understand and accepts that change is a natural part of getting older</p>	<p>Personal goals (respect, adaptability)</p>



	<p>I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private.</p> <p>I understand that every time I learn something new I change a little bit. I enjoy learning new things.</p> <p>I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p>	<p>New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>	<p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p>	
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Year 2

Term and Topic	Learning objectives	Vocabulary	PSHE Learning Outcome	Global Citizen Links
<p>Aut 1</p> <p>Being me in My World</p>	<p>I can identify some of my hopes and fears for this year. I can recognise when I feel worried and know who to ask for help.</p> <p>I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions. I know how to help myself and others feel like we belong.</p> <p>listen to other people and contribute my own ideas about rewards and consequences. help make my class a safe and fair place.</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place.</p> <p>I understand how following the Learning Charter will help me and others learn. I work co-operatively.</p> <p>I recognise the choices I make and understand the</p>	<p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem Solving.</p>	<p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>	<p>British values</p> <p>personal goals (respect)</p> <p>social justice</p> <p>caring for our world</p>



	consequences. I can follow the Learning Charter			
Aut 2 Celebrating Difference	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this.</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is OK.</p> <p>I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied.</p> <p>I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others. I</p>	Boys, Girls, Assumptions, Stereotypes, Special, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Value.	<p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Explain how being bullied can make someone feel</p> <p>can choose to be kind to someone who is being bullied</p> <p>Know how to stand up for themselves when they need to</p> <p>Recognise that they shouldn't judge people because they are different</p> <p>Understand that everyone</p>	<p>British values (mutual respect, tolerance)</p> <p>personal goals (respect)</p> <p>Diversity</p>



	<p>know how to get help if I am being bullied.</p> <p>I understand that it is OK to be different from other people and to be friends with them. I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend.</p> <p>I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>			
<p>Spr 1</p> <p>Dreams and Goals</p>	<p>I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say how that makes me feel.</p> <p>I carry on trying (persevering) even when I find tasks difficult. I can tell you some of my strengths as a learner.</p> <p>I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn.</p> <p>I can work well in a group to create an end product. I can work with other people in a group to solve problems.</p>	<p>Realistic, strengths, persevere, challenge, difficult, easy, learning together, partner, product, problem-solve.</p>	<p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Personal goals (resilience)</p>



	<p>I can explain some of the ways I worked well in my group to create the end product. I can express how I felt to be working as part of this group.</p> <p>I know how to share success with other people. I know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud).</p>			
<p>Spr 2</p> <p>Healthy Me</p>	<p>I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices.</p> <p>can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong.</p> <p>I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Dangerous, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>	<p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Express how it feels to share healthy food with their friends</p>	<p>Personal goals (respect)</p>



	<p>know which foods I enjoy the most.</p> <p>I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.</p> <p>I understand which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.</p>			
<p>Sum 1</p> <p>Relationships</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. accept that everyone's family is different and understand that most people value their family.</p> <p>understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and can talk about this.</p> <p>can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive</p>	<p>Similarities, Differences, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Surprise, Good secret, Worry secret, Telling, Adult, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments.</p>	<ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • 	<p>Social justice</p>



	<p>problem-solving technique to resolve conflicts with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p> <p>I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.</p> <p>I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others</p>		<p>Can give and receive compliments •</p> <p>Can say who they would go to for help if they were worried or scared</p>	
<p>Sum 2</p> <p>Changing Me</p>	<p>I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.</p> <p>I can recognise how my body has changed since I was a baby and</p>	<p>Control, Life cycle, Adult, Fully grown, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Excited, Nervous, Anxious, Happy.</p>	<p>• Can appreciate that changes will happen and that some can be controlled and others not •</p> <p>Be able to express how they feel about changes</p> <p>• Show appreciation for people who are older</p> <p>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>• Can say what greater responsibilities and freedoms they may have in the future • Can say</p>	<p>Personal goals (respect, adaptability)</p>



	<p>where I am on the continuum from young to old. I feel proud about becoming more independent.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.</p> <p>I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in my next class and know how to go about this.</p>		<p>who they would go to for help if worried or scared</p> <ul style="list-style-type: none">• Can say what types of touch they find comfortable/ uncomfortable• Be able to confidently ask someone to stop if they are being hurt or frightened• Can say what they are looking forward to in the next year	
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