

Jessie & Friends: PSHE Association's Programme of Study Links

PSHE Education Programme of Study (Key Stage 1)

This document shows links to the PSHE Association's *Programme of Study for PSHE education*, which can be found here:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5>

The *Programme of Study for PSHE education* identifies the key concepts, skills and attributes that are developed through PSHE education.

| Episode 1 | Episode 2 | Episode 3: Session one | Episode 3: Session two |
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CORE THEME 1: HEALTH AND WELLBEING

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| H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health | | | | |
| H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences | | | ✓ | ✓ |
| H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals | | | | |
| H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings | ✓ | ✓ | ✓ | ✓ |
| H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) | | | | |
| H6. the importance of, and how to, maintain personal hygiene | | | | |
| H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading | | | | |
| H8. about the process of growing from young to old and how people's needs change | | | | |
| H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring | | | | |

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| H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls | | | | |
| H11. that household products, including medicines, can be harmful if not used properly | | | | |
| H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety | ✓ | ✓ | ✓ | ✓ |
| H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention | ✓ | ✓ | ✓ | ✓ |
| H14. about the ways that pupils can help the people who look after them to more easily protect them | | ✓ | ✓ | ✓ |
| H15. to recognise that they share a responsibility for keeping themselves 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 | | | ✓ | ✓ |
| H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy | | | ✓ | |

CORE THEME 2: RELATIONSHIPS

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| R1. to communicate their feelings to others, to recognise how others show feelings and how to respond | ✓ | ✓ | ✓ | ✓ |
| R2. to recognise that their behaviour can affect other people | | ✓ | | ✓ |
| R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid | | | | ✓ |
| R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong | | | | ✓ |
| R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class | ✓ | ✓ | ✓ | ✓ |
| R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) | | | | |

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| R7. to offer constructive support and feedback to others | | | | |
| R8. to identify and respect the differences and similarities between people | | | | |
| R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another | ✓ | ✓ | ✓ | ✓ |
| R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) | | | | |
| R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) | ✓ | ✓ | ✓ | ✓ |
| R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say | | ✓ | | ✓ |
| R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable | | | | ✓ |
| R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help | | | | ✓ |

CORE THEME 3: LIVING IN THE WIDER WORLD

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| L1. how they can contribute to the life of the classroom and school | | | | ✓ |
| L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them | | | | |
| L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) | | ✓ | | ✓ |
| L4. that they belong to different groups and communities such as family and school | | | | |
| L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) | | | | |

L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

L8. ways in which they are all unique; understand that there has never been and will never be another 'them'

L9. ways in which we are the same as all other people; what we have in common with everyone else

L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

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