

# Zippy's Friends KS1 PSHE Association Mapping Summary

This document maps the *Skills for Life* programmes against the PSHE Association Programme of Study for PSHE Education including the Department for Education's statutory Relationships, Sex and Health Education guidance.

## CORE THEME 1: HEALTH AND WELLBEING

Healthy lifestyles (physical wellbeing)	✓
Mental health	✓
Ourselves, growing and changing	👥
Keeping safe	👥
Drugs, alcohol and tobacco	✗

## CORE THEME 2: RELATIONSHIPS

Families and close positive relationships	👥
Friendships	✓
Managing hurtful behaviour and bullying	✓
Safe relationships	👥
Respecting self and others	👥

## CORE THEME 3: LIVING IN THE WIDER WORLD

Shared responsibilities	👥
Communities	👥
Economic wellbeing: Money	✗
Economic wellbeing: Aspirations, work and career	✗

Key:



Programmes cover this



Programmes support this



Programmes do not cover this



## CORE THEME 1: HEALTH AND WELLBEING

### KS1 Learning opportunities in Health and Wellbeing

Pupils learn...

HEALTHY LIFESTYLES (PHYSICAL WELLBEING)	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
<b>H1.</b> about what keeping healthy means; different ways to keep healthy*		*Programme supports in this area – Pupils discuss healthy ways to cope and physical ways to improve wellbeing throughout the programme
<b>H2.</b> about foods that support good health and the risks of eating too much sugar*		
<b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday*		
<b>H4.</b> about why sleep is important and different ways to rest and relax*		
<b>H5.</b> simple hygiene routines that can stop germs from spreading*		
<b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy*		
<b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health*		
<b>H8.</b> how to keep safe in the sun and protect skin from sun damage*		
<b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV*		
<b>H10.</b> about the people who help us to stay physically healthy*		

MENTAL HEALTH	Where is this covered in Zippy’s Friends?	How can Zippy’s Friends support this area?
<p><b>H11.</b> about different feelings that humans can experience*</p> <p><b>H12.</b> how to recognise and name different feelings*</p> <p><b>H13.</b> how feelings can affect people’s bodies and how they behave*</p> <p><b>H14.</b> how to recognise what others might be feeling*</p> <p><b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things*</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings*</p>	<p><b>Module 1 – Feelings – To improve children’s abilities to recognise different emotions and to identify strategies to cope with them</b></p> <p><b>Session 1 – Feeling sad – Feeling happy</b> Children practice recognising sadness and happiness in themselves and others.</p> <p><b>Session 2 – Feeling angry or annoyed</b> Children practise recognising feeling angry or annoyed</p> <p><b>Session 3 – Feeling jealous</b> Children learn to recognise jealousy</p> <p><b>Session 4 – Feeling nervous</b> Children discuss what happens in their bodies when they feel nervous</p> <p><b>Module 2, Session 1 – Improving Communication</b> Children learn about better ways to express what they are thinking and feeling</p> <p><b>Module 2, Session 4 – Saying what we want to say</b> Children practise sharing their feelings</p> <p><b>Module 3, Session 2 – Dealing with loneliness and rejection</b> Children think about ways to feel better when they feel lonely or rejected</p> <p><b>Module 5, Session 2 – Coping with death</b> Children discuss the different feelings people experience following a loss</p>	
<p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)*</p>	<p>Throughout Zippy’s Friends, coping skills for difficult feelings and situations to promote self-care are taught, discussed and practiced. Examples such as, exercise, time outdoors, hobbies, spending time with friends and families and relaxation are encouraged</p>	

**H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good\*

**Module 1, Session 1 - Feeling sad – feeling happy**  
Children identify what they can do to feel better when they feel sad

**Module 1, Session 2 – Feeling angry or annoyed**  
Children identify and practice different ways to calm down and feel better when they are angry

**Module 1, Session 3 – Feeling jealous**  
Children think of ways to feel better when they are jealous

**Module 1, Session 4 – Feeling nervous**  
Children identify coping strategies for feeling nervous

**Module 3, Session 2 – Dealing with loneliness and rejection**  
Children identify ways to feel better when they feel lonely or rejected

**Module 4, Session 1 – How to recognise good solutions**  
Children practise finding good solutions for when they have problems

**Module 4, Session 3 – Solving problems**  
Children think about different ways to calm down and find good solutions when they are angry

**Module 4, Session 4 – Helping others resolve conflicts**  
Children practice helping their friends feel better

**Module 5, Session 2 – Coping with death**  
Children identify ways to feel better when they experience a loss

**Module 5, Session 4 – Learning from change and loss**  
Children practise helping a friend to feel better about a change or loss

**Module 6, Session 1 - Different ways to cope**  
Children discuss doing things to help them feel better when there is a change or problem

<p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it*</p>	<p><b>Module 1, Session 4 – Feeling nervous</b> Children identify ways to cope when they have difficult feelings</p> <p><b>Module 2, Session 3 - Improve children’s ability to ask for help</b> Children practise identifying who can help them and how to ask for and receive help from others</p> <p><b>Module 2, Session 4 – Saying what we want to say</b> Children practise telling others what they think and feel in awkward situations</p> <p><b>Module 3, Session 3 – How to resolve conflicts with friends</b> Children discuss what they can do if they have a conflict with friends, including asking an adult for advice</p> <p><b>Module 5, Session 2 – Coping with death</b> Children identify ways to feel better after a loss, including asking others for help</p>	
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<p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better*</p>	<p><b>Module 5, Session 1 – Change and loss are part of life</b> Children discuss change and the feelings associated with changes</p> <p><b>Module 5, Session 2 – Coping with death</b> Children learn about death and talk about how it makes you feel and what helps people feel better when a person or animal dies</p> <p><b>Module 5, Session 2 – Visit to a graveyard</b> Children explore one way the dead can be honoured</p> <p><b>Module 5, Session 4 – Learning from change and loss</b> Children learn how to help a friend feel better about a change</p> <p><b>Module 6, Session 1 – Different ways to cope</b> Children learn different ways to cope with changes including when somebody dies</p> <p><b>Module 6, Session 2 – How to help others</b> Children recap ways to help a friend who has a problem including a loss</p> <p><b>Module 6, Session 4 – Celebrating together</b> Children learn that a ceremony is used to celebrate change. Children think about the changes the characters in the stories have gone through and discuss the changes they have gone through this year</p>	
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OURSELVES, GROWING AND CHANGING	Where is this covered in Zippy’s Friends?	How can Zippy’s Friends support this area?
<p><b>H21.</b> to recognise what makes them special*</p>		
<p><b>H22.</b> to recognise the ways in which we are all unique*</p>		

<p><b>H23.</b> to identify what they are good at, what they like and dislike*</p>		
<p><b>H24.</b> how to manage when finding things difficult*</p>	<p><b>Module 1, Session 2 - Feeling angry or annoyed</b> Children think about when they feel angry and how to find helpful solutions for situations when they feel angry</p> <p><b>Module 2, Session 3 - Who can help us?</b> Children learn how to ask for help in difficult situations</p> <p><b>Module 5, Session 4 - Learning from change and loss</b> Children think about the positive aspects of change</p> <p><b>Module 6, Session 1 – Different ways to cope</b> Children discuss and practice finding ways to cope in difficult situations</p>	
<p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)*</p>		
<p><b>H26.</b> about growing and changing from young to old and how people’s needs change*</p>	<p><b>Module 5, Session 1 - Change and loss are part of life</b> Children discuss changing as a part of life</p> <p><b>Module 6, Session 4 – Celebrating together</b> Children discuss how they have changed in the past year</p>	
<p><b>H27.</b> about preparing to move to a new class/year group*</p>	<p><b>Module 5, Session 1 – Change and loss are part of life</b> Children think about the positive and negative sides of different events such as moving to a new class</p> <p><b>Module 5, Session 4 – Learning from change and loss</b> Children practise helping a friend to see the positive aspects of change such as moving to a new class</p> <p><b>Module 6, Session 3 – Adapting to new situations</b> Children imagine themselves in the near future, when they will experience new challenges and changes</p>	

KEEPING SAFE	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
H28. about rules and age restrictions that keep us safe*		
H29. to recognise risk in simple everyday situations and what action to take to minimise harm		
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)		
H31. that household products (including medicines) can be harmful if not used correctly		
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely		
H33. about the people whose job it is to help keep us safe		<b>Module 2, session 3 – Who can help us?</b> Children learn how to identify who can help them
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them*		<b>Module 2, Session 2 - Listening</b> Children learn how to pick the right moment to tell someone something
H35. about what to do if there is an accident and someone is hurt*		
H36. how to get help in an emergency (how to dial 999 and what to say)*		<b>Module 2, session 3 – Who can help us?</b> Children learn how to identify who can help them and explore ways to ask the person for help

DRUGS, ALCOHOL AND TOBACCO	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
H37. about things that people can put into their body or on their skin; how these can affect how people feel*		



## CORE THEME 2: RELATIONSHIPS

### KS1 Learning opportunities in Relationships

#### Pupils learn...

FAMILIES AND CLOSE POSITIVE RELATIONSHIPS	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
<b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives*		<b>Module 3, Session 1 – How to keep a friend</b> Children think about what friends are
<b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for*		<b>Module 3: Session 1 – How to keep a friend</b> Children create a puppet of their friend and share it with the class
<b>R3.</b> about different types of families including those that may be different to their own*		Different types of families are part of the stories in Zippy's Friends
<b>R4.</b> to identify common features of family life*		Common features of family life are part of the stories in Zippy's friends
<b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried*		<b>Module 1, Session 1 – Feeling Happy – Feeling sad</b> Children think about what they can do when they feel sad  <b>Module 2, Session 2 - Listening</b> Children learn how to pick the right moment to tell someone something  <b>Module 2, Session 3 – Who can help us?</b> Children practise asking for help in different situations such as 'My parents had a fight'

FRIENDSHIPS	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
<b>R6.</b> about how people make friends and what makes a good friendship*	<b>Module 3, Session 1 – How to keep a friend</b> Children think about their friends and what they can do to keep friendships  <b>Module 3, Session 4 – How to make friends</b> Children find new ways to make friends	<b>Module 4, Session 4 – Helping others resolve conflicts</b> Children talk about what happens when a friend has problems and how they can help them  <b>Module 5, Session 4 – Learning from change and loss</b> Children learn how to help a friend see the positive aspects of change  <b>Module 6, Session 2 – How to help others</b> Children learn how to help a friend who is having a problem

<p><b>R7.</b> about how to recognise when they or someone else feels lonely and what to do*</p>	<p><b>Module 3, Session 1 – How to keep a friend</b> Children read a story about a lonely child and discuss if they have ever felt lonely or rejected</p> <p><b>Module 3, Session 2 – Dealing with loneliness and rejection</b> Children think about what they can do to feel better when they feel lonely or rejected</p>	
<p><b>R8.</b> simple strategies to resolve arguments between friends positively*</p>	<p><b>Module 3, Session 3 – How to resolve conflicts with friends</b> Children identify strategies to resolve conflicts with friends positively</p> <p><b>Module 4, Session 1 – How to recognise good solutions</b> Children think about good solutions for problems including conflicts they have experienced recently</p> <p><b>Module 4, Session 3 – Solving problems</b> Children learn that they can change what happens in an argument with a friend</p> <p><b>Module 4, Session 4 – Helping others resolve conflicts</b> Children learn to find ways to help a friend who has a conflict</p>	
<p><b>R9.</b> how to ask for help if a friendship is making them feel unhappy*</p>	<p><b>Module 2, Session 1 – Improving Communication</b> Children learn how to communicate their feelings about situations (including when a friend is mean to them)</p> <p><b>Module 2, session 3 – Who can help us?</b> Children learn how to ask for help in difficult situations (including when their best friend doesn't want to play with them)</p> <p><b>Module 3, Session 3 – How to resolve conflicts with friends</b> Children explore solutions for solving a conflict with a friend</p> <p><b>Module 4, Session 1 – How to recognise good solutions</b> Children identify solutions for problems such as someone being bullied by a friend.</p> <p><b>Module 2, Session 2 – Dealing with bullying</b> Children discuss what they can do if they are being bullied by a friend, including the different ways to ask for help</p>	<p><b>Module 1, Session 1 – Feeling happy – feeling sad</b> Children think about 'What can we do when we feel sad with friends?'</p>

MANAGING HURTFUL BEHAVIOUR & BULLYING	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
<b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online*	<b>Module 4, Session 2 - Dealing with bullying</b> Bullying is explained through the ZF story	
<b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying*	<b>Module 4, Session 2 - Dealing with bullying</b> Children discuss the bullying scenario and how it made the character feel. They find good solutions to deal with bullying.	<b>Module 6, Session 1 – Different ways to cope</b> Children think about what they can do to change a situation where someone is being bullied
<b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult*	<b>Module 4, Session 2 - Dealing with bullying</b> Children learn the difference between 'bullying' and 'teasing'. They learn that bullying is not acceptable and they should ask for help from someone they trust  <b>Module 2, Session 3 – Who can help us?</b> Children learn to identify who can help them and how to find ways to ask for help (including 'A big boy threatened me in school')	<b>Module 2, Session 2 - Listening</b> Children learn how to pick the right moment to tell someone something  <b>Module 4, Session 3 – Solving problems</b> Children learn that it is always possible to ask for help from someone they trust

SAFE RELATIONSHIPS	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
<b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private*		
<b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not*		
<b>R15.</b> how to respond safely to adults they don't know*		<b>Module 2, Session 4 – Saying what we want to say</b> Children act out situations including what they would say if an adult they didn't know tried to talk to them
<b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe		
<b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought*		

<p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)*</p>		
<p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe*</p>		
<p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard*</p>	<p><b>Module 2, Session 2 – Listening</b> Children learn how to pick the right moment to talk to someone</p> <p><b>Module 2, Session 3 – Who can help us</b> Children learn that sometimes it's hard to ask for help, they identify who can help them in different situations and discuss what they would say to get help</p> <p><b>Module 2, Session 4 – Saying what we want to say</b> Children learn how to express themselves clearly</p> <p><b>Module 4, Session 3 – Solving problems</b> Children learn that it is always possible to ask for help from someone they trust</p>	

RESPECTING SELF AND OTHERS	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
<p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p>	<p><b>Module 3, Session 1 – How to keep a friend</b> Children discuss what they should and shouldn't do to keep friends. E.g. Call them names, fight with them or say nice things to them, give them a hug.</p> <p><b>Module 4, Session 2 – Dealing with bullying</b> Children learn about bullying and how it can affect themselves and others</p>	

<p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous*</p>	<p><b>Module 2, Session 2 – Listening</b> Children learn how to listen better and pick the right moment to talk to someone</p> <p>The <b>Zippy’s Friends rules</b> used throughout the programme encourage children to treat others with respect and to be polite and courteous</p> <p>The <b>Zippy’s Friends Golden Rules</b> used throughout the programme encourage children to choose solutions that don’t hurt themselves or anyone else</p> <p><b>Module 2, Session 4 – Saying what we want to say</b> Children learn to express themselves appropriately</p>	<p><b>Module 3, Session 3 – How to resolve conflicts with friends</b> Children role-play positive ways to resolve conflicts with friends</p>
<p><b>R23.</b> to recognise the ways in which they are the same and different to others*</p>		<p>Children are given opportunities throughout the programme to share their feelings, experiences and ideas, this will help them to recognise ways they are the same and different to others</p>
<p><b>R24.</b> how to listen to other people and play and work cooperatively</p>	<p><b>Module 2, Session 2 – Listening</b> Children learn how to listen effectively to others</p> <p>Throughout the programme children are encouraged to listen to their peers and work cooperatively on tasks</p>	
<p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p>	<p><b>Module 2, Session 4 – Saying what we want to say</b> Children learn to find ways to say what they want to say</p>	<p><b>Module 2, Session 2 – Listening</b> Children learn how to pick the right moment to share with someone</p>

## CORE THEME 3: LIVING IN THE WIDER WORLD

### KS1 Learning opportunities in Living in the Wider World

#### Pupils learn...

SHARED RESPONSIBILITIES	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
L1. about what rules are, why they are needed, and why different rules are needed for different situations	<p>The <b>Zippy's Friends rules</b> used throughout the programme make it easier for children to get along and work together</p> <p>The <b>Zippy's Friends Golden Rules</b> used throughout the programme encourage children to choose helpful solutions</p> <p><b>Module 4, Session 2 – Dealing with bullying</b> The Rules about bullying establish with children that they don't have the right to bully someone and they can ask for help from someone they trust if they are being bullied</p>	
L2. how people and other living things have different needs; about the responsibilities of caring for them		Throughout the programme children are taught the importance of helping others
L3. about things they can do to help look after their environment		

COMMUNITIES	Where is this covered in Zippy's Friends?	How can Zippy's Friends support this area?
L4. about the different groups they belong to*		
L5. about the different roles and responsibilities people have in their community		
L6. to recognise the ways they are the same as, and different to, other people*		<p>The programme provides a safe space for discussion and the sharing of real experiences this will help children to recognise ways they are the same and different to others</p> <p><b>Module 5, Session 3 – Visit to a graveyard</b> Children discuss customs used by different countries and cultures when someone dies</p>

<b>MEDIA LITERACY &amp; DIGITAL RESILIENCE</b>	<b>Where is this covered in Zippy's Friends?</b>	<b>How can Zippy's Friends support this area?</b>
<b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others*		
<b>L8.</b> about the role of the internet in everyday life*		
<b>L9.</b> that not all information seen online is true*		

<b>ECONOMIC WELLBEING: MONEY</b>	<b>Where is this covered in Zippy's Friends?</b>	<b>How can Zippy's Friends support this area?</b>
<b>L10.</b> what money is; forms that money comes in; that money comes from different sources		
<b>L11.</b> that people make different choices about how to save and spend money		
<b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want		
<b>L13.</b> that money needs to be looked after; different ways of doing this		

<b>ECONOMIC WELLBEING: ASPIRATIONS, WORK AND CAREER</b>	<b>Where is this covered in Zippy's Friends?</b>	<b>How can Zippy's Friends support this area?</b>
<b>L14.</b> that everyone has different strengths		
<b>L15.</b> that jobs help people to earn money to pay for things		
<b>L16.</b> different jobs that people they know or people who work in the community do		
<b>L17.</b> about some of the strengths and interests someone might need to do different jobs		