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| **Easterside Logo Small.jpg**Year 1 & 2 Cycle 1 Medium Term Overview  |
| Half/Term Key Question  | Topic | In this unit of work, Pupils learn… | Quality Assured resources to support planning  |
| **Autumn 1**What is thesame anddifferent aboutus? | **Relationships**Ourselves and others; similarities anddifferences; individuality; our bodiesPoS refs: H21, H22, H23, H25, R13, R23, L6, L14**H21.** to recognise what makes them special**H22.** to recognise the ways in which we are all unique**H23.** to identify what they are good at, what they like and dislike**H25.** to name the main parts of the body including external genitalia (e.g. vulva,vagina, penis, testicle)**R13.** to recognise that some things are private and the importance of respectingprivacy; that parts of their body covered by underwear are private**R23.** to recognise the ways in which they are the same and different to others**L6.** to recognise the ways they are the same as, and different to, other people**L14.** that everyone has different strengths | • what they like/dislike and are good at• what makes them special and how everyone has differentstrengths• how their personal features or qualities are unique to them• how they are similar or different to others, and what they havein common• to use the correct names for the main parts of the body,including external genitalia; and that parts of bodies covered with underwear are private\*\*9 Protected Characteristics\*\* * Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.
 | SHE Association – Inclusion, belonging andaddressing extremism, (KS1), ‘Sameness anddifference’Medway Public Health Directorate - Primary RSELessons (KS1), Lesson 3, ‘Everybody’s body’NSPCC – The underwear rule resources (PANTS) |
| **Autumn 2**Who is specialto us? | **Relationships**Ourselves and others; people who carefor us; groups we belong to; familiesPoS refs: L4, R1, R2, R3, R4, R5**L4.** about the different groups they belong to**R1.** about the roles different people (e.g. acquaintances, friends and relatives) playin our lives**R2.** to identify the people who love and care for them and what they do to helpthem feel cared for**R3.** about different types of families including those that may be different to theirown**R4.** to identify common features of family life**R5.** that it is important to tell someone (such as their teacher) if something abouttheir family makes them unhappy or worried | • that family is one of the groups they belong to, as well as, forexample, school, friends, clubs• about the different people in their family / those that love and care for them• what their family members, or people that are special to them, do to make them feel loved and cared for• how families are all different but share common features – what is the same and different about them• about different features of family life, including what families do/ enjoy together• that it is important to tell someone (such as their teacher) ifsomething about their family makes them feel unhappy orworried\*\*9 Protected Characteristics\*\* * Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.
 | Medway Public Health Directorate - Primary RSELessons (KS1), Lesson 1, ‘My special people’Metro Charity, KS1, ‘Love and respectfulrelationships’ |
| **Spring 1**What helps usstay healthy? | Health and wellbeingBeing healthy; hygiene; medicines;people who help us with healthPoS refs: H1, H5, H6, H7, H10, H39**H1.** about what keeping healthy means; different ways to keep healthy**H5.** simple hygiene routines that can stop germs from spreading**H6.** that medicines (including vaccinations and immunisations and those thatsupport allergic reactions) can help people to stay healthyH37. about things that people can put into their body or on their skin; how these can affect how people feel**H7.** about dental care and visiting the dentist; how to brush teeth correctly; foodand drink that support dental health**H10.** about the people who help us to stay physically healthy**H39** about hazards (including fire risks) that may cause harm, injury or risk in thehome and what they can do reduce risks and keep safe | • what being healthy means and who helps help them to stayhealthy (e.g. parent, dentist, doctor)• that things people put into or onto their bodies can affect howthey feel• how medicines (including vaccinations and immunisations) canhelp people stay healthy and that some people need to takemedicines every day to stay healthy | **1 decision (5-8) -Keeping/staying healthy £****Islington Healthy Schools Team – DrugWise £****\*The PSHE Association will be releasing a drug and****alcohol education programme in summer 2020****• why hygiene is important and how simple hygiene routines can****stop germs from being passed on****• what they can do to take care of themselves on a daily basis,****e.g. brushing teeth and hair, hand washing** |
| **Spring 2**What can wedo with money? | Living in the wider worldMoney; making choices; needs and wantsPoS refs: L10, L11, L12, L13**L10.** what money is; forms that money comes in; that money comes from differentSources**L11.** that people make different choices about how to save and spend money**L12.** about the difference between needs and wants; that sometimes people maynot always be able to have the things they want**L13.** that money needs to be looked after; different ways of doing this | • what money is - that money comes in different forms• how money is obtained (e.g. earned, won, borrowed, presents)• how people make choices about what to do with money,including spending and saving• the difference between needs and wants - that people may notalways be able to have the things they want• how to keep money safe and the different ways of doing this | **1decision (5-8) – Money matters £** |
| **Summer 1**Who helps tokeep us safe? | **Health and wellbeing**Keeping safe; people who help usPoS refs: H33, H35, H36, R15, R20, L5**H33.** about the people whose job it is to help keep us safe**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)**R15.** how to respond safely to adults they don’t know**R20.** what to do if they feel unsafe or worried for themselves or others; who toask for help and vocabulary to use when asking for help; importance of keepingtrying until they are heard**L5.** about the different roles and responsibilities people have in their community | • that people have different roles in the community to help them(and others) keep safe - the jobs they do and how they helppeople• who can help them in different places and situations; how toattract someone’s attention or ask for help; what to say• how to respond safely to adults they don’t know• what to do if they feel unsafe or worried for themselves orothers; and the importance of keeping on asking for supportuntil they are heard• how to get help if there is an accident and someone is hurt,including how to dial 999 in an emergency and what to say\*\*9 Protected Characteristics\*\* * Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.
 | **1 decision (5-8) – Keeping/staying safe £** |
| **Summer 2**How can welook after eachother and theworld? | Living in the wider worldOurselves and others; the world aroundus; caring for others; growing andchangingPoS refs: H26, H27, R21, R22, R24, R25,L2, L3**H26.** about growing and changing from young to old and how people’s needschange**H27.** about preparing to move to a new class/year group**R1.** about the roles different people (e.g. acquaintances, friends and relatives) playin our lives**R22.** about how to treat themselves and others with respect; how to be polite andCourteous**R24.** how to listen to other people and play and work cooperatively**R25.** how to talk about and share their opinions on things that matter to them**L2.** how people and other living things have different needs; about theresponsibilities of caring for them**L3.** about things they can do to help look after their environment | • how kind and unkind behaviour can affect others; how to bepolite and courteous; how to play and work co-operatively• the responsibilities they have in and out of the classroom• how people and animals need to be looked after and cared for• what can harm the local and global environment; how they andothers can help care for it• how people grow and change and how people’s needs changeas they grow from young to old• how to manage change when moving to a new class/year group | **Medway Public Health Directorate - Primary RSE****Lessons – KS1, Lesson 2, ‘Growing up: the human****life cycle’****1 decision (5-8) - Being responsible £****Alzheimer’s Society -Creating a dementia-friendly****generation (KS1)** |

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| **Easterside Logo Small.jpg**Year 1 & 2 Cycle 2Medium Term Overview |
| Half/Term Key Question  | Topic | In this unit of work, Pupils learn… | Quality Assured resources to support planning  |
| **Autumn 1**What makes agood friend? | **Relationships**Friendship; feeling lonely; managingargumentsPoS refs: R6, R7, R8, R9, R25**R6.** about how people make friends and what makes a good friendship**R7.** about how to recognise when they or someone else feels lonely and what todo**R8.** simple strategies to resolve arguments between friends positively**R9.** how to ask for help if a friendship is making them feel unhappy**R25.** how to talk about and share their opinions on things that matter to them | • how to make friends with others• how to recognise when they feel lonely and what they could doabout it• how people behave when they are being friendly and whatmakes a good friend• how to resolve arguments that can occur in friendships• how to ask for help if a friendship is making them unhappy\*\*9 Protected Characteristics\*\* * Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.
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| **Autumn 2**What isbullying? | RelationshipsBehaviour; bullying; words and actions;respect for othersPoS refs: R10, R11, R12, R16, R17, R21,R22, R24, R25**R10.** that bodies and feelings can be hurt by words and actions; that people cansay hurtful things online**R11.** about how people may feel if they experience hurtful behaviour or bullying**R12.** that hurtful behaviour (offline and online) including teasing, name-calling,bullying and deliberately excluding others is not acceptable; how to reportbullying; the importance of telling a trusted adult**R16.** about how to respond if physical contact makes them feel uncomfortable orunsafe**R17.** about knowing there are situations when they should ask for permission andalso when their permission should be sought**R21.** about what is kind and unkind behaviour, and how this can affect others**R22.** about how to treat themselves and others with respect; how to be polite andcourteous**R24.** how to listen to other people and play and work cooperatively**R25.** how to talk about and share their opinions on things that matter to them | • how words and actions can affect how people feel• how to ask for and give/not give permission regarding physicalcontact and how to respond if physical contact makes themuncomfortable or unsafe• why name-calling, hurtful teasing, bulling and deliberatelyexcluding others is unacceptable• how to respond if this happens in different situations• how to report bullying or other hurtful behaviour, includingonline, to a trusted adult and the importance of doing so | 1 decision (5-8) - Relationships £ |
| **Spring 1**What jobs dopeople do? | Living in the wider worldPeople and jobs; money; role of theinternetPoS refs: L15, L16, L17, L7, L8**L15.** that jobs help people to earn money to pay for things**L16.** different jobs that people they know or people who work in the communitydo**L17.** about some of the strengths and interests someone might need to dodifferent jobs**L7.** about how the internet and digital devices can be used safely to find thingsout and to communicate with others**L8.** about the role of the internet in everyday life | • how jobs help people earn money to pay for things they needand want• about a range of different jobs, including those done by peoplethey know or people who work in their community• how people have different strengths and interests that enablethem to do different jobs• how people use the internet and digital devices in their jobs andeveryday life |  |
| **Spring 2**What helps usto stay safe? | Health and wellbeingKeeping safe; recognising risk; rulesPoS refs: H28, H29, H30, H31, H32,H34, R14, R16, R18, R19, R20, L1, L9**H28**. about rules and age restrictions that keep us safe**H29.** to recognise risk in simple everyday situations and what action to take tominimise harm**H30.** about how to keep safe at home (including around electrical appliances) andfire safety (e.g. not playing with matches and lighters)**H31.** that household products (including medicines) can be harmful if not usedcorrectly**H32.** ways to keep safe in familiar and unfamiliar environments (e.g. beach,Shopping**H34.** basic rules to keep safe online, including what is meant by personalinformation and what should be kept private; the importance of telling a trustedadult if they come across something that scares them**R14.** that sometimes people may behave differently online, including bypretending to be someone they are not**R16.** about how to respond if physical contact makes them feel uncomfortable orUnsafe**R18.** about the importance of not keeping adults’ secrets (only happy surprisesthat others will find out about eventually)**R19.** basic techniques for resisting pressure to do something they don’t want todo and which may make them unsafe**R20.** what to do if they feel unsafe or worried for themselves or others; who toask for help and vocabulary to use when asking for help; importance of keepingtrying until they are heard**L1.** about what rules are, why they are needed, and why different rules are neededfor different situations**L9.** that not all information seen online is true | • how rules and restrictions help them to keep safe (e.g. basicroad, fire, cycle, water safety; in relation to medicines/household products and online)• how to identify risky and potentially unsafe situations (infamiliar and unfamiliar environments, including online) and takesteps to avoid or remove themselves from them• how to resist pressure to do something that makes them feelunsafe or uncomfortable, including keeping secrets• how not everything they see online is true or trustworthy andthat people can pretend to be someone they are not• how to tell a trusted adult if they are worried for themselves orothers, worried that something is unsafe or if they come acrosssomething that scares or concerns them | Thinkuknow: Jessie and Friends1 decision (5-8) – Computer safety / Hazard watch£Red Cross – Life. Live it ‘Stay safe’Islington Healthy Schools Team – DrugWise £\*The PSHE Association will be releasing a drug andalcohol education programme in summer 2020 |
| **Summer 1**What can helpus grow andstay healthy? | **Health and wellbeing**Being healthy: eating, drinking, playingand sleepingPoS refs: H1, H2, H3, H4, H8, H9**H1**. about what keeping healthy means; different ways to keep healthy**H2**. about foods that support good health and the risks of eating too much sugar **H3**. about how physical activity helps us to stay healthy; and ways to be physicallyactive everyday**H4**. about why sleep is important and different ways to rest and relax**H8**. how to keep safe in the sun and protect skin from sun damage**H9**. about different ways to learn and play; recognising the importance of knowingwhen to take a break from time online or TV | that different things help their bodies to be healthy, includingfood and drink, physical activity, sleep and rest• that eating and drinking too much sugar can affect their health,including dental health• how to be physically active and how much rest and sleep theyshould have everyday• that there are different ways to learn and play; how to knowwhen to take a break from screen-time• how sunshine helps bodies to grow and how to keep safe andwell in the sun | 1 decision (5-8) -Keeping/staying healthy £ |
| **Summer 2**How do werecognise ourfeelings? | **Health and wellbeing**Feelings; mood; times of change; loss andbereavement; growing upPoS refs: H11, H12, H13, H14, H15,H16, H17, H18, H19, H20, H24, H27**H11**. about different feelings that humans can experience**H12**. how to recognise and name different feelings**H13**. how feelings can affect people’s bodies and how they behave**H14**. how to recognise what others might be feeling**H15**. to recognise that not everyone feels the same at the same time, or feels thesame about the same things**H16**. about ways of sharing feelings; a range of words to describe feelings**H17**. about things that help people feel good (e.g. playing outside, doing thingsthey enjoy, spending time with family, getting enough sleep)**H18**. different things they can do to manage big feelings, to help calm themselvesdown and/or change their mood when they don’t feel good**H19**. to recognise when they need help with feelings; that it is important to askfor help with feelings; and how to ask for it**H20**. about change and loss (including death); to identify feelings associated withthis; to recognise what helps people to feel better**H24**. how to manage when finding things difficult**H27**. about preparing to move to a new class/year group | • how to recognise, name and describe a range of feelings• what helps them to feel good, or better if not feeling good• how different things / times / experiences can bring aboutdifferent feelings for different people (including loss, changeand bereavement or moving on to a new class/year group)• how feelings can affect people in their bodies and theirbehaviour• ways to manage big feelings and the importance of sharing their feelings with someone they trust• how to recognise when they might need help with feelings and how to ask for help when they need it | PSHE Association – Mental health and wellbeinglessons (KS1)1 decision (5-8) – Feelings and emotions £ |