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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 the  same and  different about  us? | **Relationships**  Ourselves and others; similarities and  differences; individuality; our bodies  PoS 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 respecting  privacy; 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 different  strengths  • how their personal features or qualities are unique to them  • how they are similar or different to others, and what they have  in 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 and  addressing extremism, (KS1), ‘Sameness and  difference’  Medway Public Health Directorate - Primary RSE  Lessons (KS1), Lesson 3, ‘Everybody’s body’  NSPCC – The underwear rule resources (PANTS) |
| **Autumn 2**  Who is special  to us? | **Relationships**  Ourselves and others; people who care  for us; groups we belong to; families  PoS 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) play  in our lives  **R2.** to identify the people who love and care for them and what they do to help  them feel cared for  **R3.** about different types of families including those that may be different to their  own  **R4.** to identify common features of family life  **R5.** that it is important to tell someone (such as their teacher) if something about  their family makes them unhappy or worried | • that family is one of the groups they belong to, as well as, for  example, 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) if  something about their family makes them feel unhappy or  worried  \*\*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 RSE  Lessons (KS1), Lesson 1, ‘My special people’  Metro Charity, KS1, ‘Love and respectful  relationships’ |
| **Spring 1**  What helps us  stay healthy? | Health and wellbeing  Being healthy; hygiene; medicines;  people who help us with health  PoS 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 that  support allergic reactions) can help people to stay healthy  H37. 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; food  and 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 the  home and what they can do reduce risks and keep safe | • what being healthy means and who helps help them to stay  healthy (e.g. parent, dentist, doctor)  • that things people put into or onto their bodies can affect how  they feel  • how medicines (including vaccinations and immunisations) can  help people stay healthy and that some people need to take  medicines 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 we  do with money? | Living in the wider world  Money; making choices; needs and wants  PoS refs: L10, L11, L12, L13  **L10.** what money is; forms that money comes in; that money comes from different  Sources  **L11.** that people make different choices about how to save and spend money  **L12.** about the difference between needs and wants; that sometimes people may  not 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 not  always 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 to  keep us safe? | **Health and wellbeing**  Keeping safe; people who help us  PoS 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 to  ask for help and vocabulary to use when asking for help; importance of keeping  trying 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 help  people  • who can help them in different places and situations; how to  attract 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 or  others; and the importance of keeping on asking for support  until 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 we  look after each  other and the  world? | Living in the wider world  Ourselves and others; the world around  us; caring for others; growing and  changing  PoS refs: H26, H27, R21, R22, R24, R25,  L2, L3  **H26.** about growing and changing from young to old and how people’s needs  change  **H27.** about preparing to move to a new class/year group  **R1.** about the roles different people (e.g. acquaintances, friends and relatives) play  in our lives  **R22.** about how to treat themselves and others with respect; how to be polite and  Courteous  **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 the  responsibilities 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 be  polite 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 and  others can help care for it  • how people grow and change and how people’s needs change  as 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 2  Medium Term Overview | | | |
| Half/Term Key Question | Topic | In this unit of work, Pupils learn… | Quality Assured resources to support planning |
| **Autumn 1**  What makes a  good friend? | **Relationships**  Friendship; feeling lonely; managing  arguments  PoS 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 to  do  **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 do  about it  • how people behave when they are being friendly and what  makes 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. |  |
| **Autumn 2**  What is  bullying? | Relationships  Behaviour; bullying; words and actions;  respect for others  PoS refs: R10, R11, R12, R16, R17, R21,  R22, R24, R25  **R10.** that bodies and feelings can be hurt by words and actions; that people can  say 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 report  bullying; the importance of telling a trusted adult  **R16.** about how to respond if physical contact makes them feel uncomfortable or  unsafe  **R17.** about knowing there are situations when they should ask for permission and  also 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 and  courteous  **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 physical  contact and how to respond if physical contact makes them  uncomfortable or unsafe  • why name-calling, hurtful teasing, bulling and deliberately  excluding others is unacceptable  • how to respond if this happens in different situations  • how to report bullying or other hurtful behaviour, including  online, to a trusted adult and the importance of doing so | 1 decision (5-8) - Relationships £ |
| **Spring 1**  What jobs do  people do? | Living in the wider world  People and jobs; money; role of the  internet  PoS 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 community  do  **L17.** about some of the strengths and interests someone might need to do  different jobs  **L7.** about how the internet and digital devices can be used safely to find things  out 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 need  and want  • about a range of different jobs, including those done by people  they know or people who work in their community  • how people have different strengths and interests that enable  them to do different jobs  • how people use the internet and digital devices in their jobs and  everyday life |  |
| **Spring 2**  What helps us  to stay safe? | Health and wellbeing  Keeping safe; recognising risk; rules  PoS 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 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  **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  **R14.** that sometimes people may behave differently online, including by  pretending to be someone they are not  **R16.** about how to respond if physical contact makes them feel uncomfortable or  Unsafe  **R18.** about the importance of not keeping adults’ secrets (only happy surprises  that others will find out about eventually)  **R19.** basic techniques for resisting pressure to do something they don’t want to  do and which may make them unsafe  **R20.** 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  **L1.** about what rules are, why they are needed, and why different rules are needed  for different situations  **L9.** that not all information seen online is true | • how rules and restrictions help them to keep safe (e.g. basic  road, fire, cycle, water safety; in relation to medicines/  household products and online)  • how to identify risky and potentially unsafe situations (in  familiar and unfamiliar environments, including online) and take  steps to avoid or remove themselves from them  • how to resist pressure to do something that makes them feel  unsafe or uncomfortable, including keeping secrets  • how not everything they see online is true or trustworthy and  that people can pretend to be someone they are not  • how to tell a trusted adult if they are worried for themselves or  others, worried that something is unsafe or if they come across  something that scares or concerns them | Thinkuknow: Jessie and Friends  1 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 and  alcohol education programme in summer 2020 |
| **Summer 1**  What can help  us grow and  stay healthy? | **Health and wellbeing**  Being healthy: eating, drinking, playing  and sleeping  PoS 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 physically  active 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 knowing  when to take a break from time online or TV | that different things help their bodies to be healthy, including  food 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 they  should have everyday  • that there are different ways to learn and play; how to know  when to take a break from screen-time  • how sunshine helps bodies to grow and how to keep safe and  well in the sun | 1 decision (5-8) -Keeping/staying healthy £ |
| **Summer 2**  How do we  recognise our  feelings? | **Health and wellbeing**  Feelings; mood; times of change; loss and  bereavement; growing up  PoS 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 the  same 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 things  they enjoy, spending time with family, getting enough sleep)  **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  **H19**. to recognise when they need help with feelings; that it is important to ask  for help with feelings; and how to ask for it  **H20**. about change and loss (including death); to identify feelings associated with  this; 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 about  different feelings for different people (including loss, change  and bereavement or moving on to a new class/year group)  • how feelings can affect people in their bodies and their  behaviour  • 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 wellbeing  lessons (KS1)  1 decision (5-8) – Feelings and emotions £ |