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| YEAR GROUP | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SUBJECT | PSHE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Term 1 | <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>All About Me</p> </div> <div style="width: 30%; background-color: yellow; border: 2px dashed black; padding: 5px;"> <p style="text-align: center;">Progression and Golden Thread</p> <p style="text-align: center;">In this Year 1 Health and Wellbeing unit, we will explore who we are. We will learn about our likes and dislikes, how we like to play and learn, and the things we can and can't do. We will learn how to spot clues that show how someone is feeling and talk about common feelings when happy or sad changes happen. We will also learn simple ways to keep ourselves safe. In future years, we will revisit these ideas and build on what we have learned.</p> </div> <div style="width: 30%;"> <p style="text-align: center;">Key Terms</p> <table border="0"> <tr> <td></td> <td>Likes</td> <td>Things you enjoy or want to do.</td> </tr> <tr> <td></td> <td>Dislikes</td> <td>Things you don't enjoy or don't want to do.</td> </tr> <tr> <td></td> <td>Unique</td> <td>Something that is one of a kind or different from everything else.</td> </tr> <tr> <td></td> <td>Feelings</td> <td>How you feel inside, like happy or sad.</td> </tr> <tr> <td></td> <td>Emotions</td> <td>Another word that means feelings.</td> </tr> <tr> <td></td> <td>Body language</td> <td>Clues about how someone feels that you can see by the way they move their body</td> </tr> <tr> <td></td> <td>Change</td> <td>When something is different from before.</td> </tr> <tr> <td></td> <td>Loss</td> <td>When something important is gone.</td> </tr> <tr> <td></td> <td>Safety rules</td> <td>Rules that help us to stay safe.</td> </tr> <tr> <td></td> <td>Safe Stranger</td> <td>Someone you don't know who can help you, like a police officer.</td> </tr> </table> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%; background-color: orange; border: 2px dashed black; padding: 5px;"> <p style="text-align: center;">Spotting Feelings</p> <table border="0"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Happy</td> <td></td> <td></td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Sad</td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Excited</td> <td></td> <td></td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Upset</td> </tr> </table> </div> <div style="width: 30%; background-color: orange; border: 2px dashed black; padding: 5px;"> <p style="text-align: center;">Stages of Life</p> <p>Babies drink milk and wear nappies.</p> <p>Children learn to read and write.</p> <table border="0"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Baby</td> <td>Toddler</td> <td>Child</td> <td>Adult</td> </tr> </table> <p>Toddlers start to walk and try new foods.</p> <p>Adults go to work and care for others.</p> </div> </div> | | Likes | Things you enjoy or want to do. | | Dislikes | Things you don't enjoy or don't want to do. | | Unique | Something that is one of a kind or different from everything else. | | Feelings | How you feel inside, like happy or sad. | | Emotions | Another word that means feelings. | | Body language | Clues about how someone feels that you can see by the way they move their body | | Change | When something is different from before. | | Loss | When something important is gone. | | Safety rules | Rules that help us to stay safe. | | Safe Stranger | Someone you don't know who can help you, like a police officer. | Happy | | | Sad | Excited | | | Upset | | | | | Baby | Toddler | Child | Adult |
| | Likes | Things you enjoy or want to do. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Happy | | | Sad | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excited | | | Upset | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baby | Toddler | Child | Adult | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YEAR 1 – AUTUMN 1 HEALTH AND WELLBEING KNOWLEDGE ORGANISER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

YEAR 1 – AUTUMN 2 RELATIONSHIPS KNOWLEDGE ORGANISER

Polite Words
One way we can show respect is by using polite words.

Please
We say this when asking for something politely.

Thank you
We say this to show we are grateful.

Excuse me
We say this to get someone's attention or if we want someone to move so we can get past.

How can we be kind?

If someone looks sad, ask if they are okay.

We can ask if someone needs help.

If someone looks shy, say hello and be friendly.


We can share with others.


We can let everyone join in.


Key Terms


| | | |
|---|---------------------|--|
|  | Respect | Being kind and treating others nicely. |
|  | Polite | Using kind words like please and thank you. |
|  | Rude | Using unkind words or not listening to others. |
|  | Kind | Being nice and helping others. |
|  | Unkind | Not being nice or hurting others. |
|  | Helpful | Doing things to help others. |
|  | Sharing | Giving some of what you have to others. |
|  | Taking turns | Letting others have a go too. |


Respectful Relationships


1. Respect 

2. Polite Words 

3. Sharing and Taking Turns 

4. Being Helpful 

5. Being Kind 

6. Getting Hurt 

What can you do in an 'ouch moment'?

1. Be calm 
2. Be brave 
3. Be yourself 
4. Be loud 
5. Be caring 
6. Be kind 
7. Tell and adult 

Can you remember what they all mean?

Progression and Golden Thread

In this Year 1 Respectful Relationships unit, we will learn about positive relationships and how to treat others well. We will explore kindness and respect, including how to show them with polite words and actions. This builds on what we learned in EYFS about sharing, turn taking, showing kindness, and saying sorry. This year, we will study these topics in more detail to get ready for Year 2, where we will continue to grow our understanding of respectful relationships.

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Term 3
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Progression and Golden Thread

In this Year 1 Wider World unit, we will learn about rules and why it is important to follow them. We will also explore the internet and digital devices, including how they are used. We will think about online safety and discuss practical dos and don'ts, using the story *Chicken Clicking* to highlight online risks. This builds on our earlier learning in EYFS, where we began to understand rules and safe ways to use technology. In future years, we will revisit these ideas and develop a deeper understanding of online safety and responsible use of digital devices.

Online Safety Dos and Don'ts

| Do | Don't |
|---|---|
| <p>1. Ask before you go online.</p> | <p>1. Don't send pictures of yourself.</p> |
| <p>2. Keep personal information private.</p> | <p>2. Don't try to buy things.</p> |
| <p>1. Tell a grown-up if you see something upsetting.</p> | <p>2. Never agree to meet in real life.</p> |

Key Terms

| | | |
|--|-----------------------------|--|
| | Rules | Instructions that tell us what we can do and what we cannot do. |
| | Safety rules | Rules that keep us safe. |
| | Online | Using the internet on a device like a computer, tablet, or phone. |
| | Online safety | Staying safe when using the internet on a computer, tablet, or phone. |
| | Digital device | An electronic device, like a phone or tablet, that we can use to learn, play, or go online. |
| | Personal information | Private details about you that you should keep safe, like your name, age, or where you live. |
| | Private | Something that is just for you and should not be shared with everyone. |

Digital Devices

- Watch
- Tablet
- Phone
- Laptop

What things can we do online?

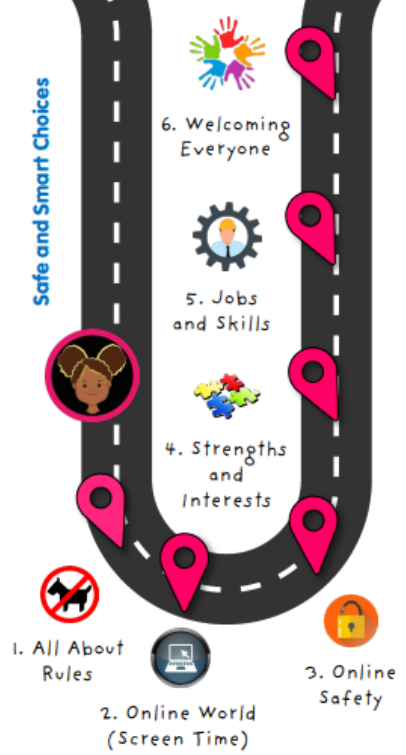
- Buy things
- Watch videos
- Videocall
- Play games
- Learn new things

YEAR 1 – SPRING 1 WIDER WORLD 1 KNOWLEDGE ORGANISER

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Safe and Smart Choices



6. Welcoming Everyone



5. Jobs and Skills



4. Strengths and Interests



1. All About Rules



2. Online World (Screen Time)



3. Online Safety

What do you like to do?



How can we make someone feel welcome?



Progression and Golden Thread

In the latter half of this Year 1 Wider World unit, our focus shifts to strengths, interests, and our place in the community. In these lessons, we will learn about our strengths and interests and how they can make us happy. We will talk about the jobs people do and why it is important to think about the things we enjoy when choosing a job. We will also explore the importance of being kind and welcoming to everyone in our community. These topics build on our earlier learning in EYFS about community helpers and will be developed further in future years.

What jobs do people do?

Grown-ups do jobs to earn money. There are lots of different jobs. It helps to know what you are good at and what you like to do.



Key Terms

| | | |
|--|------------------|---|
| | Strengths | The things you are good at. |
| | Interests | The things you like to do. |
| | Skill | Something you learn to do and keep trying to get better at. |
| | Job | Work that an adult does to earn money. |
| | Welcome | Being kind and helping someone feel happy and wanted. |
| | Included | Making sure everyone is part of the group and not left out. |

YEAR 1 – SPRING 1 WIDER WORLD 1 KNOWLEDGE ORGANISER

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Healthy Bodies

1. Keeping Clean
2. Healthy Teeth
3. Fun in the Sun
4. Healthy Food
5. Eating Well
6. Keeping Fit and Healthy

Progression and Golden Thread

In this Year 1 Health and Wellbeing unit, we will learn how to keep our bodies healthy. We will explore hygiene and keeping clean, brushing our teeth, staying safe in the sun, eating well, and the different ways we can stay active. Many of these lessons build on what we learned in EYFS, when we read and talked about stories like The Very Hungry Caterpillar and Sparkle Kitty versus the Sun. In Year 1, the focus is on practical steps we can take to look after our bodies, giving a foundation for deeper learning when we revisit this topic in later years.

How do we take care of our teeth?

Eat tooth friendly foods. Brush morning and night. Use a toothbrush and toothpaste. Brush for 2 minutes. Visit a dentist.

Key Terms

- Hygiene**: Keeping our bodies clean by washing our hands and having a bath or shower.
- Hygiene Routine**: Things you do regularly to keep clean, like washing your hands or brushing your teeth.
- Germ**: A tiny living thing that can hurt our teeth and make us sick.
- Cavity**: A painful hole in a tooth that can happen if we don't clean our teeth well.
- Healthy Foods**: Food that helps your body stay well, grow, be strong, and have energy.
- Unhealthy Foods**: Foods that often taste nice but don't help our bodies to stay well.
- Sun Safety**: Ways to keep our bodies safe from the sun.
- Physically active**: Moving your body in ways that help you stay healthy, like running, playing, dancing, or gardening.
- Brain Break**: A short movement break that helps your brain to rest and get ready to learn.

The 5 S's of Sun Safety

- Slip on a T-shirt
- Slap on a hat
- Stop on the sunscreen
- Wear sunglasses
- Sit in the shade

Healthy Food

Food that give me energy

Foods that help me stay well.

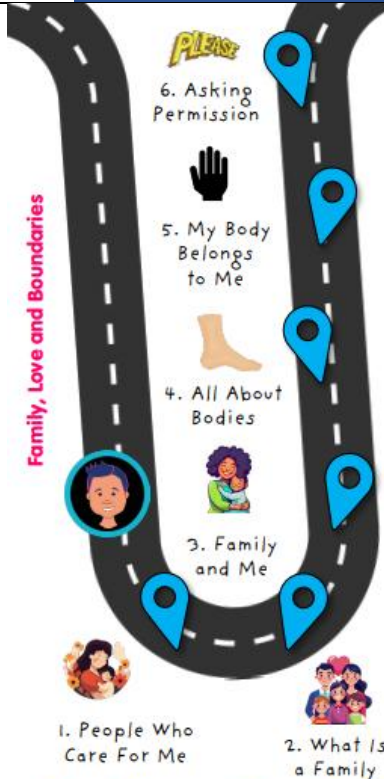
Foods that help me grow.

Being 'physically active'

- Cycling
- Walking
- Swimming
- Playing sport
- Playing outdoors

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Family, Love and Boundaries



Progression and Golden Thread

In this Year 1 Relationships unit, we will learn about our bodies, how to recognise and respond to wanted and unwanted touch, and build on our EYFS learning about asking for permission. We will also talk about our families and the people in our lives who love and care for us. This learning builds on our introductory family diversity lesson from Reception, as well as our lessons on naming body parts and understanding personal space. We will revisit these ideas in Year 2, when we learn about our bodies and keeping them safe in more detail.

What Is a Family?

No two families look the same...

Families show love and care in different ways...

Families like to celebrate and spend time together.

Key Terms

| | | |
|--|-------------------------|---|
| | Family | A group of people who love and care for each other. |
| | Caring | Being kind, helpful, and looking after people, for example, the people in your family. |
| | Celebrations | A special time when people are happy and do fun things together, like Christmas, a birthday, or Diwali. |
| | Permission | Asking if you can do something and waiting for a yes. |
| | May I... please? | A polite way to ask for something. |
| | Body Parts | The different parts of your body, like your head, arms, legs, and stomach. |
| | Private | Something that belongs to you and is not for other people to see or share. |
| | Private Parts | The parts of your body that are covered by your underwear or swimming costume. |

Private Body Parts

Testicles Penis Vulva

Some of our body parts are private. Private means just for us. Your private parts are covered by your underwear.

The Swimwear Rule

Other people shouldn't touch the parts of your body that are covered by your underwear or swimming costume.

If you need help or feel worried about your private parts, you can talk to a trusted adult, like a parent, teacher, or doctor.

YEAR 1 – SUMMER 2 WIDER WORLD KNOWLEDGE ORGANISER

Caring for Living Things

What do animals need?

Water Food A home (habitat)

Why are some animals losing their homes?

Trees are cut down Ice is melting Forest fires

What Happens to Our Rubbish?

Some rubbish goes into a big hole in the ground called landfill.

Some rubbish goes into the sea. This can hurt animals.

Old things can be made into new things.

How Can We Help?

Reduce Make less rubbish.

Re-use Use things again.

Recycle Turn old things into something new.

We Can Recycle...

Plastic Metal Paper Glass

Key Terms

Living thing Something that is alive. It grows, changes, and needs food and water.

Endangered animals An animal that is in danger of disappearing because there are very few of its kind left.

Need Something you must have to be healthy and safe.

Recycle Using old things to make something new instead of throwing them away.

Plastic What bottles, plastic bags and toys are made from. It lasts a very long time.

Metal What cans are made from. Old metal can be made into something new.

Landfill A big hole in the ground that is filled with rubbish.

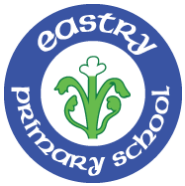
Global Warming The Earth is getting hotter. This is making the ice melt and causing some animals to lose their homes.



Progression and Golden Thread

In this Year 1 unit, children are introduced to caring for living things and learning how their actions affect the environment. They explore what living things need, what happens to our rubbish, and how recycling and plastic pollution can harm animals and their homes. This unit provides children's first introduction to environmental responsibility and prepares them for more detailed learning about environmental issues in Year 5. It also links to later learning about wants and needs in the context of money in Year 2 and Year 6.

Caring for Our World



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