

British Values, SMSC, Being part of a community, Outdoor Learning, Equality, Independence, Personal Development, Cultural Capital, Principles of Nurture and Career aspirations run in a wide range of ways through every PSHCE topic. Enrichment activities (ie visits, visitors etc) are regularly used to provide enhanced learning across the school. The Personal Development document gives more detail around this.

Year 1	Autumn Term
Unit: My Healthy Lifestyle	
Prior Learning: EYFS	
Key Essential Skills and Knowledge: – Know the importance of general wellbeing, physical health and personal hygiene (including oral hygiene) and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day – Understand what physical and mental health means and that all humans have it – Know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing – Recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences – Recognise my emotions, talk about my emotions and recognise them in others – Know what makes me happy – Understand what being resilient means to me and I have strategies I can use – Know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes – Know who to speak to if I'm unwell	
Sticky Knowledge: - Teeth should be cleaned twice a day (morning and night) and you should visit the dentist regularly - Hand and body washing help to keep you healthy - Exercise is important to keep your body healthy - You should eat 3 proper meals a day and limit snacks and fizzy drinks - It is good to get at least 10 hours of sleep a night - Wearing a hat in the sun and putting on sun cream keeps you safe in the sun - Making unhealthy choices can be bad for your body and mind	
Vocabulary: Clean, Wash, Body, Teeth, Germs, Health, Active, Likes/dislikes, Exercise, Safe/Safety/Unsafe, (Proud) – Happy Pleased, Excited, Sad, Angry, Cross Scared, Worried Shocked, Afraid, Lonely	
Sequence: - Keeping my body healthy - Personal hygiene - Likes, Dislikes and Making Choices - Emotions - Being Mentally healthy	
Thinking Deeper: Persuading others to be healthy	
Links:	

PE, Forest School, Collective Worship, The Street

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Year 1	Autumn Term
Unit: Me and My Relationships	
Prior Learning: EYFS	
Key Essential Skills and Knowledge: – Know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences – Know that family and friends are important for children growing up safe and happy because they can provide love, security and stability – Know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help – Know the names for the main body parts (including penis, vagina, nipples) and why it is important to keep them private – Understand what is meant by ‘privacy’; my right to keep things ‘private’ and the importance of respecting others’ privacy both on and offline and between friends – Name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention – Know what being a good friend means both on and offline and how importance friendships are in making us feel happy and secure – Show skills for developing and caring, kind friendships – Play and work cooperatively, being positive and welcoming to others and not make anyone feel lonely or excluded? – Listen to other people and show them respect – Share appropriately (Knowing boundaries in play and begin to negotiate space/books/toys etc) – Recognise that my behaviour affects others both on and offline – Begin to show courtesy and manners – Know the difference between right and wrong, fair and unfair and kind and unkind both on and offline – Recognise there are different types of teasing both on and offline – Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) – Know how to be nice to people both on and offline	
Sticky Knowledge: - There are different types of people and families and all should be respected - Name a trusted adult and know how to ask them for help if they feel unsafe - Names of external genitalia (vagina, penis, chest) - Names of main body parts (head, shoulders, legs, feet, arms, hands etc.) - Online means anything on the internet	

- Ask permission before you do something so an adult knows where you are/what you are doing
- Privacy is the right to keep things private

Vocabulary:

Friend, Relationship, Family, Touch, Boy, Girl, Respect, Difference, Safe/Safety, Private/Privacy, Sharing, Working together, Secret, On/Off line, Teasing, Change, Worry Body Parts, Right/Wrong, Acceptable/Unacceptable, Love, Security, Fair, Unfair/Fair, Loss Worry, Stable/Stability

ESSENTIAL:

PERMISSION, SEX, DISABILITY

Sequence:

- Different Relationships
- Body parts
- Being safe online
- Being a good friend
- Right/wrong

Thinking Deeper: Explore diversity in more depth

Links: PE, Collective Worship, The Street, Computing, Science

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Year 1	Spring Term
Unit: Keeping Myself Safe, including online	
Prior Learning: EYFS	
Key Essential Skills and Knowledge: – Know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines – Know that some substances can help or harm the body including household substances like dishwasher tablets – Recognise risk and the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules – Name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency – Know I have a responsibility to keep myself 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 both on and offline – Know the internet has many benefits and negatives, including in online relationships, but I know I need to balance my time spent on and offline – Know that people you don’t know are strangers and this applies online as well as well as off line – Know that when people I don’t know ask me for private information I don’t share it online or in person – Understand that some websites, games and social media sites have age restrictions and I know what to get help if I see something I am unhappy with online	
Sticky Knowledge: - The School rules - Medicines can help us but they can also be harmful if not taken correctly - Don’t take any substances you are unsure of - Cross the road with an adult - Don’t go near water, railway tracks etc. without an adult - Name a trusted adult in school - 999 is the number to call in an emergency - Police help if there has been a crime or accident; Paramedics work on an ambulance and help injured people; Firemen help to put out fires, rescue trapped people	

- Don't promise to keep a secret
- People you don't know are strangers (online and offline)
- Only go on sites (online) that you are allowed to
- Ask for help from a trusted adult if you are, or see something that makes you, unhappy

Vocabulary:

Medicines, Help, Harm, Rules, 999, Emergency services, Online/offline, Privacy, Age restrictions, Safety – road, water, rail, fire, online etc, Risk, Health, Wellbeing, Secrets, Internet, Balance, Strangers, Privacy, Dental health, Games, Websites, Social media choices

Sequence:

- Medicines and Harmful Substances
- Keeping myself and others safe in person
- Safety rules in different places
- People who can help us
- How to keep myself safe online
- Dealing with issues
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Thinking Deeper: Responding to a wide range of scenarios

Links:

PE, Forest School, Collective Worship, The Street

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Year 1	Summer Term
Unit: Becoming an Active Citizen	
Prior Learning: EYFS	
Key Essential Skills and Knowledge: - Express a simple opinion, agreement and disagreement - Respectfully ask questions and listen to the answers - Play a full part in the life of my classroom - Agree and follow rules for my group and classroom - Begin to show an understanding of the role of Pupil Voice, begin to share my views and understand how our choices make an impact on our community - Able to vote for different things and can represent the views of others if necessary	
Sticky Knowledge: - All people are born and develop uniquely, which may be different to you - It is ok to disagree with someone in a respectful way - It is ok to challenge someone in a respectful way - Classroom rules - Each person makes their own choices and is responsible for those - Everyone should be treated with respect and tolerance	
Vocabulary: Do you Know?, I Think, I Feel, I Know, I Challenge/Agree/Disagree Because, Fair , Belonging, Yes/No, Rules, Democracy, Vote, Who What Where When How Why	
Sequence: - Class rules - Questions, opinions and listening - How choices impact the community - Voting	
Thinking Deeper: Explore these elements in the wider community	

Links:

Collective Worship, The Street, Classroom Provision

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Year 1	Summer Term
Unit: Me and My Future	
Prior Learning: EYFS	
Key Essential Skills and Knowledge: - Recognise the coins and notes we use - Choose the correct value of coins and calculate change - Know that we have to pay for what we buy - Know how to keep money safe - Know that I don't have to spend my money but can save it to use later - Set myself simple goals - Identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school - Describe the work that people do in my family, my school and where I live - Identify positive achievements during my time in Year 1 - Identify my strengths, areas for improvement and set myself some goals for Year 2 -	
Sticky Knowledge: - 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 coins, £5, £10, £20 notes - Bank accounts are used to keep money safe - Bank accounts can be used to save money	
Vocabulary: Coins/Notes, Change, Value, Saving, Spending, Goals, Strengths, Achievements, Aspiration, Career, Calculate, Positive, Wages, Community, Future	
Sequence: - Money: Spending and Saving - Self-reflection (strengths/achievements/areas for improvement) - Setting short-term goals - Reflecting on Year 1 - Setting longer-term goals	

Thinking Deeper: Applying Knowledge and skills to real-life situations
Links: Collective Worship, The Street, Maths