

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 | |
| <p>Key Essential Skills and Knowledge:</p> <ul style="list-style-type: none"> - Know what health means (physical and mental) - Know why hygiene is important and know how to wash hands properly, regularly wash your body and clean teeth twice a day - Know that being active, healthy eating, getting enough rest, dental health and sun protection keeps your body healthy - Recognise what I like and dislike, how to make choices that improves my health - Know that choices can have good and not so good consequences - Know what makes me happy (mental health) - Talk about my emotions and recognise them in others - Know some of the ways of dealing with the feelings that sometimes arise from changes - Understand what being resilient means | |
| <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> - 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 | |
| <p>Vocabulary:</p> <p>Clean Wash Body Teeth Germs Stick-ability Feelings Health/Healthy Mind Active Mistakes Changes Likes/dislikes Exercise</p> | |

Safe/Safety/Unsafe

Private

True/False Online

(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
- Changes and resilience

Thinking Deeper: Persuading others to be healthy

Links:

PE, Forest School, Collective Worship, The Street

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| Year 1 | Autumn Term |
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| Unit: Me and My Relationships | |
| Prior Learning: EYFS | |
| <p>Key Essential Skills and Knowledge:</p> <ul style="list-style-type: none"> - Know that there are different types of relationships including families, friends and others (this includes same sex families) and respect those differences - Know that family and friends should care for each other and families can give 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 external genitalia) 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 they should make us feel happy and secure - Play and work cooperatively - Listen to other people and show them respect - Share appropriately - Recognise that my behaviour affects others both on and offline - 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 | |
| <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> - There are different types of families - 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 | |
| <p>Vocabulary: Friend Relationship Family</p> | |

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 | |
| <p>Key Essential Skills and Knowledge:</p> <ul style="list-style-type: none"> - Know that medicines help prevent and cure illness - Know medicines need to be used safely - Know that some substances can harm the body (eg poisonous household products like dishwasher tablets) - Understand the need to keep myself and others safe by having and following safety rules - Know basic rules for safety (road, fire, water, rail, farm, school environment, playground, online and home) - Name a trusted adult in school - Name different people who can help us - Know how to call 999 in an emergency - Know when to say 'yes', 'no', 'I'll ask', 'I'll tell' - Know not to keep secrets - Know that the internet has many benefits - Know it is important to balance time online 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 you don't know ask for private information you don't share it online or in person - Some websites, games and social media sites have age restrictions - Know when/how to get help if I see something I am unhappy with online | |
| <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> - 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

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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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