

Year 1 PSHE Medium Term Plan - Autumn

Theme: Relationships

Sub-themes:

Families and Friendships | Safe Relationships | Respecting Ourselves and Others

Resources used: PSHE Association and iMatters PSHE Curriculum

Families and Friendships – Roles and Feeling Cared For

Core Substantive Knowledge	Key Questions	Key Vocabulary
<p><i>Children learn:</i></p> <ul style="list-style-type: none"> Who cares for them and how What makes a family, and that families can look different The importance of feeling safe and cared for How to speak up if they feel worried about something at home 	<ul style="list-style-type: none"> Who cares for me and what role do they play in my life? How are families different? Who can I tell if I am worried about something? 	<p>family, parents, mum, dad, siblings, brother, sisters</p> <p>relatives, relationship, step-dad, step-mum, blended family, extended family, step-family, foster family, adoptive family, single parent family,</p>

Safe Relationships – Privacy and Permission

Core Substantive Knowledge	Key Questions	Key Vocabulary
<p><i>Children learn:</i></p> <ul style="list-style-type: none"> When to seek help if someone's body or feelings are hurt What privacy means, including private body parts How different types of touch can feel, and how to respond if uncomfortable When and how to ask for or give permission to touch others NSPCC Pants Lesson Identify the difference between secrets and nice surprises (that everyone will find out eventually e.g. birthday presents, surprise party) The importance of not keeping secrets that makes them feel uncomfortable 	<ul style="list-style-type: none"> What do I do if someone is unkind to me or my friends? Who can I talk to for help? Which parts of my body are private? What is appropriate and inappropriate touch? What do I do if a touch has made me feel uncomfortable? What is the difference between good and bad secrets? 	<p>relationship, disagreement, communicate, mean, bullying, private parts, appropriate and inappropriate touch. unsafe, uncomfortable, permission</p>

Respecting Ourselves and Others – Kindness and Respect

Core Substantive Knowledge	Key Questions	Key Vocabulary
<p><i>Children learn:</i></p> <ul style="list-style-type: none"> Identify similarities and differences in people Recognise that we are all equal and it is acceptable to be different – value difference What kind and unkind behaviour looks like and how it affects others That people have different needs and deserve respect The importance of politeness, sharing, and taking turns Why class rules help everyone feel safe and included 	<ul style="list-style-type: none"> What are the differences and similarities between people? What does kind and unkind behaviour look like in and out of school? What different needs do people have? What does it look like to be respectful? Why do we have class rules? 	<p>kind, unkind, choices, rules control, community, respect understanding, empathy, compassion, polite, sharing, turn taking., disrespect, role model, dignity, culture,</p>