

## Year 1 Medium Term Planning

| Topic                                    | NC Objectives   | Key Skills and Knowledge   | Vocabulary  | Cross Curricular Links                 |
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| <p><b>RSE - My Body and Feelings</b></p> | <p>that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</p> <p>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>how to report concerns or abuse and the vocabulary and confidence needed to do so;</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</p> <p>the conventions of courtesy</p> | <p>about situations when someone's body or feelings might be hurt and whom to go to for help.</p> <p>about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>how to respond if being touched makes them feel uncomfortable or unsafe</p> <p>when it is important to ask for permission to touch others</p> <p>how to ask for and give/not give permission</p> <p>what kind and unkind behaviour mean in and out school</p> <p>how kind and unkind behaviour can make people feel</p> <p>about what respect means</p> <p>about class rules, being polite to others, sharing and taking turns.</p> | <p>feeling's, help, private, uncomfortable, safe, unsafe, permission, Behaviour, school, kind, feeling's, respect, polite, rules, sharing, penis, vagina, breasts, vulva.</p> | <p>Anti- bullying week<br/>Science</p> |

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|   | <p>and manners;</p> <p>that in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority;</p>   |  |  |  |
| <p><b>Anti-Bullying Relationships</b></p> | <p>that families are important for children growing up because they can give love, security and stability;</p> <p>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;</p> <p>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</p> <p>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;</p> <p>how to recognise if family</p> | <p>identify people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers.</p> <p>understand the role these different people play in children's lives and how they care for them know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>to know the importance of telling someone — and how to tell them — if they are worried about something in their family.</p> | <p>Friends, teachers, parents, carers, sibling, grandparents, relatives, family members.</p> | <p>Operation Encompass next steps.</p> <p>Anti- bullying week</p> <p>Computing</p> |

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|                             | <p>relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</p>  |   |   |                    |
| <p><b>Being Healthy</b></p> | <p>what constitutes a healthy diet (including understanding calories and other nutritional content);</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing;</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer;</p> <p>how and when to seek support, including which adults to speak to in school if they are worried about their</p> | <p>what it means to be healthy and why it is important</p> <p>ways to take care of themselves on a daily basis</p> <p>about basic hygiene routines, e.g. hand washing</p> <p>about healthy and unhealthy foods, including sugar intake</p> <p>about physical activity and how it keeps people healthy</p> <p>about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunchtime supervisors.</p> <p>How to keep safe in the sun.</p> | <p>Healthy, hygiene, care, unhealthy, balance, safe</p> | <p>Science, PE</p> |

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|                                       | health.   |  |   |           |
| <b>Feelings Health and Well Being</b> | <p>the importance of self-respect and how this links to their own happiness;</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;</p>  | <p>to recognise what makes them special and unique including their likes, dislikes and what they are good at.</p> <p>how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others</p> <p>how feelings can affect how people behave to recognise what makes them special and unique</p> | Unique, special, same, different, feelings, recognise |           |
| <b>Asking For Help Keeping Safe</b>   | where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);  | how to manage and whom to tell when finding things difficult, or when things go wrong.   | Safe, restrictions, online, trust, feelings           | Computing |
| <b>KidSafe Programme 1</b>            | <p><b>NC links and Key knowledge</b></p> <p><b>During the full programme one children will learn</b></p> <p>that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</p> <p>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>how to report concerns or abuse and the vocabulary and confidence needed to do so;</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</p> |  |   |           |

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;

the conventions of courtesy and manners;

that in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority;

the importance of self- respect and how this links to their own happiness;

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);

how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

what to do and whom to tell if they are frightened or worried about something they have seen online

why social media, some computer games and online gaming, for example, are age restricted;

## GDS

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons, and while some topics have outcomes which specifically lend themselves to fitting an assessment criteria others do not. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

