



Year group: 1
Term: Autumn 1
Subject: PSHE – Friendships

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

What comes next?

Year 3

Children will explore and identify what makes them unique. They will learn about the core emotions within themselves and others while learning about the importance of finding ways to understand and express their emotions. The children will explore how to identify the character traits of their peers and in themselves.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Tabassum from Tipton is the character for this unit.

Key vocabulary

Positive, preference, cooperate, conflict

Substantive Knowledge

I know what the definition of a good friend is.

I can give a definition of the key vocabulary.

Links to other curriculum areas

Procedural Knowledge

I know how to be a good friend.

I know how to resolve conflict.

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I can reflect on what makes a good friend.

I know that people can think differently.

I know why working together is important.

I know that people use different strategies to resolve conflict



Year group: 1
Term: Autumn 2
Subject: PSHE – Belonging

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

What comes next?

Year 3

Children will learn about different types of education systems from around the world and why they might be different. The children will start to think about differences and similarities with the characters in this curriculum eg. Ollie, Whitney etc. and their own families. Pupils will explore who is important in their lives and try to establish why they are important. Pupils will identify what it means to feel safe and happy. Pupils will discuss ways in which they could help others to feel like they belong.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Roza from Rowley is the character to be used.

Key vocabulary

difference, special, safe, belonging

Substantive Knowledge

I can name features that make a good school.

I can say who is important to me.

I can say what it means to be safe.

Procedural Knowledge

I can recognise different features that make a good school.

I recognise that people can have different families.

I can identify what it means to belong.

Disciplinary Knowledge

I know that many different features are needed to make a good school.

I know that families can be different and understand that different people can be important.

Links to other curriculum areas

Religious Education

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.



Year group: 1
Term: Spring 1
Subject: PSHE – My Wider World

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships.

What comes next?

Year 3

Pupils will learn that their community can be different to that of others, such as schools, sports groups. They will consider communities they belong to and their identity within these communities. Pupils will discuss the importance of connectedness and how this can support them. Pupils will begin to consider how they can show gratitude towards others. They will also discuss why it is important to look after their school environment. Pupils will know the difference between rights and responsibilities.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Wajid from West Bromwich is the character to be used.

Key vocabulary

co-operation, empathy, connection, belong

LoC

Connectedness - lesson 3

Substantive Knowledge

- I can name features of my community.
- I can name some people in my community.
- I can say what it means to help others.

Procedural Knowledge

- I can recognise different features that make a community.
- I recognise how I am connected to others.
- I can identify how to help others.

Disciplinary Knowledge

- I know that many different features are needed to make a community.
- I know that people work together in the environment.
- I know that people in my school have different responsibilities and work together to help others.

Links to other curriculum areas

Religious Education

End Points

- To identify feelings and emotions in themselves and others.
- To understand the link between a healthy body and healthy mind.
- To have the knowledge and skills to make informed decisions.
- To be considerate, respectful and tolerant members of the community.



Year group: Year 1

Term: Spring 2

Subject: RHE – Growing and Caring for Ourselves

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development.

The three areas are: Self- Regulation, Managing Self and Building Relationships..

What comes next?

Year 2

Children will explore and discuss the concept of gender stereotypes. They will explore the differences between males and females and understand how this is part of the lifecycle. They will describe some differences between male and female animals. Children will focus on sexual differences and name body parts.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Recommended book – The Family Book by Todd Parr

Key vocabulary

Friends, feelings, male, female, private parts

Substantive Knowledge

I can name a difference between me and my peers.

I can name a change in children as they grow.

I can name a person who I can ask for help.

Procedural Knowledge

I can recognise how we are all different but can still be friends.

I can discuss how children grow and change.

I can explore different types of families.

I can identify who to ask for help.

Disciplinary Knowledge

I know that people are different, and we can be friends with people who are different to us.

I know that babies need more care and support and that older children can do more by themselves.

I know that there are different types of families and that it is important to ask for help if I feel unhappy or unsafe.

Links to other curriculum areas

Science

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.



Year group: Year 1

Term: Summer 1

Subject: RHE – Medicines and People Who Help Us

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships..

What comes next?

Year 2

Children will explore and discuss safe and unsafe situations. They will discuss the word 'risk' and identify people who take risks in a positive way, such as fire fighters or life guards. The children will look at safety, for example water safety or road safety. They will also discuss items in the home that may be dangerous or hazardous, such as bleach etc. The children will consider safety rules at home and at school.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Key vocabulary

Medicine, Un/healthy, Un/well, Drug

Substantive Knowledge

I can name who should be able to give us medicine..

I can say the rules about medicine.

I can give a definition of the key vocabulary.

Links to other curriculum areas

Science

Procedural Knowledge

I can recognise when and how to take medicine safely..

I can identify how to stay healthy.

I can identify how to look after our bodies.

I can explain how medicines get into our bodies.

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that some people need to take medicine all of the time to stay healthy.

I know when we should take medicine and who should give them to us.