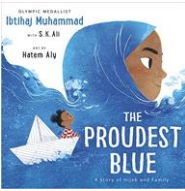




Autumn Term	Autumn 1 – What is the same and different about us? Relationships  Autumn 2 – Who is special to us? Relationships	
<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
<p><b>KNOWLEDGE</b></p> <p><b>Autumn 1 – what is the same and different about us?</b> <b>Relationships</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>• What they like/dislike and are good at</li> <li>• What makes them special and how everyone has different strengths</li> <li>• How their personal features or qualities are unique to them</li> <li>• How they are similar or different to others, and what they have in common.</li> <li>• To use the correct names for the main parts of their body, including external genitalia and that parts of the body covered with underwear are private.</li> </ul> <p><b>Autumn 2 – Who is special to us?</b> <b>Relationships</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>• That family is one of the groups they belong to, as well as, for examples school, friends, clubs</li> <li>• About the different people in their family/ those that love and care for them</li> <li>• What their family members do to make them feel loved and cared for</li> <li>• How families are all different but share common features</li> <li>• About different features of family life</li> <li>• That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</li> </ul>	<p><b>ACTIVITIES</b></p> <p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>• All about me activity mat (like/ dislike/ hobbies). Activity linked to transition from EYFS.</li> <li>• Self-portrait with strength highlighted</li> <li>• String activity where we talk about the things we enjoy doing/ circle time discussion of how these things can be different and similar to others around them.</li> <li>• Naming body parts covered within science topic at the beginning of Autumn term 1 through the use of Funny Bones within English.</li> <li>• Pants-a-souraus lesson from NSPCC</li> <li>• Medway [Public Health Directorate Lesson 3 – everybody’s body</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Family tree</li> <li>• Instruction manual of how to be a good parent/ carer</li> <li>• Looking at different families but discussing how they all have common features</li> </ul>	<p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• Children can talk about themselves and what makes them different or the same/</li> <li>• Children understand that they are unique</li> <li>• Children have named all of their body parts</li> <li>• Children understand that the body parts covered by underwear are private</li> <li>• Children understand that their families hold similarities and differences with themselves.</li> <li>• Children know who they can talk to when they are worried</li> <li>• Children understand that family/ carers need to make them feel loved and cared for.</li> </ul> <p><b>Simplification and scaffold ideas</b></p> <ul style="list-style-type: none"> <li>• Visual matching activity with words and symbols for body parts</li> <li>• Voice recorder for child to verbally create an instruction manual</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• Discuss why it is important to recognise people's differences</li> <li>• Explain who is special to them and why they are special</li> <li>• What makes a good friend or family member. What qualities and values would you expect to see?</li> </ul>
<p><b>Core Vocabulary</b> Similarities, differences, family, unique, cared for, loved, looked after, friends, private</p> <p><b>Links to jobs/ careers</b></p> <ul style="list-style-type: none"> <li>• Nurse – body parts</li> <li>• Police – importance of feeling safe/ cared for and loved by family members or people who care for them</li> </ul>	<p><b>READING OPPORTUNITIES</b></p> 	<p><b>Next steps in learning</b></p> <p><b>Year 1 - science</b> Links with body part naming within science unit. Links with 'Funny Bones' in English.</p> <p>Year 2 – PSHE Friendships (how our differences and similarities can help with friendships).</p> <p>UPKS2 – Year 5 objectives: What makes up a person’s identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can things common to everyday life affect health? What jobs would we like?</p> <p>Year 6 objectives: How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent? How do friendships change as we grow?</p>
<b>LINKS to resources</b>		
<p>NSPCC – The underwear rule resources (PANTS) PSHE Association - 'sameness and difference' Medway [Public Health Directorate Lesson 3 – everybody’s body</p>		
<p><b>National Curriculum links:</b> English and Drama – acting out different scenarios within small groups Art – creating a self portrait to identify differences and similarities with others D&amp;T – Design a family tree Science – being able to confidently name different body parts (challenge – describing their function and purpose).</p>		
<b>SEMH:</b>		

Spiritual – Understanding that people have differences and that this is part of the diverse world we live in.

Moral - emphasising the value of diversity.

Social - encouraging acceptance of diversity amongst friends both inside and outside of school. Understanding that differences are important.

Cultural – understanding that people’s differences are apparent across the globe.



**Curriculum Coherence – Year 1 PSHE**

Spring Term

**INTENT**

**KNOWLEDGE**

**Spring 1 – What helps us stay healthy?**

**Health and Well being**

Pupils will learn:

- What will be healthy means and who helps them to stay helpful
- That things people put into or onto their body can affect how they fill
- How medicines can help people stay healthy and that some people need to take medicines every day to stay healthy
- Why hygiene is important and how simple hygiene routines can stop germs from being passed on
- What they can do to take care of themselves on a daily basis

**Spring 2 – What can we do with money?**

**Living in the wider world**

Pupils will learn:

- What money is and that it comes in different forms
- How money of obtained
- How people make choices about what to do with their money
- The difference between needs and wants
- How to keep money safe and the different ways of doing this

**VOCABULARY**

Money, savings, healthy, balanced, diet, food, nutrition

**Links to jobs/ careers**

- Doctors
- Nurses
- Dentist
- Banker

**IMPLEMENTATION**

**ACTIVITIES**

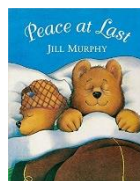
**Term 1**

- Healthy me day (Smoothie bike)
- D & T links with picnic topic, including ‘what makes a healthy plate’.
- Discussion about what we put into our bodies affecting how we feel. Linked with D&T unit.
- Routines at home, including personal hygiene (could be linked to learning log).
- Dentist talk? Children could bring in their own toothbrush and toothpaste and do a class brushing activity together, talking through how to effectively brush teeth.

**Term 2**

- Exploring different forms of money and children to design their own note. What would they have on it? What would it look like?
- Poster of needs and wants – highlighting difference
- Designing own purse/ wallet when discussing savings.

**READING OPPORTUNITIES**



**IMPACT**

**OUTCOMES**

- Children can name foods that contribute to healthy diet
- Children understand what a balanced diet is and why it is important
- Children can design their own healthy meal
- Children know the routines that keep them healthy
- Can talk about things that they want and need
- Can talk about where they could save money
- Talk about where money comes from

**Simplification**

- Sorting activity for healthy and unhealthy foods using visual aids and pictures
- Verbally tell an adult how we can keep our teeth healthy
- Identify what money is

**Challenge**

- Explain the importance of money and why we need it
- Explain and understand why we keep healthy. Link with prior learning on body parts. What body parts does it help?

**NEXT STEPS IN LEARNING**

Maths – money in the summer term  
PSHE – Year 2 summer term – what helps us to grow and stay healthy

UPKS2 – Year 5 objectives:  
What makes up a person’s identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?

Year 6 objectives: How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent? How do friendships change as we grow?

Links to resources:

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse/introduction-relationships-education-relationships-and-sex-education-rse-and-health-education>

PSHE association questioned themed builder.

**National Curriculum links:**

English and Drama – acting out different scenarios within small groups

Maths – exploring and identify different coins

Geography – identify countries on the map and identifying their money status in comparison to the rest of the world. (challenge).

**SEMH:**

Spiritual – Understanding that money looks different for different people

Moral - understanding that money doesn't define people and that it is simply another difference (link to prior unit).

Social - encouraging children to accept that families have different situations and differences.

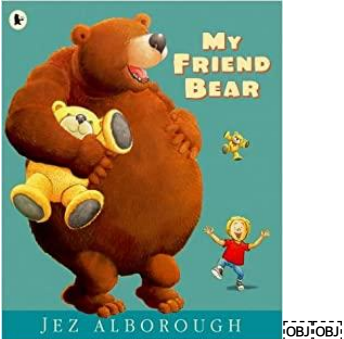
Cultural – understanding that money is different in different countries and around the world.

**Curriculum Coherence – Year 1 PSHE**



Summer Term

INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <p><b>Summer 1 – Who helps to keep us safe?</b>  <b>Health and Well being</b>                      Pupils will learn:</p> <ul style="list-style-type: none"> <li>• That people have different roles in the community to help them and others keep safe.</li> <li>• Who can help them in different places and different situations</li> <li>• How to attract someone's attention or ask for help</li> <li>• How to respond safety to adults they don't know</li> <li>• What to do if they feel unsafe or worried for themselves or others and the importance of keeping on asking for help until they are heard.</li> <li>• How to get help if there is an accident and someone is hurt</li> <li>• How to dial 999</li> </ul> <p><b>Summer 2 – How can we look after each other and the world?</b>  <b>Living in the wider world</b>                      Pupils will learn:</p> <ul style="list-style-type: none"> <li>• How kind and unkind behaviour can affect others</li> <li>• How to be polite and courteous</li> <li>• How to play and work cooperatively</li> <li>• the responsibilities they have in and out of the classroom</li> </ul>	<p><b>ACTIVITIES</b></p> <p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>• Designing an instruction manual on how to get help including an emergency</li> <li>• Exploring different job roles within the community, including job role visits.</li> <li>• Naming people that can help you in different situations.</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Visit from a vet</li> <li>• Instructions on how to care for a pet</li> <li>• Ways we can be kind to others</li> <li>• Lessons on recycling/ sorting</li> </ul>	<p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• Pupils can name the different people in their community and school that can help them.</li> <li>• Pupils can name five people they can talk to about their problems.</li> <li>• Pupils explore different roles and can name job opportunities that interest them.</li> <li>• Children can talk about values at Shefford school and how these help us to be a good role model in our community.</li> </ul> <p><b>Simplification</b></p> <ul style="list-style-type: none"> <li>• Look at pictures of people that help us and talk in a small group about their roles. What can they do to help us? How do they help us? Where do they work? What do they wear?</li> <li>• Draw a picture that shows you being kind to somebody else.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>• Explain how unkind words can affect somebody. How can it make them feel? How does it affect their confidence?</li> <li>• What would happen if we didn't have these special people that help and look after us? Why are their roles important?</li> </ul>

<ul style="list-style-type: none"> <li>• How people and animals need to be looked after and cared for.</li> <li>• What can harm the local and global environment and how they and others can care for it.</li> <li>• How people grow and change and their needs change as they grow from young to old.</li> <li>• How to manage change</li> </ul>		
<p><b>VOCABULARY</b> Emergency, safe, unsafe, behaviours</p>	<p><b>READING OPPORTUNITIES</b></p>	<p><b>NEXT STEPS IN LEARNING</b></p>
<p><b>Links to jobs/ careers</b></p> <ul style="list-style-type: none"> <li>• Vet</li> <li>• Police officer</li> </ul>		<ul style="list-style-type: none"> <li>• How does money impact our day to day lives?</li> <li>• To understand that we have a choice of how to spend money as we grow.</li> </ul> <p>UPKS2 – Year 5 objectives:</p> <p>What makes up a person’s identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?</p> <p>Year 6 objectives: How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent? How do friendships change as we grow?</p>
<p><b>Links to resources</b></p>		
<p><a href="https://www.theschoolrun.com/homework-help/people-who-help-us">https://www.theschoolrun.com/homework-help/people-who-help-us</a> <b>PSHE association</b> <b>Oak Academy –Who helps us unit</b></p>		
<p>English and Drama – acting out different scenarios within small groups History – How have jobs roles in the police, fire etc changed over time. Have they improved? Why? RE – Link to different religions and how they practice kindness and peace within their worship.</p> <p><b>SEMH:</b> Spiritual – understanding that our actions affect others and can impact their thoughts and feelings. Moral - Doing the right thing to people within school even when no one is looking. Social - encouraging children to talk about how they are a good friend to others. What do you do to make you a good friend? Cultural – How can our actions affect a bigger groups beyond friendships?</p>		