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| Autumn Term | Autumn 1 – What is the same and different about us? Relationships Autumn 2 – Who is special to us? Relationships |
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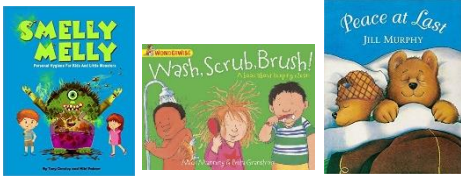
| INTENT | IMPLEMENTATION | IMPACT |
|---|--|--|
| <p>KNOWLEDGE</p> <p>Autumn 1 – what is the same and different about us? Relationships Pupils will learn:</p> <ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features or qualities are unique to them • How they are similar or different to others, and what they have in common. • 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. <p>Autumn 2 – Who is special to us? Relationships Pupils will learn:</p> <ul style="list-style-type: none"> • That family is one of the groups they belong to, as well as, for examples school, friends, clubs • About the different people in their family/ those that love and care for them • What their family members do to make them feel loved and cared for • How families are all different but share common features • About different features of family life • That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried. | <p>ACTIVITIES</p> <p>Term 1</p> <ul style="list-style-type: none"> • All about me activity mat (like/ dislike/ hobbies). Activity linked to transition from EYFS. • Self-portrait with strength highlighted • 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. • Naming body parts covered within science topic at the beginning of Autumn term 1 through the use of Funny Bones within English. • Pants-a-souraus lesson from NSPCC • Medway [Public Health Directorate Lesson 3 – everybody’s body <p>Term 2</p> <ul style="list-style-type: none"> • Family tree • Instruction manual of how to be a good parent/ carer • Looking at different families but discussing how they all have common features | <p>OUTCOMES</p> <ul style="list-style-type: none"> • Children can talk about themselves and what makes them different or the same/ • Children understand that they are unique • Children have named all of their body parts • Children understand that the body parts covered by underwear are private • Children understand that their families hold similarities and differences with themselves. • Children know who they can talk to when they are worried • Children understand that family/ carers need to make them feel loved and cared for. |

| VOCABULARY | READING OPPORTUNITIES | NEXT STEPS IN LEARNING |
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| <p>Similarities, differences, family, unique, cared for, loved, looked after, friends, private</p> <p>Links to jobs/ careers</p> <ul style="list-style-type: none"> • Nurse – body parts • Police – importance of feeling safe/ cared for and loved by family members or people who care for them | | <p>Year 1 - science 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> |

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| <p>LINKS</p> <p>NSPCC – The underwear rule resources (PANTS) PSHE Association - ‘sameness and difference’ Medway [Public Health Directorate Lesson 3 – everybody’s body</p> |
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| <p>National Curriculum links:</p> <p>SEMH:</p> |
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| Spring Term | | |
|---|---|--|
| INTENT | IMPLEMENTATION | IMPACT |
| <p>KNOWLEDGE</p> <p>Spring 1 – What helps us stay healthy? Health and Well being</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • 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 <p>Spring 2 – What can we do with money? Living in the wider world</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • 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 | <p>ACTIVITIES</p> <p>Term 1</p> <ul style="list-style-type: none"> • 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. <p>Term 2</p> <ul style="list-style-type: none"> • 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. | <p>OUTCOMES</p> <ul style="list-style-type: none"> • 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 |
| <p>VOCABULARY</p> <p>Money, savings, healthy, balanced, diet, food, nutrition</p> | <p>READING OPPORTUNITIES</p>  | <p>NEXT STEPS IN LEARNING</p> <p>Maths – money in the summer term PSHE – Year 2 summer term – what helps us to grow and stay healthy</p> |
| <p>Links to jobs/ careers</p> <ul style="list-style-type: none"> • Doctors • Nurses • Dentist • Banker | | |
| <p>National Curriculum links:</p> <p>SEMH:</p> | | |

Curriculum Coherence – Year 1 PSHE



Summer Term

INTENT

KNOWLEDGE

Summer 1 – Who helps to keep us safe?

Health and Well being

Pupils will learn:

- That people have different roles in the community to help them and others keep safe.
- Who can help them in different places and different situations
- How to attract someone’s attention or ask for help
- How to respond safely to adults they don’t know
- 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.
- How to get help if there is an accident and someone is hurt
- How to dial 999

Summer 2 – How can we look after each other and the world?

Living in the wider world

Pupils will learn:

- How kind and unkind behaviour can affect others
- How to be polite and courteous
- How to play and work cooperatively
- the responsibilities they have in and out of the classroom
- How people and animals need to be looked after and cared for.
- What can harm the local and global environment and how they and others can care for it.
- How people grow and change and their needs change as they grow from young to old.
- How to manage change

IMPLEMENTATION

ACTIVITIES

Term 1

- Designing an instruction manual on how to get help including an emergency
- Exploring different job roles within the community, including job role visits.
- Naming people that can help you in different situations.

Term 2

- Visit from a vet
- Instructions on how to care for a pet
- Ways we can be kind to others
- Lessons on recycling/ sorting

IMPACT

OUTCOMES

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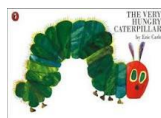
VOCABULARY

Emergency, safe, unsafe, behaviours

Links to jobs/ careers

- Vet
- Police officer

READING OPPORTUNITIES



NEXT STEPS IN LEARNING

LINKS

National Curriculum links:

SEMH: