



PHSCE & RSHE : Year 1

What are the aims and intentions of this curriculum?

That children:

- Explore how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair
- Explore personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy
- Learn how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe
- Learn about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy
- Learn about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools
- Are prepared for the transition to a new year and the changes that come with it

Term	Topic	Key Learning	Key Vocabulary
------	-------	--------------	----------------



Autumn	Family and relationships	<ul style="list-style-type: none"> • Understand that families can include a range of people. • Understand who their friends are and what people like to do with friends. • Describe what people might look like if they are feeling: angry, scared, upset or worried. • Identify ways of responding to this by either offering help or giving them space. • Understand the skills needed to work together in a group. • Understand that friendships can have problems and learn ways to overcome these problems. • Understand how the actions of others can affect people. • Explain what a stereotype is. 	behaviour care emotions family feelings friend friendly problem stereotype
Autumn/Spring	Health and Well-Being	<ul style="list-style-type: none"> • Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like. • Describe situations which may provoke certain feelings. • Describe their own qualities and strengths and recognise something they want to get better at. • Describe their bedtime routine, explaining why sleep is important. • Explain how rest and relaxation affects our bodies • Identify examples where they could use relaxation to help manage difficult emotions. • Understand that germs can be spread via our hands. • Know how to wash their hands properly. • Know the three things they need to do when out in the sun to keep safe. • Know people can be allergic to certain things and how to help with an allergic reaction. • Understand that there are a range of people who help to keep us healthy 	allergy emotions feelings germs ill (poorly) qualities relax
Spring	Safety and the changing body	<ul style="list-style-type: none"> • Know a number of adults in school. • Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. • Understand ways to keep safe and not get lost and know the steps to take if they do get lost. 	accident drug emergency hazards medicine physical contact



		<ul style="list-style-type: none"> • Know the number for the emergency services and their own address. • Understand that some types of physical contact are never acceptable. • Know what can go into or onto the body and when they should check with an adult. • Understand that there are hazards in houses and know how to avoid them. • Understand and name jobs that people do to help keep us safe 	<p>polite respect role trust</p>
Spring/ Summer	Citizenship	<ul style="list-style-type: none"> • Explain why the class and school rules are important. • Discuss the different needs of a range of pets. • Describe some of the needs of babies and young children. • Recognise some similarities and differences between themselves and others. • Identify some groups which they belong to. • Recognise that different individuals belong to different groups. • Explain why voting is a fair way to make a decision involving a lot of people 	<p>care democracy different fair pet responsibility rule similar unique vote</p>
Summer	Economic Well-Being	<ul style="list-style-type: none"> • Explain how children might get money. • Explain some different ways to keep money safe. • Discuss the role of banks and building societies. • Recognise that people may make different choices about spending or saving. • Explain that a range of jobs exist in and out of school and that different skills are needed for jobs. 	<p>bank cash earn job money coins notes save spend</p>
Summer	Transition	<ul style="list-style-type: none"> • To understand that everyone has different strengths • To explain some of the skills I have developed in Year 1 • To identify positives and challenges of moving to a new class 	<p>Strengths Skills Move</p>