



Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	RELATIONSHIPS Who is special to us?	RELATIONSHIPS What is the same and different about us?	LIVING IN THE WIDER WORLD How can we look after each other and the world?	HEALTH AND WELLBEING What helps us stay healthy?	HEALTH AND WELLBEING Who helps to keep us safe?	LIVING IN THE WIDER WORLD What can we do with money?
Outcome	Children know who the people are who care for us and the groups we belong to (eg families)	Children understand the similarities and differences between themselves and others including individuality and their bodies and growing and changing	Children explain how they care for others and their environments	Children explain what they can do to stay healthy, who helps them stay healthy and the importance of hygiene.	Children know what to do if they don't feel safe and the people they can trust to help them.	Children understand what money is and how to make good choices with using money.
Sequence of Learning	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can explain that my family is one of the groups I belong to, as well as, for example, school, friends, clubs I can identify the different people in my family and those that love and care for me I can identify family members, or people that are special to me and those who make me feel loved and cared for I can identify how families are all different but share common features - what is the same and different about them I can explore different features of family life, including what families do/ enjoy together I understand that it is important to tell someone I trust (such as their teacher) if something about my family makes them feel unhappy or worried 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can explain what I like/dislike and am good at I understand what makes me special and how everyone has different strengths I know my personal features or qualities are unique to me I can recognise how I am similar or different to others and what I have in common I can use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can identify kind and unkind behaviour and how this can affect others; how to be polite and courteous; how to play and work co-operatively I can explain the responsibilities I have in and out of the classroom I can tell you how people and animals need to be looked after and cared for I can explore what can harms the local and global environment I can recognise what animals need from their environments I can explain how we can care for living things I can recognise that this is everybody's responsibility I can identify simple ways people can help look after the environment 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I know what being healthy means and who helps help me to stay healthy (e.g. parent, dentist, doctor) I can explore what things people put into/onto their bodies and how that can affect how they feel I know what I can do to take care of myself on a daily basis, e.g. brushing teeth and hair, hand washing I can explain why being in the sun can be good and not so good for our health I can identify different ways to protect my skin in the sun I can give examples of what can be used to provide protection from the sun I can explain how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy I understand why hygiene is important and how simple hygiene routines can stop germs from being passed on 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can identify some common hazards that might occur in the home I can suggest some actions children can take to help minimise the risk of accidents happening at home I can recognise how rules can help keep children safe at home I understand that people have different roles in the community to help me (and others) keep safe - the jobs they do and how they help people I can recognise the need to cross roads safely I can demonstrate the rules of 'The Green Cross Code' I can identify safe places to cross roads I can recognise who can help me to keep safe near roads I can explain how to keep safe at a railway station and on trains I can describe how level crossings keep us safe I can identify unsafe situations around railways, and explain how to manage them I understand how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I understand what money is - that money comes in different forms I can explore how money is obtained (e.g. earned, won, borrowed, presents) I can explore how people make choices about what to do with money - including spending and saving I can explain the difference between needs and wants - that people may not always be able to have the things they want I can explore how to keep money safe and the different ways of doing this
Vocabulary	relatives, friends, acquaintances, family, trust, features, special, person, people, family nouns - brother, sister, etc	personal qualities, personal features, features, similarities, differences, same, different, male, female, boy, girl, body, born, private parts, genitals, penis, testicles, vagina, vulva	behaviour, cooperation, local, global, animal, care, environment, hibernate, plant, protect, responsibility	Healthy, healthier, choices, food, drink, eating, energy, Physical activity, PE, exercise, strength, muscle, physical, biological, fit, body, skin, packet, bottle, syringe, hazard, label, symbol, helpful, harmful, medicine, tablets, capsule, injection, spray, cream, drops, inhaler, vaccination, healthy, unhealthy, well, unwell, recover, illness, injury, protect, body, bodies, hygiene, sun, safe, benefits, harmful, protect, UV rays	Safe, unsafe, harm, injury, accident, rules, actions, road, safety, safe, stop look listen, wait think, vehicles, traffic, pelican crossing, lollipop person, zebra crossing, traffic, island, pedestrian, rail, train, 3 mins, railway tracks, 10 mins, station, platform, stairs, ticket office, level crossing, barriers	money, coins, cash, debit card, notes, income, earn, save, budget, spending, saving, borrow
Quality Assured resources to support planning	<p>PSHE Association – Ground rules, rule</p> <p>PSHE Association - Families</p> <p>Medway Public Health Directorate – My Special People</p>	<p>PSHE Association – Ground rules, rule</p> <p>PSHE Association – Personal Identity</p> <p>Medway Public Health Directorate - Changing and growing up</p> <p>NSPCC – Talk Pants</p>	<p>PSHE Association – Ground rules, rule</p> <p>PSHE Association – Learning and playing together</p> <p>Environment Agency – Caring for the Environment and Careers</p>	<p>PSHE Association – Ground rules, rule</p> <p>PSHE Association – Health Education: Food choice, physical activity and balanced lifestyles</p> <p>PSHE Association – Dental Health</p> <p>PSHE Association – Sun safety</p> <p>PSHE Association – Drug and Alcohol Education</p>	<p>PSHE Association – Ground rules, rule</p> <p>PSHE Association – Keeping safe at home</p> <p>PSHE Association – Road and Rail Safety</p> <p>PSHE Association – Consent</p>	<p>PSHE Association – Ground rules, rule</p> <p>NATWEST – Money Sense</p>