

Year One: PSHE

Families and Relationships. In this unit, children will:

- Explore how families can be different
- Understand the characteristics and impact of positive friendships; learning that issues can be overcome
- Learn that stereotyping is unfair

RSE links	Lesson 1	Lesson 2	Lesson 5	Lesson 6	Lesson 7	Key Vocabulary
FP1, FP2 CR1, CR2, CR3 RR2, RR7	What is family? Knowledge: <ul style="list-style-type: none"> • I understand that families can include different people • I know the correct names for different relations • I understand that certain information about me and my family is personal <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	What are friendships? Knowledge: <ul style="list-style-type: none"> • I can explain what I like about my friends • I understand some characteristics of a good friend <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	Friendship Problems Knowledge: <ul style="list-style-type: none"> • I understand that friends can sometimes fall out • I can explain ways I can overcome problems with my friends • I know that sometimes I might need an adult to help solve the problem <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	Healthy Friendships Knowledge: <ul style="list-style-type: none"> • I understand the difference between a friend and friendly behaviour • I can explain what friendly behaviour is • I can explain how being unfriendly can affect other people <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	Gender Stereotypes Knowledge: <ul style="list-style-type: none"> • I understand that stereotypes about boys and girls exist • I can explain why these are often incorrect • I can challenge stereotypes <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	Family, relation, mum, dad, parent, brother, sister, grandad, grandma, uncle, aunty, cousin, friend, kind, trust, generous, share, listen, fun, helpful, truth, friend, falling out, problem, solution, friendly, feeling, welcome, included, stereotype, boy, girl

Health and Wellbeing. In this unit, children will:

- Explore personal qualities
- Learn strategies to manage feelings
- Understand the impact of sleep and relaxation on wellbeing,
- Learn about the importance of hand washing and sun protection; identifying and dealing with allergic reactions

RSE links	Lesson 1	Lesson 3	Lesson 5	Lesson 6	Lesson 7	Key Vocabulary
<p>MW2, MW3</p> <p>HP2, HP3, HP5</p>	<p>Understanding my emotions</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I can describe how I feel • I can recognise what might cause these feelings • I can identify different ways of responding to emotions • I can plan appropriate action to manage my feelings <p><i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Individual Liberty</i></p>	<p>Ready for Bed</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I can understand the importance of sleep • I know that I can affect the quality of sleep that I get • I can think of ways to get ready for sleep <p><i>SMSC: Spiritual, Social</i></p>	<p>Handwashing and Personal Hygiene</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I understand why I need to wash my hands • I can explain how to wash my hands properly <p><i>SMSC: Moral, Social</i></p>	<p>Sun Safety</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I understand that sunshine can be good for me • I can explain the things I need to do to keep myself safe in the sun <p><i>SMSC: Spiritual, Social</i></p>	<p>Allergies</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • I understand that people can be allergic to things in food or things around them • I can explain what to do if I have an allergic reaction or one of my friends does <p><i>SMSC: Spiritual, Moral, Social</i></p>	<p>Feeling, emotion, help, happy, sad, angry, worried, sleep, rest, routine, relaxation, dirt, hands, germs, wash, soap, water, scrub, clean, sun, safe, burn, hat, sunscreen, sunglasses, allergy, allergen, allergic reaction</p>

Safety and the Changing Body. In this unit, children will: <ul style="list-style-type: none"> Learn how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact <ul style="list-style-type: none"> Understand what to do if lost and how to call the emergency services Identify hazards in the home and people in the community who keep us safe 						
RSE links	Lesson 1	Lesson 2	Lesson 4	Lesson 5	Lesson 6	Key Vocabulary
BS3, BS4, BS5 BFA1 DAT1	Adults in School Knowledge: <ul style="list-style-type: none"> I know who works in my school. I understand how I should speak to adults in school. I understand who I should speak to if I am worried about anyone in school. <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	Adults Outside School Knowledge: <ul style="list-style-type: none"> I understand how I should speak to adults. I understand who I should speak to if I am worried about anything an adult says or does. <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	Making an emergency phone call Knowledge: <ul style="list-style-type: none"> I understand what an emergency is. I know the number to call in an emergency. I know my address and postcode. <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	Appropriate Contact Knowledge: <ul style="list-style-type: none"> I understand that some types of physical contact are never appropriate. I understand that some types of physical contact are appropriate. <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	Safety with Substances Knowledge: <ul style="list-style-type: none"> I understand what can safely go into my body. I understand what can safely go onto my body. I can explain why I should never put some things into my body. <i>SMSC: Spiritual, Moral, Social</i> <i>British Values: Mutual Respect</i>	Adult, job, manners, polite, visitor, stranger, worry, hurt, police, fire, ambulance, emergency, 999, physical contact, like, dislike, kind, unkind, danger, ill, damage, medicine

Citizenship In this unit, children will:

- Learn about the importance of rules and consequences of not following them;
- Learn about caring for the needs of babies, young children and animals
 - Explore our similarities and differences

RSE links	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Key Vocabulary
RR1, RR2, RR5	Rules Knowledge: <ul style="list-style-type: none"> • I can identify key rules we have in school • I understand why rules are important • I can explain some consequences of not having or following rules <i>SMSC: Spiritual, Moral, Social, Cultural</i> <i>British Values: Rule of Law, Democracy</i>	Caring for Others: Animals Knowledge: <ul style="list-style-type: none"> • I understand that different pets have different needs • I can explain how to look after some animals • I can explain why some pets might not be suitable for some people <i>SMSC: Moral, Social</i> <i>British Values: Cultural</i>	The needs of others Knowledge: <ul style="list-style-type: none"> • I understand that babies and young children have different needs • I can explain how to care for babies and younger children • I understand how I could help to look after a baby or younger child <i>SMSC: Moral, Social,</i> <i>British Values: Tolerance, Mutual Respect</i>	Similar, yet different Knowledge: <ul style="list-style-type: none"> • I can describe what it means to be unique • I can identify things that are the same about people • I can identify things that are different about people <i>SMSC: Spiritual, Moral, Social, Cultural</i> <i>British Values: Tolerance, Mutual Respect</i>	Rules, same, different, care, pet, need, baby, child, care, unique, democracy, fair, responsibility

Economic Wellbeing. In this unit, children will:

- Learning about what money is and where it comes from,
 - Learn how to keep cash safe
- Learn the function of banks and building societies
 - Explore spending and saving

RSE links	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Key Vocabulary
BS6	Introduction to Money Knowledge: <ul style="list-style-type: none">• I understand that coins and notes have different values• I can identify where children might get money from• I can explain what to do if I find money• I understand why it is wrong to steal money <i>SMSC: Moral, Social, Cultural</i> <i>British Values: Rule of Law, Mutual Respect</i>	Looking after Money Knowledge: <ul style="list-style-type: none">• I understand why it is important to keep cash safe• I can explain different ways to keep cash safe• I can identify how to keep cash safe in different situations <i>SMSC: Moral, Social</i> <i>British Values: Rule of Law,</i>	Banks and Building Societies Knowledge: <ul style="list-style-type: none">• I understand that banks and building societies help to keep money safe• I can explain why a savings account helps me to save• I can explain how to keep money safe in an online account <i>SMSC: Moral, Social</i> <i>British Values: Rule of Law</i>	Saving and Spending Knowledge: <ul style="list-style-type: none">• I understand that we can make choices about what to do with our money• I can explain what might influence these choices <i>SMSC: Moral, Social</i> <i>British Values: Rule of Law, Mutual Respect</i>	Bank, bank account, building society, cash, choice, coins, earn, interest, job, money, money box, notes, pocket money, purse, safe, save, skill, spend, value, wallet