

Year 1

| Topic | Statutory Objective | | Lesson Focus | Key Knowledge | Vocabulary |
|--|--|---|--|---|--|
| Autumn 1 | | | | | |
| Families and People Who Care for Me Relationships | That families are important for children growing up because they can give love, security and stability How important friendships are in making us feel happy and secure and how people choose and make friends. | 1 | To know that families are important because they give love. | <p>To know that families are important for children growing up because they give them love.</p> <p>To know that families show love by being loving, caring and respectful towards each other.</p> <p>To know that we can show love to our family by giving hugs, kisses and telling them that we love them.</p> <p>To know that we can show care to our family by being helpful.</p> <p>To know that we can show respect for our family by listening to them and using our good manners.</p> | love care caring respectful helpful listening good manners |
| | | 2 | To know that families are important because they give security. | <p>To know that families are important for children growing up because they give them security.</p> <p>To know that security means 'feeling safe'.</p> <p>To know that families give children security by giving them love, care, help and protection from danger/ harm.</p> | security safe protection danger harm |
| | | 3 | To know that families are important because they give stability. | <p>To know that families are important for children growing up because they give them stability.</p> <p>To know that stability is a feeling of being safe and secure.</p> <p>To know that families give children stability by behaving in the same way towards each other,</p> | stability rules |

| | | | | | |
|--|--|---|--|--|---|
| | | | | giving love and care and having clear rules in place which don't change. | |
| | | 4 | To know that friendships are important in making us feel happy. | <p>To know that friendships are important because they can make us feel happy.</p> <p>To know that friendships can make us happy when we are kind and caring towards each other.</p> <p>To know that friendships can make us happy when we spend time together doing things we all enjoy.</p> <p>To know that friendships can make us happy when we listen to each other.</p> | friendships |
| | | 5 | To know that friendships are important in making us feel secure. | <p>To know that friendships are important because they can make us feel secure.</p> <p>To know that secure means feeling safe.</p> <p>To know that friendships can make us feel secure when we use kind words.</p> <p>To know that friendships can make us feel secure when we use kind hands and feet.</p> | secure safe kind words kind hands kind feet |
| | | 6 | To know how people choose friends. | <p>To know that people can choose who they are friends with.</p> <p>To know that people choose friends who are kind and caring towards them.</p> <p>To know that people choose friends who use kind words towards them.</p> <p>To know that people choose friends who use kind hands and feet towards them.</p> <p>To know that people choose friends who listen to them.</p> | choose friends |

| | | | | | |
|--|--|---|----------------------------------|--|---------------------------|
| | | 7 | To know how people make friends. | <p>To know that people can make friends.</p> <p>To know that people make friends by acting in a friendly way (smiling and looking at people's eyes when they talk).</p> <p>To know that people make friends by using kind words towards others.</p> <p>To know that people make friends by using kind hands and feet towards others.</p> <p>To know that people make friends by playing games / doing activities with others.</p> | friendly games activities |
|--|--|---|----------------------------------|--|---------------------------|

Autumn 2

| | | | | | |
|--|---|---|---|--|---|
| Respectful Relationships & Online relationships | <p>The importance of respecting others The conventions of courtesy and manners.</p> <p>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> | 1 | To know what courtesy and manners are and how to use them. | <p>To know that courtesy means behaving well / in a nice way with other people.</p> <p>To know that using good manners means saying please, thank you and excuse me at the right time.</p> <p>To know that using good manners is a way of being kind and caring towards others.</p> <p>To know that we can be courteous by behaving well with others and using our manners.</p> <p>To know that we can use good manners by saying please and thank you, saying sorry when we are wrong and saying excuse me when we wish to speak to someone.</p> | courtesy good manners courteous |
| | | 2 | To know about different types of bullying (including cyber bullying). | <p>To know that bullying is being very unkind to other people.</p> <p>To know that bullying can be using unkind words or using unkind hands and feet towards others.</p> <p>To know that name-calling is a kind of of bullying.</p> | bullying name-calling isolating cyber bullying |

| | | | | |
|--|--|---|---|---------------------------------|
| | | | <p>To know that isolating (leaving out) others is a kind of bullying.</p> <p>To know that cyber bullying (unkind behaviour towards others on the computer / internet) is a kind of bullying.</p> | |
| | | 3 | <p>To know how bullying affects others.</p> <p>To know that bullying can affect others by making them feel sad, upset or angry.</p> <p>To know that when bullying makes people feel sad, upset or angry we call it 'hurt feelings'.</p> <p>To know that bullying can affect others by hurting their bodies.</p> | <p>affect hurt feelings</p> |
| | | 4 | <p>To know what a bystander is and what they should do if they see bullying happening.</p> <p>To know that a bystander is someone who sees or hears something happen but does not take part.</p> <p>To know that you can be a bystander if you see or hear someone being bullied.</p> <p>To know that you should tell an adult if you see or hear bullying.</p> | <p>bystander</p> |
| | | 5 | <p>To know how to report bullying to an adult / get help.</p> <p>To know that you should always tell an adult if you see or hear bullying.</p> <p>To know that you should say what you have seen happen.</p> <p>To know that you should say what you have heard happen.</p> <p>To know that you should not make anything up about what has happened - only say what you have seen or heard.</p> | <p>report adult</p> |

| | | | | | |
|---|--|---|---|---|---|
| <p>Being Safe Internet Safety & Harm</p> | <p>That it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> | 1 | <p>To know what a secret is.</p> | <p>To know that there are differences between surprises and secrets.</p> <p>To know that a surprise is when something happens unexpectedly to someone or something.</p> <p>To know that a secret is when something is kept hidden from someone or something.</p> | <p>surprise, secret, unexpectedly, hidden</p> |
| | <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> | 2 | <p>To know that it is not always right to keep secrets if they relate to being safe.</p> | <p>To know that surprises can make people happy but secrets can sometimes make people unhappy or upset..</p> <p>To know that a secret should not be kept when it can harm/ hurt others or put others in danger .</p> | <p>unhappy upset harm hurt danger</p> |
| | | 3 | <p>To know that each person's body belongs to them.</p> <p>To know that a person's body can be touched in different ways.</p> | <p>To know that everyone's body is their 'personal property' and that this means it belongs to them.</p> <p>To know that appropriate touch is when you have been told you are allowed to touch someone familiar to you (a family member or friend) in a positive way (for example, giving a friend a hug when you greet them).</p> <p>To know that inappropriate touch is when you either have been told you are not allowed to touch them, you touch them in a bad way (hitting or kicking them) or you do not know the person (such as a stranger, or someone you do not know very well).</p> <p>To know that unsafe physical contact is when you hurt someone by hitting, punching, kicking or biting.</p> | <p>personal property appropriate touch allowed positive inappropriate touch unsafe physical contact</p> |

| | | | | | |
|--|--|---|--|--|---|
| | | | | | |
| | | 4 | To know when you are feeling unsafe / bad about any adult and what to do about it. | <p>To know that it is possible to feel unsafe / bad around an adult.</p> <p>To know that you may feel unsafe/ bad around an adult if they make you feel upset, worried, hurt or scared in any way.</p> <p>To know that you can ask for help from a trusted, known adult (family or school) if you feel unsafe / bad about any adult.</p> | <p>trusted adult</p> <p>unsafe</p> <p>bad</p> <p>upset</p> <p>worried</p> <p>hurt</p> <p>scared</p> |

Spring 2

| | | | | | |
|---|--|---|--|---|--|
| Mental Wellbeing Health & Prevention | That mental wellbeing is part of normal daily life, in the same way as physical health. | 1 | To know what mental wellbeing is and that it is a part of our lives every day. | <p>To know that mental wellbeing is ' the way we feel in our head'.</p> <p>To know that physical health is ' the way we feel in our body'.</p> | <p>mental wellbeing</p> <p>physical health</p> |
| | <p>That there is normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including</p> | 2 | To know about different emotions and how or when we feel them. | <p>To know that emotion means ' feeling' (for example - happy, sad, angry, nervousness, fear, surprise).</p> <p>To know that we feel different emotions at different times (e.g. we might feel happy when we are playing with our friends or sad when we hurt ourselves).</p> <p>To know that we can feel emotions in our heads (our thoughts) or in our bodies (e.g. feeling calm, crying, laughing etc.)</p> | <p>emotion</p> <p>happy</p> <p>sad</p> <p>angry</p> <p>nervousness</p> <p>fear</p> <p>surprise</p> <p>calm</p> |

| | | | | |
|--|---|--|--|---|
| <p>having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>About dental health and benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> | 3 | To know which emotion/s I am feeling and how to talk about them. | <p>To know which emotion I am feeling by listening to the thoughts in my head and deciding whether it is a happy, sad, angry, nervous, scared or surprised feeling.</p> <p>To know which emotion I am feeling by thinking about whether the different parts of my body are showing feelings of happiness, sadness, anger, nerves, fear or surprise.</p> <p>To use a range of words to describe how I feel (for example - happy, sad, angry, nervousness, fear, surprise)</p> <p>To talk to others about how I am feeling in my head and body using different feeling words.</p> | <p>emotion</p> <p>happy</p> <p>sad</p> <p>angry</p> <p>anger</p> <p>nervousness</p> <p>nerves</p> <p>fear</p> <p>surprise</p> |
| | 4 | To know which emotion/s others are feeling and how to talk about them. | <p>To know which emotion others are feeling by listening to them talk about how they are feeling in their head.</p> <p>To know which emotion others are feeling by looking at the signs from their body (e.g. are they smiling / crying / frowning etc.)</p> <p>To use a range of words to describe how others feel (for example - happy, sad, angry, nervous, scared, surprised).</p> <p>To know that it is ok to ask others how they are feeling and ask them which emotions they are feeling.</p> | <p>emotion</p> <p>frowning</p> <p>smiling</p> <p>crying</p> |
| | 5 | To know how to look after my teeth. | To know that it is important to look after my teeth so that they are strong and work well (healthy). | <p>strong</p> <p>healthy</p> <p>teeth</p> |

| | | | | | |
|--|--|--|--|---|---------------------|
| | | | | <p>To know that I need to look after my teeth by cleaning them.</p> <p>To know that cleaning our teeth removes food and dirt from our teeth and gums.</p> <p>To know that we need to clean our teeth 2 times each day to keep them healthy.</p> <p>To know that eating too many sugary things (sweets, chocolates, fizzy drinks) is bad for my teeth and can harm them.</p> <p>To know that if I do not look after my teeth they may be harmed / be damaged.</p> | gums harmed damaged |
|--|--|--|--|---|---------------------|

Summer 1

| | | | | | |
|--|---|---|---|--|--|
| <p>Physical Health & Fitness Healthy Eating</p> | <p>To know the characteristics and physical benefits of an active lifestyle. What constitutes a healthy diet.</p> | 1 | To know what an active lifestyle is. | <p>To know that an active lifestyle is when you keep your body moving (doing exercise, playing outside, walking to school).</p> <p>To know and name some kinds of exercise (e.g.running, skipping or playing football).</p> | active lifestyle exercise |
| | | 2 | To know why an active lifestyle is good for me. | <p>To know that having an active lifestyle will help to keep me healthy by keeping my heart and body strong.</p> <p>To know that having an active lifestyle will help me to feel good in my head (makes you happy, calm, relaxed etc).</p> | healthy heart |
| | | 3 | To know what a healthy diet is. | <p>To know that a healthy diet means eating foods which are good for your body and keep you well.</p> | healthy diet balanced diet protein carbohydrates fruits vegetables |

| | | | | | |
|--|--|---|--|--|--|
| | | | | <p>To know that 'balanced diet' means to choose foods in the right amount from each of the food groups.</p> <p>To know that the different food groups we should eat as part of a healthy diet include protein, carbohydrates, fruits and vegetables, dairy and healthy fats.</p> | <p>dairy</p> <p>healthy fats</p> |
| | | 4 | To know why a healthy diet is good for me. | <p>To know that a balanced, healthy diet is good for me.</p> <p>To know that eating a healthy diet keeps your body strong and stops you from getting poorly.</p> <p>To know that eating a healthy diet helps you to feel happy feelings in your head.</p> <p>To know that eating a healthy diet gives you energy to play.</p> | <p>balanced diet</p> <p>healthy diet</p> <p>poorly</p> <p>energy</p> |

Summer 2

| | | | | | |
|---|---|---|--|--|---|
| <p>Drugs,</p> <p>Alcohol &</p> <p>Tobacco</p> <p>Basic First</p> <p>Aid</p> <p>Changing</p> <p>Adolescent</p> <p>Body</p> | <p>To be able to name a member of our family / the emergency services who can keep us safe from harm.</p> <p>Understand that babies become children and then adults.</p> <p>Know the differences between boy and girl babies.</p> | 1 | To know the name of a person in our family who can keep us safe. | <p>To know that the people in our family can keep us safe.</p> <p>To know who keeps me safe in my family and say their name (e.g. my mum, my dad, my grandad, my grandma etc).</p> <p>To know that the people in our family keep us safe by making sure we are cared for, fed, have enough sleep and food.</p> <p>To know that the people in our family keep us safe by having rules in place and making sure we are never left on our own.</p> | <p>family</p> <p>safe</p> <p>cared for</p> <p>rules</p> |
| | | 2 | To name the emergency services who can keep us safe. | <p>To know that the emergency services can keep us safe.</p> <p>To know the names of the emergency services (police, fire service, ambulance and search and rescue).</p> | <p>emergency services</p> <p>police</p> <p>fire service</p> <p>ambulance</p> <p>search and rescue</p> <p>dangerous situations</p> |

| | | | | | |
|--|--|---|---|---|---|
| | | | | To know that the emergency services can keep us safe by helping us in dangerous situations or if someone is badly hurt / ill. | |
| | | 3 | To know how to keep ourselves clean. (CW lesson 1) | <p>To know how to keep ourselves clean by washing our hair/bodies and cleaning our teeth.</p> <p>To know that we need to keep our bodies/hair clean so that they are not dirty / do not smell.</p> <p>To know that we need to keep our bodies clean so that we stay healthy and do not get poorly.</p> <p>To know that we need to keep our teeth clean so that they do not get harmed / damaged from the food we eat.</p> | <p>clean</p> <p>washing</p> <p>harmed</p> <p>damaged</p> |
| | | 4 | To know how we grow and change (from babies to children to adults). (CW lesson 2) | <p>To know that babies become children and then adults.</p> <p>To use the words 'youngest' and 'oldest' when describing how babies grow into children and then adults.</p> <p>To know and name the things that babies, children and adults can do / not do.</p> | <p>babies</p> <p>children</p> <p>adults</p> <p>youngest</p> <p>oldest</p> <p>grow</p> <p>change</p> |
| | | 5 | To know the difference between boy and girl babies. (CW lesson 2) | <p>To know that there are differences between boy and girl babies.</p> <p>To know that boy and girl babies have different private parts.</p> <p>To know that a boy's private part is called a penis.</p> <p>To know that a girl's private part is called a vagina.</p> | <p>differences</p> <p>private parts</p> <p>penis</p> <p>vagina</p> |