 LONGTON LANE PRIMARY SCHOOL PSHE PHYSICAL HEALTH AND WELLBEING RELATIONSHIPS EDUCATION YEAR 1

‘Believe and Achieve’

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| Mental wellbeing  * that there is a 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 2 * how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings 3 * how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 4  Internet safety and harms  * about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing 12 * why social media, some computer games and online gaming, for example, are age restricted 14  Physical health and fitness  * the characteristics and mental and physical benefits of an active lifestyle 18  Healthy eating  * what constitutes a healthy diet (including understanding calories and other nutritional content) 22 * the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 24  Health and prevention  * about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer 27 * about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 30 | | Families and people who care for me  * that families are important for children growing up because they can give love, security and stability 1 * the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives 2 * that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care 3 * how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 6  Respectful relationships  * the conventions of courtesy and manners 14 * the importance of self-respect and how this links to their own happiness 15 * that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 16 * about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 17 * the importance of permission-seeking and giving in relationships with friends, peers and adults 19  Online relationships  * that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous 21  Being safe  * what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 25 * that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact 27 * how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 28 | |
| **Autumn Term Weeks 1-4**  **Belonging to a Community** | **Autumn Term Weeks 5-8**  **Respecting Ourselves and Others** | | **Autumn Term Weeks 9-12**  **Physical Health and Mental Wellbeing** |
| **L1.** about what rules are, why they are needed, and why different rules are needed or different situations  **L2.** how people and other living things have different needs; about the responsibilities of caring for them  **L3.** about things they can do to help look after their environment | **R21.** about what is kind and unkind behaviour, and how this can affect others  **R22.** about how to treat themselves and others with respect; how to be polite and courteous | | **H1.** about what keeping healthy means; different ways to keep healthy  **H2.** about foods that support good health and the risks of eating too much sugar  **H3.** about how physical activity helps us to stay healthy; and ways to be physically active everyday  **H5.** simple hygiene routines that can stop germs from spreading  **H8.** how to keep safe in the sun and protect skin from sun damage  **H9.** about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  **H10.** about the people who help us to stay physically healthy |
| **Spring Term Weeks 1-4**  **Safe Relationships** | **Spring Term Weeks 5-8**  **Media Literacy and Digital Resilience** | | **Spring Term Weeks 9-12**  **Keeping Safe** |
| **R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online  **R11.** about how people may feel if they experience hurtful behaviour or bullying  **R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult  **R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  **R14.** that sometimes people may behave differently online, including by pretending to be someone they are not  **R15.** how to respond safely to adults they don’t know  **R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe  **R17.** about knowing there are situations when they should ask for permission and lso when their permission should be sought | **L7.** about how the internet and digital devices can be used safely to find things out and to communicate with others  **L8.** about the role of the internet in everyday life | | **H28.** about rules and age restrictions that keep us safe  **H34.** basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them |
| **Summer Term Weeks 1-4**  **Family and Friendships** | **Summer Term Weeks 5-8**  **Money and Work** | | **Summer Term Weeks 9-12**  **Growing and Changing** |
| **R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  **R2.** to identify the people who love and care for them and what they do to help  them feel cared for  **R3.** about different types of families including those that may be different to their own  **R4.** to identify common features of family life  **R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried | **L14.** that everyone has different strengths  **L16.** different jobs that people they know or people who work in the community do  **L17.** about some of the strengths and interests someone might need to do different jobs | | **H11.** about different feelings that humans can experience  **H12.** how to recognise and name different feelings  **H13.** how feelings can affect people’s bodies and how they behave  **H14.** how to recognise what others might be feeling  **H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things  **H21.** to recognise what makes them special  **H22.** to recognise the ways in which we are all unique  **H23.** to identify what they are good at, what they like and dislike  **H24.** how to manage when finding things difficult |