YEAR 1 — MEDIUM-TERM OVERVIEW

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| **Term** | **Topic** | **In this unit of work, students learn...** | **Lesson overviews/Teacher notes / resources**(See regularly-updated pdf. version for latest Quality Assured resources) |
| **Autumn —** Health wellbeing | **Physical health and Mental wellbeing**Keeping healthy; food and exercise; hygiene routines; keeping teeth healthy; sun safetyPoS Refs: H1, H2, H3, H5, H8, H9, H10 | * what it means to be healthy and why it is important e.g. physical health and mental health – feeling happy and sad
* ways to take care of themselves on a daily basis
* about basic hygiene routines, e.g. hand washing
* the importance of, and routines for, brushing teeth and visiting the dentist
* Brushing your teeth videos from the internet

 • Songs- https://www.youtube.com/watch?v=wCio\_xVlgQ0 https://www.youtube.com/watch?v=25eHECdTSI8 • Facts and information about dental health from: https://kidshealth.org/en/kids/teeth-care.html • Activities and lesson guide from: https://www.colgate.co.uk/BrightSmilesBrightFutures/v3/UK/printables/BSB F\_Teachers\_Oral\_Health\_Activity\_and\_Lesson\_Guide.pdf* about food and drink that affect dental health, sugar, tartar, plaque, dentist, regular visit.
* about healthy and unhealthy foods, including sugar intake
* about physical activity and how it keeps people healthy
* about different types of play, including balancing indoor, outdoor and screen-based

play* about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
* how to keep safe in the sun
 | [1 decision (5-8) -Keeping/staying healthy £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[FPA – Growing up with Yasmine and Tom (5-7), Keeping clean and taking care of myself (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Growing and changing**Recognising what makes them unique and special; feelings; managing when things go wrongPoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24 | * to recognise what makes them special and unique including their likes, dislikes and what they are good at
* how to manage and whom to tell when finding things difficult, or when things go

wrong e.g. parents, siblings, grandparents, relatives, friends, teachers, social workers, carers, keyworkers at school* how they are the same and different to others e.g. religion, colour of skin, physical looks, personality traits
* about different kinds of feelings
* how to recognise feelings in themselves and others
* how feelings can affect how people behave
 | [PSHE Association – Mental health and wellbeing lessons (KS1)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans)[Medway Public Health Directorate – Primary RSE Lessons – KS1, Lesson 2, ‘Growing up: the human life cycle’](https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and)[1 decision (5-8)-Feelings and emotions £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme) |
| **Keeping safe**How rules and age restrictions help us; keeping safe onlineHow to identify an emergency and make an emergency callPoS Refs: H28, H34 | * how rules can help to keep us safe e.g. school behaviour policy, road safety
* why some things have age restrictions, e.g. TV and film, games, toys or play areas
* basic rules for keeping safe online
* whom to tell if they see something online that makes them feel unhappy, worried, or scared
* to recognise how to be safe near roads, railway lines and open water
* how to recognise an emergency and call for help (fire/somebody who is hurt)
* how to call the emergency services if necessary – dial 999 and know their address/be able to explain the problem • Why we should not play near fires or with items that can cause fires (candles, lighters etc)
 | [Thinkuknow: Jessie and Friends](https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends)[1 decision (5-8)-Computer safety/Hazard watch £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme) |
| **Spring —** Living in the wider world | **Belonging to a community**What rules are; caring for others’ needs; looking after the environmentPoS Refs: L1, L2, L3 | * about examples of rules in different situations, e.g. class rules, rules at home, rules

outside* that different people have different needs e.g. people with a visual impairment, physical disabilities e.g. wheel chair and medical needs such as asthma, allergies and epilepsy, social and emotional difficulties
* how we care for people, animals and other living things in different ways
* how they can look after the environment (parks, school where we live), e.g. recycling, plastic pollution, environment, litter, global warming
 | [1 decision (5-8)-Being responsible £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[Alzheimer’s Society -Creating a dementia-friendly generation (KS1)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s)[Experian – Values, Money and Me (KS1)](https://www.valuesmoneyandme.co.uk/teachers) |
| **Media literacy and Digital resilience**Using the internet and digital devices; communicating onlinePoS Refs: L7, L8 | * how and why people use the internet
* the benefits of using the internet and digital devices
* how people find things out and communicate safely with others online
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| **Money and Work**Strengths and interests; jobs in the communityPoS Refs: L14, L16, L17 | * that everyone has different strengths, in and out of school e.g. Guest speakers
* about how different strengths and interests are needed to do different jobs
* about people whose job it is to help us in the community e.g. police, NHS, bin workers, supermarket workers etc.– keyworkers identified through COVID-19 pandemic
* about different jobs and the work people do e.g. Guest speakers
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| **Summer —** Relationships | **Families and friendships**Roles of different people; families; feeling cared forPoS Refs: R1, R2, R3, R4, R5 | * about people who care for them, e.g. parents, siblings, grandparents, relatives,

friends, teachers, social workers, carers, keyworkers at school* the role these different people play in children’s lives and how they care for them
* what it means to be a family and how families are different, e.g. single parents,

same-sex parents, step families, carers, grandparents, living in two homes etc* about the importance of telling someone — and how to tell them — if they are worried about something in their family e.g. child line/ NSPCC , 0800 111, trusted adult – someone at school, friend
 | [Medway Public Health Directorate – Primary RSE Lessons (KS1), Lesson 1, ‘My special people’](https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and)  [Metro charity KS1 Love and respectful relationships](https://www.pshe-association.org.uk/metro-charity)[FPA – Growing up with Yasmine and Tom (5-7), Different families (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Safe relationships**Recognising privacy; staying safe; seeking permissionPoS Refs: R10, R13, R15, R16, R17 | * about situations when someone’s body or feelings might be hurt and whom to go

to for help e.g. physically, emotionally, sexually , verbally* about what it means to keep something private, including parts of the body that are private using appropriate vocabulary, such as vagina, penis, testicles
* to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
* how to respond if being touched makes them feel uncomfortable or unsafe e.g. “I don’t like that. You need to stop. Thank you”
* when it is important to ask for permission to touch others
* how to ask for and give/not give permission e.g. “I don’t like that. You need to stop. Thank you”
 | [NSPCC – The underwear rule resources (PANTS)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources)[1 decision (5-8)-Relationships £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Respecting ourselves and others**How behaviour affects others; being polite and respectfulPoS Refs: R21, R22 | * what kind and unkind behaviour mean in and out school e.g. kind hands feet and words
* how kind and unkind behaviour can make people feel
* about what respect means - respecting ourselves, family, friends and people in the community
* about class rules, being polite to others, sharing and taking turns
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