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 safety  PoS 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 wrong  PoS 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 online  How to identify an emergency and make an emergency call  PoS 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 environment  PoS 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 online  PoS 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 |  |
| **Money and Work**  Strengths and interests; jobs in the community  PoS 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 |  |
| **Summer —** Relationships | **Families and friendships**  Roles of different people; families; feeling cared for  PoS 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 permission  PoS 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 respectful  PoS 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 |  |