













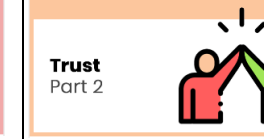
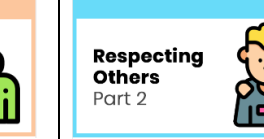

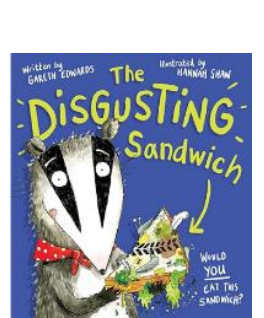


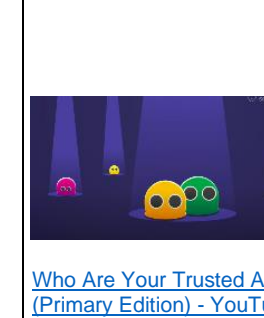
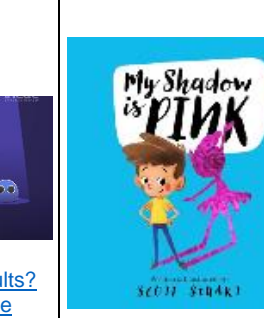
Year 1 Autumn Term

	AUTUMN 1 st Half			Autumn 2 nd Half		
Theme	The Toybox			My Town		
Area of Learning	<p>Being Happy Part 1</p>	<p>Understanding Difficult Feelings Part 1</p>	<p>A Problem Shared is a Problem Halved Part 1</p>	<p>Road Safety Part 1</p>	<p>Kind versus Unkind</p>	<p>Communication Part 1</p>
	<p>Being Happy Part 2</p>	<p>Understanding Difficult Feelings Part 2</p>	<p>A Problem Shared is a Problem Halved Part 2</p>	<p>Road Safety Part 2</p>		<p>Communication Part 2</p>
Area of PSHE/SRE	Health and Well-Being	Health and Well-Being	Health and Well-Being	Living in the Wider World	Relationships	Relationships
Suggested supporting text/ video	<p>Sometimes I Feel Sunny (youtube.com)</p>	<p></p>	<p>Virginia Ironside The Huge Bag of Worries (youtube.com)</p>	<p>twinkl</p>	<p>(Online bullying) Troll stinks! Internet safety introduction fun story by Jeanne Willis and Tony Ross (youtube.com)</p>	<p>Word Trouble! Children's Storybook Read Aloud (youtube.com) (Read this from the video!)</p>

<p>PSHE (All NC subject content covered)</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to describe when they felt happy. ● to understand what makes them happy. ● Pupils recognise the feeling of happiness and can describe how happiness makes them feel. ● To learn why happiness is important. ● To understand how we can feel happier 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand anger and difficult feelings. ● about controlling our anger. ● to recognise what anger looks like to us and others. ● about what triggers might make us feel angry 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand the outcomes of sharing a problem. ● to find the best ways to help with problems 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● how to be safe near roads. ● to find the safest places to cross the road and how to do this. ● to understand the most common road signs 	<p>Pupils should be taught:</p> <p>To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>To understand how people may feel if they experience hurtful behaviour or bullying.</p> <p>To know 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.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand why it's important to have good communication skills in life. ● how to communicate in tricky situations
<p>Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – Being Happy key questions:</p> <p>How would you show that you feel happy? What gives us the feeling of being happy? What does being happy mean? What can we do to make us happy? Why is it important to be happy? Which of these ways of thinking will help us to feel happy?</p> <p>Phase 3 and 4 – Understanding Difficult Feelings key questions:</p> <p>What is anger? How can we control our anger? What can we do to control our anger? Why do we need to control our anger? When might you see or feel anger? What does anger look like? What is a 'trigger'? What might anger look like? What might cause you to feel angry?</p> <p>Phase 5 and 6 – A Problem Shared is a Problem Halved key questions:</p> <p>What do we mean by 'a problem shared is a problem halved'? Why do people sometimes not share their problems with others? Why do people sometimes not like to talk about their problems ? What things might you worry about? Who might you share a problem with? Who might you talk with to 'share' a problem? Who else may be able to help with problems? What could you do if an adult wasn't listening to you about your problem?</p>			<p>Phase 1 and 2 – Road Safety key questions:</p> <p>How can you keep safe near roads? Where are the safest places to cross the road? Where is the safest place to cross the road? Choose the safest place to cross here. What is the safest thing to do before you cross the road? Which road signs might you see on or near roads? Which road signs might you see near your school?</p> <p>Phase 3 and 4 – Kind Vs Unkind key questions (this unit only has one part, complete it over 2 phases):</p> <p>What is kind behaviour and what is unkind behaviour? How can you be kind? How may people feel if they experience hurtful behaviour or bullying? Who should we tell if we experience hurtful behaviour or bullying? (Trusted Adult) Can unkind behaviour happen when playing games with others on the internet? What might hurtful behaviour and bullying look like?</p> <p>Phase 5 and 6 – Communication key questions:</p> <p>Why is it good to be able to communicate? How can you communicate to someone who doesn't speak your language? How might you feel if you learned a new language and you could communicate with others? Why is communication important? How can you use communication to keep someone calm? What can you say if you're feeling uncomfortable with what someone is doing or saying to you? How can you use communication to calm someone? How can you communicate to others without speaking? How can you communicate that you are not happy or comfortable with what someone says or asks you to do?</p>		














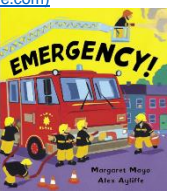



Vocabulary	emotion, happy, achievement	Angry, trigger, control	Problem, worry, share	Dangerous, lollipop person, traffic lights, zebra crossing	Teasing, bullying, hurtful, bystander, ally.	Communication, facial expression, body language
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Year 1 Spring Term

	Spring 1 st Half			Spring 2 nd Half		
Theme	Animal Magic			Perranporth and Beyond		
Area of Learning	 First Aid and CPR Part 1	 Food Safety and What Not to Eat Part 1	 Signalling & Sign Language Part 1	 Being Mindful Part 1	 Trust Part 1	 Respecting Others Part 1
	 First Aid and CPR Part 2	 Food Safety and What Not to Eat Part 2	 Signalling and Sign Language Part 2	 Being Mindful Part 2	 Trust Part 2	 Respecting Others Part 2
Area of PSHE/SRE	Living in the Wider World	Living in the Wider World	Relationships	Health and Well-Being	Relationships	Relationships
Suggested supporting text/video	 Nurse Bear Does First Aid by Marta Almansa Esteve. Educational children's audiobook/read-aloud. - YouTube	 The Disgusting Sandwich Read aloud picture story book - YouTube	<p>♥ Kids Read Aloud Books: FREDDIE AND THE FAIRY BY JULIA DONALDSON (youtube.com)</p>  Troll stinks! Internet safety introduction fun story by Jeanne Willis and Tony Ross (youtube.com)	 The Lemonade Hurricane: a story of mindfulness and meditation - a read out loud story book - YouTube	 Who Are Your Trusted Adults? (Primary Edition) - YouTube	 My Shadow is Pink by Scott Stuart Read aloud Books about gender stereotypes - YouTube
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> to know what to do when we see someone who is injured. to know what to do when a person isn't breathing. to know how we might give First Aid or CPR (Cardiopulmonary Resuscitation). 	Pupils should be taught: <ul style="list-style-type: none"> to understand which foods can be dangerous if we eat them. to know what to do if someone has eaten unsafe foods. 	Pupils should be taught: <ul style="list-style-type: none"> to understand how you can communicate without using words. that there are different ways of sending messages. To consider online safety when talking about using the internet to send messages 	Pupils should be taught: <ul style="list-style-type: none"> what it means to be mindful. why being mindful is good for us. to know what self-assessment is. to know why self-assessment is important 	Pupils should be taught: <ul style="list-style-type: none"> to understand the importance of trusting someone. to know who we can trust. to understand how important it is to be trusted. 	Pupils should be taught: <ul style="list-style-type: none"> to know what respect is. to know why respect is important. how to respect others.

<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – First Aid and CPR key questions: What is First Aid? What do you do if you see someone who is injured? What should you check for before helping anyone or giving First Aid? What does 'ABC' stand for when we talk about First Aid? What do you do if a person has stopped breathing? What is the Recovery Position?</p> <p>Phase 3 and 4 – Food Safety key questions:</p> <p>Which foods could be dangerous to eat? Where would you store food that is frozen? Which foods in the fridge should you avoid eating? Which foods should you avoid if you are out in the garden or in the wild? Where should you store frozen food that you buy? What should you do if someone eats or drinks something that is unsafe? What should you do if someone swallows tablets or medicine that they should not have taken? What would you do if someone ate something that made them feel ill? What should you do if someone has drunk something that is making them ill? What should you do if someone has swallowed medicine or tablets that they should not have taken?</p> <p>Phase 5 and 6 – Signalling and Sign Language key questions: Can you name some ways of signalling to others to communicate? How can you signal or communicate with others more quickly nowadays? How might we send quick messages today? Which signal is SOS in Morse Code? Who might use signals or signs every day to communicate?</p>			<p>Phase 1 and 2 – Being Mindful key questions: What does being mindful mean? Why is it good to be mindful? Which of these can help you to be mindful? How can being mindful help you? What is self-assessment? How can self-assessment help you? How can self-assessment help you to do better?</p> <p>Phase 3 and 4 – Trust key questions:</p> <p>What is trust? What do you do if you don't trust someone? Who could you trust? Who could you talk to if you are worried about something? When might you break someone's trust and talk to others about something?</p> <p>Phase 5 and 6 – Respecting Others key questions: What is respect? Who should you respect? How do we respect others? Why should you be respect others? Who should you respect?</p>		
<p>Vocabulary</p>	<p>Injured, emergency services, recovery position, CPR</p>	<p>Use by date, fridge, rotten, mouldy</p>	<p>communicate, sign language, morse code</p>	<p>Mindfulness, concentrate, relax, stress</p>	<p>Trust, worried, secret</p>	<p>Respect, race, religion, disability, gender, sexual orientation</p>

Year 1 Summer Term

	Summer 1 st Half			Summer 2 nd Half		
Theme	Fire, Fire! - The Great Fire of London			Brilliant Brazil		
Area of Learning	 Water Safety Part 1	 Safety Symbols Part 1	 Emergency Services Part 1	 Getting your Sleep Part 1	 Hygiene and Me Part 1	 What Makes A Family?
Area of Learning	 Water Safety Part 2	 Safety Symbols Part 2	 Emergency Services Part 2	 Getting your Sleep Part 2	 Hygiene and Me Part 2	 My Growing Body
Area of PSHE/SRE	Living in the Wider World	Living in the Wider World	Living in the Wider World	Health and Well-Being	Health and Well-Being	SRE
Suggested supporting text/ video	 RNLI: How to stay SAFE on the beach Newsround - YouTube		READ ALOUD: Emergency! - A children's book about helping out, fire trucks, and other awesome engines (youtube.com) 		 Lift-the-flap Very First Questions and Answers - What are Germs? (youtube.com)	 Let's Talk About Body Boundaries, Consent, and Respect by Jayneen Sanders, Sarah Jennings (book) (youtube.com)
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> to understand how you can be safe in water. to understand what to do if we get into difficulty in the water 	Pupils should be taught: <ul style="list-style-type: none"> to understand the importance of safety symbols. to explore the use of safety symbols in different situations 	Pupils should be taught: <ul style="list-style-type: none"> name the 3 main emergency services. know how the 3 main emergency services can help us. know what an emergency is and what to do in an emergency. know what we would do if we needed help but it wasn't an emergency 	Pupils should be taught: <ul style="list-style-type: none"> to know what is the right amount of sleep. to know the impact that sleep has on us. how sleep helps our mind and body. 	Pupils should be taught: <ul style="list-style-type: none"> To learn about personal hygiene routines and habits To learn that personal hygiene can help us stay healthy. 	Pupils should be taught (What Makes a Family): <ul style="list-style-type: none"> To learn about different types of families including those that may be different to their own. To develop an understanding about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. To recognise the ways they are the same as, and different to, other people. Pupils should be taught (My Growing Body): <ul style="list-style-type: none"> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.

						<ul style="list-style-type: none"> ● To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). ● To know about growing and changing from young to old and how people's needs change. <p>What 'Consent' means.</p>	
<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – Water Safety key questions:</p> <p>How can you be safe in water? How do you know it is safe to swim at the beach? What should you do before you enter any water? Between which flags should you swim if you're on a beach? What are some of the dangers that you could face in water?</p> <p>Phase 3 and 4 – Safety Symbols key questions:</p> <p>Do you know what safety symbols are? Do you know why we have safety symbols on some things we use? Why do we need safety symbols? What does the "Lion Mark" safety symbol mean? Where might you see the "Lion Mark" safety symbol?</p> <p>Phase 5 and 6 – Emergency Services key questions:</p> <p>Do you know the name of the 3 main emergency services? What do the emergency services do? What are the 3 main emergency services called? Which emergency service is needed to put out a fire? Which emergency service could you call if you're on your own at home with an adult who feels very ill or has had an accident?</p>			<p>Phase 1 and 2 – Getting your sleep key questions:</p> <p>What do we need sleep for? How much sleep does the average person need? How many hours sleep do you get each night? Do you feel any different if you haven't had a good night's sleep? How can sleep help us in school and activities? How does getting our sleep keep us fit and healthy? Why can getting our sleep help us in school? How does sleep make you better in sports? How can sleep help us stay fit and healthy?</p> <p>Phase 3 and 4 – Hygiene and Me key questions:</p> <p>Why must we use soap or anti-bacterial gel as well as water to wash away dirt? How many times in one day should we wash our hands? How often should we brush our teeth, visit the dentist or floss our teeth? What can cause cavities in your teeth? What might happen if you don't wash your face, teeth and body regularly and properly?</p> <p>Phase 5 – What Makes a Family key questions:</p> <p>What can a family look like? (Discussion to ensure same sex families are included, as well as blended and single parent families. Take time to discuss and share experiences. Determine what makes an immediate family and who is included in extended family) How do family members show care and respect for each other? What roles do different family members have? Tell me an important job mums and dads do in families?</p> <p>Phase 6 –My Growing Body key questions:</p> <p>Name the different parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). What does 'private' mean? What does 'consent' mean? How might you change as you grow up? How can you keep your body safe?</p>			
	Vocabulary	Dangerous, lifeguard, flags, supervision	Safety, symbol, unsafe	Emergency, fire brigade, police ambulance	Sleep, rest, recovery	Healthy, clean, germs	parent, sibling, grandparent, aunt, uncle, cousin, nephew, niece