

Year 1

Autumn 1	Concepts and components	Statement	I Now Know
Lesson 1	<u>Safety – Being safe – Feeling safe</u>	<ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. 	INK what to do in an unsafe situation (children to specify)
Lesson 2	<u>Safety – Being safe – Protecting ourselves (Inc Consent)</u>	<ul style="list-style-type: none"> • Understand and learn the PANTS rules; Name and know which parts should be private; • Explain that our genitals help us make babies when we are older • Understand that we mostly have the same body parts but how they look is different from person to person. • Start thinking about who they trust and who they can ask for help. 	INK my parts which are private.
Lesson 3	<u>Safety – Being safe – Protecting ourselves (Inc Consent)</u> <u>CONSENT</u>	<ul style="list-style-type: none"> • Understand that they have the right to say “no” to unwanted touch and that ; • Understand that your body belongs to you • You get to decide about your own body • No one should touch you without permission • Recognise that some touches are not fun and can hurt or be upsetting; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. 	INK that my body belongs to me and I am allowed to say no to unwanted touch. INK who I can talk to if I feel uncomfortable (children to specify)
Lesson 4	<u>SAFETY: Internet safety and harms – Online risks</u>	<ul style="list-style-type: none"> • Know the importance of keeping personal information private, when online and only talking to people they know in real life; • Know that they can tell an adult they trust if anything happens that makes them worried. 	INK that information about me should not be shared with strangers online.
Lesson 5	<u>SAFETY: Drugs, alcohol and tobacco</u>	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they’re ill • Explain simple issues of safety and responsibility about medicines and their use. 	INK that medicines can be used to make me feel better.

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Lesson 6	<u>SAFETY - Basic First Aid</u>	<ul style="list-style-type: none"> • To know what the term "first aid" means and why people may need "first aid" • To know who can help if there is an accident and someone is hurt. 	INK who to ask for help if someone is hurt.

Autumn 2	Concepts and components	Statement	INK
Lesson 1	<u>Health and Wellbeing – mental wellbeing – mental health</u>	<ul style="list-style-type: none"> • Identify a range of feelings; • Identify how feelings might make us behave; 	INK a range of feelings and how they can make us behave. (children to specify an example)
Lesson 2	<u>Health and Wellbeing – mental wellbeing – understanding emotions</u>	<ul style="list-style-type: none"> • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Recognise that people have different ways of expressing their feelings; 	INK ways my body might react when I feel certain ways.
Lesson 3	<u>Health and Wellbeing – mental wellbeing – community</u>	<ul style="list-style-type: none"> • Define the term 'community'; • Identify the different communities that they belong to; • Define what a volunteer is; • Identify people who are volunteers in the school community; 	INK a community is a group of people who have things in common.
Lesson 4	<u>Health and Wellbeing – mental wellbeing – trusted adults</u>	<ul style="list-style-type: none"> • To know and be able to name trusted adults in school and what they can help with. <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p>	INK who my trusted adults are in school and where I can get help if someone upsets me.

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Lesson 5	<u>Health and Wellbeing – physical health and fitness – healthy living</u>	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. 	INK a healthy lifestyle includes exercise, sleep and food, water and air for energy.
Lesson 6	<u>Health and Wellbeing – physical health and fitness – health risks</u>	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);	INK major parts inside my body.

Spring 1	Concepts and components	Statement	INK
Lesson 1	<u>Relationships – families and people who care for me – special people</u>	<ul style="list-style-type: none"> Recognise that there are many different types of family. 	INK that families can look different to my own.
Lesson 2	<u>Relationships – families and people who care for me – sense of belonging</u>	<ul style="list-style-type: none"> Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. 	INK some communities I belong to and ways they can help us.
Lesson 3	<u>Relationships – families and people who care for me – difference</u>	<ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. 	INK that people are different to me and appreciate these differences.
Lesson 4	<u>Relationships – families and people who care for me – feeling safe</u>	<ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; 	INK that I can feel certain ways when I feel unsafe.

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Lesson 5	<u>Relationships – caring friendships – making friends</u>	<ul style="list-style-type: none"> Identify simple qualities of friendship; Suggest simple strategies for making up. 	INK what makes a good friend. INK some ways to make up when I fall out with my friends.
Lesson 6	<u>Relationships – caring friendships – communication</u>	<ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; 	INK how to show active listening. INK some simple ways to resolve

Spring 2	Concepts and components	Statement	INK
Lesson 1	<u>SAFETY – living safely and well - fire safety</u> (<i>London Fire Brigade Activities to support</i>)	To know about basic fire safety (e.g. not playing with matches or lighters), who can help us.	INK ways to stay safe around fire and who to ask for help
Lesson 2	<u>SAFETY: Money Management (including jobs/ aspirations)</u>	<ul style="list-style-type: none"> Explain where people get money from and what a family might spend their money on. Explain the importance of keeping money safe Understand the concept of saving money. 	INK how money is earned, what it can be spent on, how it is kept safe and what savings are.
Lesson 3	<u>SAFETY: Road Safety</u> (<i>Based on https://www.think.gov.uk/</i>)	<ul style="list-style-type: none"> To develop familiarity with the Stop, Look, Listen and Think sequence To know that pedestrians walk on the pavement and vehicles travel on the road To know how to walk safely with a grown up and hold hands when walking near the road 	INK how to be safe when walking around and near roads.
Lesson 4	<u>SAFETY: Water safety</u>	<ul style="list-style-type: none"> To know the 4 important messages for water safety; Stop and think/ Stay together/ Float/ Call 999/112 	INK the 4 important messages for water safety; Stop and think/ Stay together/ Float/ Call 999/112
Lesson 5			
Lesson 6			

Summer 1	Concepts and components	Statement	INK
Lesson 1	<u>Health and Wellbeing – healthy eating – healthy diet</u>	<ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health • Recognise that they may have different tastes in food to others; 	INK that it is healthy to eat a variety of fruit and vegetables (at least 5 portions).
Lesson 2	<u>Health and Wellbeing – keeping healthy – sun safety</u>	<ul style="list-style-type: none"> • How to keep safe in the sun and protect skin from sun damage. 	INK how to stay safe in the sun and how to protect my skin.
Lesson 3	<u>Health and Wellbeing – keeping healthy – sleep hygiene</u>	<ul style="list-style-type: none"> • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; 	INK that sleep is important to a healthy lifestyle.
Lesson 4	<u>Health and Wellbeing – keeping healthy – dental hygiene</u>	<ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. 	INK a personal hygiene routine and why it is important.
Lesson 5	<u>Health and Wellbeing – keeping healthy – personal hygiene</u>	<ul style="list-style-type: none"> • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. 	INK how diseases can spread and ways to prevent it.
Lesson 6	<u>Health and Wellbeing – changing adolescent body – my changing body</u>	<ul style="list-style-type: none"> • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. 	INK the ways the basic needs of a baby can be met.

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Summer 2	Concepts and components	Statement	INK
Lesson 1	<u>Relationships – respectful relationships – responsibilities</u>	<ul style="list-style-type: none"> • Demonstrate responsibility in looking after something (e.g. a class pet or plant); 	INK ways to be responsible for a plant (or pet!).
Lesson 2	<u>Relationships – respectful relationships – respectfulness</u>	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Know and use words and phrases that show respect for other people. • Recognise how a person's behaviour (including their own) can affect other people 	INK ways to be respectful in the classroom and how our school rules help us with this.
Lesson 3	<u>Relationships – caring friendships – healthy friendships</u>	<ul style="list-style-type: none"> • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. • Recognise how a person's behaviour (including their own) can affect other people. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; 	INK ways to be kind and how it feels to be included or left out from a group
Lesson 4	<u>Relationships – respectful relationships – bullying</u>	<ul style="list-style-type: none"> • Explain the difference between teasing and bullying, including that name calling is a form of bullying. • Identify situations as to whether they are incidents of teasing or bullying 	INK the difference between teasing and bullying
Lesson 5			

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Lesson 6			