

Y1 Personal Development (PSHE / Relationship, Sex and Health Education)	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3	
	Rules and routines, Friendships		Feelings		Size of the problem		Body parts		Transition, Conscious casualties (first aid), Body positivity, Families (including marriages)	
	<p>Key knowledge Rules and routines</p> <p>To know there are rules in the school to help the children remain safe, happy and able to learn.</p> <p>To know the rules for Year 1 in all areas of the school.</p> <p>Friendships To know friendships are important to make us feel happy and secure.</p> <p>To know being a good friend includes being honest, kind, truthful, helpful and supportive.</p> <p>To know kindness involves thinking about things from someone else’s perspective, how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support.</p> <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To know that most friendships have ups and downs, and that these can often be worked through.</p>	<p>Key skills Rules and routines</p> <p>To be able to follow the group plan.</p> <p>To be able to make expected choices.</p> <p>To be able to follow the rules of Year 1.</p> <p>To be able to speak to a trusted adult if they do not feel safe in school or at home.</p> <p>Friendships To be able to recognise and apply strategies to make new friends.</p> <p>To be able to recognise and apply strategies on how to be a good friend.</p> <p>To be able to talk to an adult if a friend is making them repeatedly upset or uncomfortable.</p> <p>To be able to demonstrate kindness and respect to classmates.</p>	<p>Key knowledge Feelings</p> <p>To know it is normal for humans to experience a wide range of emotions.</p> <p>To know humans feel different emotions in different situations.</p> <p>To know about the zones of regulation:</p> <p>Red zone is when there is very high energy (overjoyed, thrilled, angry, petrified).</p> <p>Yellow zone has high energy (excited, worried, silly, frustrated).</p> <p>Green zone is the amount of energy where it is best to learn (focused, happy, calm, proud).</p> <p>Blue zone is low energy (sad, bored, tired, sick).</p> <p>To know all emotions are usual to feel. I still must act in a safe way no matter how I feel.</p>	<p>Key skills Feelings</p> <p>To be able to recognise and talk about a range of emotions.</p> <p>To be able to identify which feeling (and zone) I feel most of the time.</p> <p>To be able to identify feelings I feel sometimes.</p> <p>To be able to learn basic strategies to help regulate my emotions such as reading to calm down or exercise to increase concentration.</p>	<p>Key knowledge Size of problem</p> <p>To know problems come in different sizes. Small problems can be fixed quickly without much help. Medium problems take a little bit longer to sort and a child may need some help from an adult. A big problem will definitely need an adult to help and may take a long time to fix or might not be fixable.</p> <p>To know the size of the problem should link to the size of the reaction.</p> <p>To know that if a person has a big reaction to a small problem it can make other people feel uncomfortable.</p>	<p>Key skills Size of problem</p> <p>To be able to identify the size of a variety of problems.</p> <p>To be able to identify the size of reactions.</p> <p>To be able to develop the ability to match the size of their reaction to the size of the problem.</p>	<p>Ourselves To know the names for my body parts.</p> <p>To know private parts are the parts covered by our underwear – vulva (commonly referred to as vagina), penis, testicles.</p> <p>To know no one should ask to see your private parts.</p> <p>To know to talk to a trusted adult if you’re uncomfortable.</p>	<p>Ourselves To be able to identify different parts of the body.</p> <p>To be able to classify which parts of the body are different in girls and boys.</p> <p>To be able to identify similarities and differences between myself and others.</p>	<p>Key knowledge Transition</p> <p>To know the differences between Year 1 and Year 2.</p> <p>To know where the Year 2 classrooms are located.</p> <p>To know what my Year 2 teacher is like.</p> <p>First aid – conscious casualties To know to call 999/112 in an emergency.</p> <p>To know to check for danger and response in an injured person and call Emergency Services.</p> <p>To know how to stay safe near roads.</p> <p>To know how to stay safe in the sun.</p> <p>To know the importance of knowing your address and phone number.</p> <p>Body positivity To know everyone is different in looks and personalities.</p> <p>To know our differences make us special.</p> <p>To know our personalities help make us special.</p> <p>To know everyone is good at something.</p> <p>Families (including marriages) To know 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.</p> <p>To know 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.</p>	<p>Key skills Transition</p> <p>To be able to reflect on Year 1.</p> <p>To be able to ask questions to our buddies in Year 2.</p> <p>First aid – conscious casualties To be able to identify danger in an emergency.</p> <p>To be able to check for consciousness in an injured person.</p> <p>To be able to call 999/112 for an ambulance and give them clear information.</p> <p>Body positivity To be able to identify my own likes, dislikes and talents.</p> <p>To be able to identify some features of my personality.</p> <p>To be able to identify similarities and differences in how I look compared to my friends.</p> <p>Families (including marriages) To be able to talk about their own family.</p> <p>To be able to identify similarities and differences between families.</p> <p>To be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>

								<p>To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p> <p>To know a wedding ceremony is when a couple promise to love each other and spend their lives together. In a religious wedding there is usually a head of the religion to lead the ceremony.</p> <p>To know people who get married love, trust and respect each other.</p> <p>To know a wedding can be between a man and a woman, two men or two women.</p>	
<p>Key vocabulary</p> <p>Rules and routines</p> <p>assembly</p> <p>classroom</p> <p>expected behaviour</p> <p>help</p> <p>playground</p> <p>respect</p> <p>routines</p> <p>rules</p> <p>safe</p> <p>transitions</p> <p>trust</p> <p>unexpected behaviour</p> <p>values</p>	<p>Friendships</p> <p>fall out</p> <p>friendships</p> <p>fun</p> <p>happy</p> <p>helpful</p> <p>interests</p> <p>kind</p> <p>lonely</p> <p>respect</p> <p>secure</p> <p>supportive</p> <p>trustworthy</p> <p>truthful</p> <p>zones of regulation</p>	<p>Families (including marriages)</p> <p>care</p> <p>ceremony</p> <p>dad(s)</p> <p>differences</p> <p>engaged</p> <p>families</p> <p>family</p> <p>friendship</p> <p>gay</p> <p>love</p> <p>marriage</p> <p>married</p> <p>mum(s)</p> <p>relationships</p> <p>rings</p> <p>ritual</p> <p>security</p> <p>similarities</p> <p>single</p> <p>stepparents</p> <p>straight</p> <p>trusted adult</p> <p>wedding</p>	<p>Size of the problem</p> <p>big problems</p> <p>comfortable</p> <p>different</p> <p>medium problems</p> <p>reactions</p> <p>size of the problem</p> <p>small problems</p> <p>special</p> <p>trust</p> <p>uncomfortable</p>	<p>Feelings</p> <p>angry</p> <p>bored</p> <p>calm</p> <p>elated</p> <p>energy</p> <p>excited</p> <p>focused</p> <p>frustrated</p> <p>happy</p> <p>identify</p> <p>overjoyed</p> <p>panicked</p> <p>proud</p> <p>reaction</p> <p>respond</p> <p>sad</p> <p>safe</p> <p>sick</p> <p>silly</p> <p>strategy</p> <p>terrified</p> <p>tired</p> <p>worried</p> <p>zones of regulation</p>	<p>Ourselves</p> <p>arms</p> <p>back</p> <p>differences</p> <p>elbow</p> <p>eyes</p> <p>feet</p> <p>growing up</p> <p>legs</p> <p>nipples</p> <p>penis</p> <p>similarities</p> <p>testicles</p> <p>vulva (commonly referred to as vagina)</p>	<p>Transition</p> <p>changes</p> <p>enjoyed</p> <p>look forward</p> <p>move</p> <p>new</p> <p>questions</p> <p>worry</p>	<p>First aid – Conscious casualties</p> <p>address</p> <p>adult</p> <p>ambulance</p> <p>clothing</p> <p>conscious</p> <p>danger</p> <p>emergency services</p> <p>hat</p> <p>information</p> <p>injured</p> <p>listen</p> <p>look</p> <p>phone number</p> <p>shade</p> <p>stop</p> <p>sun cream</p>	<p>Body positivity</p> <p>differences</p> <p>individual</p> <p>interests</p> <p>looks</p> <p>personalities</p> <p>similarities</p> <p>skills</p> <p>special</p> <p>talent</p> <p>unique</p>	