



Year 1 (KS1) RHE Curriculum Sections Overview

Relationships		Living in the Wider World
Family	Friends	Community
What makes a family? Fa1) Who's in my family?	Keeping friendships healthy Fr1) Who is my friend? Fr2) What makes a good friend? Fr3) Should friends tell us what to do? Fr4) How do we stop [physical] bullying?	Online Safety Os1) Screen time [L1] Os2) Personal information [S1] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

Health and Wellbeing

Mental Wellbeing	Physical Health
Understanding my feelings M1) Where do feelings come from? M3) What helps me to be happy?	Staying healthy P1) How do I help my body stay healthy?

Growing Up Safe Programme

- 1) Caring Friendships
- 2) Respectful Relationships
- 3) Online Relationships
- 5) Being Safe

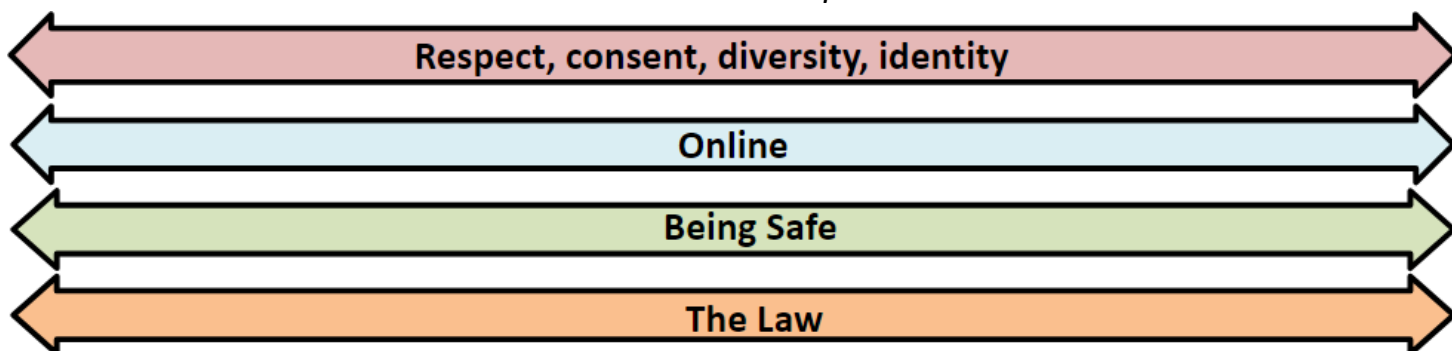


Year 1 (KS1) Long Term Plan - RHE

Autumn 1	P1) How do I help my body stay healthy? M1) Where do feelings come from?
Autumn 2	Growing Up Safe Programme Fr1) Who is my friend? Fr3) Should friends tell us what to do?
Spring 1	Fa1) Who's in my family?
Spring 2	Os1) Screen time [L1] Os2) Personal information [S1]
Summer 1	Fr2) What makes a good friend? Fr4) How do we stop [physical] bullying?
Summer 2	M3) What helps me to be happy?

Relationships

Themes covered across 'Relationships' sections:



Family		
Objectives / Questions	Discussions	Activities
What makes a family?		
Fa1) Who's in my family? (Spring 1) 60 minutes Objectives - Understand that families are made up of a special group of people, which changes gradually over time. - Understand that these people are all connected in different ways, and that these connections are important Key vocabulary <i>People, roles, change, loss</i> PSHE Link: R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R4. to identify common features of family life	Presentation: Who's in my family? Input: Families are important to children growing up safe and happy because they can provide love, security and stability. Families of other children in school or the wider world sometimes look different but we should respect those differences and know that other children's families are also characterised by love. Partner talk: How many people live in your house? How many people are in your family? Are there any other adults that you trust, who are not actually part of your family? Class discussion: - Do families always stay the same? - Have some people left? (died or moved away) - Have some new people joined? (been born, new marriages/partners of your relatives) - What are the different roles (jobs) that people in your family do? (Who cooks the food? Who cleans the house? Who goes to school? Who goes to work? Who	N.B. Some children, especially those who are in care or have recently suffered a bereavement may find this lesson and activities stressful or upsetting. Use your professional judgement when deciding how to teach this, and consider putting in extra support for any children that require it. Activity: Make "Tree of my life" Make a "network" - all the people in your life and how they relate to each other, and to you Concentric circles of intimacy Extension: Write on the branches how each person connects to each other (partner, carer, married, sister, mother, uncle, friend etc...)



	needs looking after? [mention young carers] Who makes people laugh? - Do these roles stay the same, or should they be shared? Class activity - Stand up/Sit down: Read out a job/chore/role that might be done in the house. Children stand up if they do it sometimes, sit down if they don't Class activity: Create a recipe for a happy family Shared writing exercise, where teacher takes suggestions for and writes the ingredients and instructions that create a happy home: 1) A dollop of smiles 2) A sprinkle of hugs 3) 500g of kind words	<u>Bonus activity: Write our recipe for a happy family</u> <i>Independent version of class activity:</i> In pairs, children take it in turns to write the ingredients and instructions that create a happy home
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Friends

Objectives / Questions

Discussions

Activities

Keeping friendships healthy

Fr1) Who is my friend?

(Autumn 2)

Objectives

- Understand that there is a difference between close friends, friends, acquaintances and strangers

Key vocabulary

Friend, family, stranger, acquaintance, member of my community

PSHE link

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for

Presentation: Who is my friend?

Key question:

Who is my friend?

Partner talk:

How many friends *should* you have?

[The number doesn't matter, it's how well they treat you, how well you know them and how much you can trust them that matters]

Stimulus:

Look at the 'Circle of Friends'

<https://www.edplace.com/blog/send/how-to-create-a-circle-of-friendship>

Think about what each part of the circle means to them.

Class Activity:

Sort examples on the board into categories. For example, 'A Teacher' - not a friend, family member or stranger but a member of the community.

Activity 1: Create a 'Circle of Friends' Example

<http://blog.friendshipcircle.org/wp-content/uploads/2012/01/Circles-of-Support.jpg>

- Add the name of a person they know into each concentric section

E.g.

Family = Dad

Trusted adult = My teacher

- Add colours if time

Activity 2 - Colour the statements

Using the 'Circle of Friends' as a reference, colour actions, depending on which circle they fit into, for example: "Help you take a bath", "Give you a hug", "Sell you a ticket"

Fr2) What makes a good friend?

(Summer 1)

Objectives

- Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.

- Understand that difference can be a positive thing in our relationships

Key vocabulary

Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team

PSHE links

H16. about ways of sharing feelings; a range of words to describe feelings

Presentation: What makes a good friend?

Partner Talk:

Create a list of things that make a good friend

Input:

Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

Reinforce that AI tools, e.g. smart speakers and chatbots, are just a type of computer program. They can sound like humans, but they can't think or feel emotions like a real person. The information they give isn't always correct. Some children might have AI toys that they can talk to – discuss the difference between talking to these toys or an AI chatbot and talking to a friend or trusted adult.

Key question:

Do friends have to agree with each other?

Activity: Match vocabulary

Select and copy words to describe either Panda, or Monkey, or both, or neither.

For example:

Energetic (Monkey)

Thoughtful (Panda)

Struggles to concentrate (Monkey)

Slow (Panda)

Nice to be around (Both)

Challenge: Why do they make such a great team? [because each person offers something different and unique]



R22. about how to treat themselves and others with respect; how to be polite and courteous

R25. how to talk about and share their opinions on things that matter to them

R24. how to listen to other people and play and work cooperatively

R6. about how people make friends and what makes a good friendship

R8. simple strategies to resolve arguments between friends positively

Stimulus:

Book: *A Friend Like You* by Julia Hubery

Preview:

<https://www.youtube.com/watch?v=e3jyl2xNEVE>

Class Discussion:

- Is either Panda or Monkey perfect?
- What are the good things about each animal?
- What are the bad things?
- Why do they make a good team?
- How does monkey show Panda that he realises he was wrong and that he appreciates him?
- How would you choose a new friend [kind, makes us happy, makes us feel safe, might be different to us, interesting]

Revisit Key question

Do friends have to agree with each other?

Final thought

What if we were all the same?

Would that be better or worse?

Fr3) Should friends tell us what to do?

(Autumn 2)

Objectives

- Understand that friends should treat each other well and be fair

Understand that there is not an ideal number of friends [You can have as many as you like]

- Understand that being controlling of other people is bad and that excluding other children is hurtful

- Understand that friends should not tell us what to do, although we should listen politely

Key vocabulary

Include, exclude, leave out, respect, listening, polite

PSHE links

Presentation: Should friends tell us what to do?

Key question

Should we always do what our friends tell us to do?

Stimulus

Book: *Strictly No Elephants*

By Lisa Mantchev

Preview: <https://www.youtube.com/watch?v=94aMwnfiQ0o>

Questions from book

- In what way have the boy and the elephant been good friends?
- How did they feel when they saw the sign on the door that said "Strictly no elephants"? - Why had someone written that sign? [Scared? Want to exclude them?]
- Why did they become friends with the girl and the skunk? [They were also a bit different. They did not judge each other. They listened to each other.]
- What did they do to help other children?
- When more children came, was it better or worse?
- If they had put up a sign saying "no dogs and cats, no normal pets", would that have been a good thing? - How did they treat the people who had been unkind to them at the beginning?

Input

Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Activity:

Inspired by the book "Strictly No Elephants", children make a list of rules for their own club:

- Who is allowed in?
- How should people behave?
- How many people can join? - How does the club make people feel welcome?

Class Activity

Read a short scenario, in which someone tells/asks you to do something.

Decide:

What should you do?

What should you say?

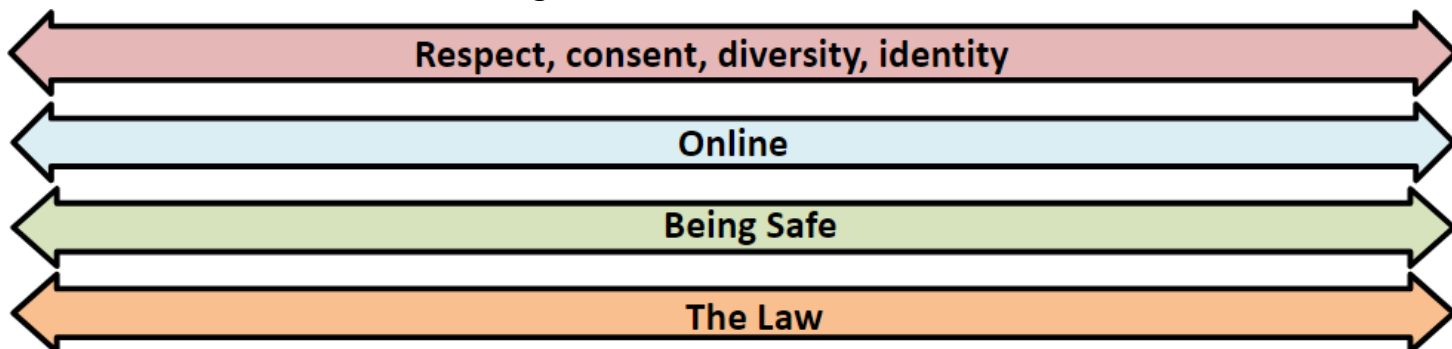
Examples:

- Asks you for help tying their shoe
- Tells you to call another child 'stupid'
- Asks you to sneak into their big brother's room and take their toys
- Tells you to get a teacher because they are hurt

R22. about how to treat themselves and others with respect; how to be polite and courteous R21. about what is kind and unkind behaviour, and how this can affect others	Pupils should learn skills for developing caring, kind friendships. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed	- Says that if you don't play by the rules, you're not allowed to join in - Asks you to stop being friends with someone else - Tells you to stop because you are hurting them
Fr4) How do we stop [physical] bullying? (Summer 2) Objectives - Empathise with other people and understand why bullying is so hurtful - Order types of bullying to understand which ones are the worst Key vocabulary Bullying, physical, PSHE links R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. 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	Presentation: How do we stop bullying? Class discussion What are the different types of bullying? What is the worst form of bullying? Input Explain the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. Explain that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Sign post pupils to where and how to report concerns and get support with issues online. Stimulus Videos/pictures of various types of bullying Class input Why is <u>physical</u> bullying so bad? Partner talk <u>Why</u> do children bully? [unkind, don't think about the other person's feelings, notice difference, scared of being bullied]	Discussion

Living in the Wider World

Themes covered across 'Living in the Wider World' sections:



Community

Objectives / Questions

Discussions

Activities

Online Safety

N.B. The following lessons are taken from the [Sheffield Primary Online Safety Curriculum](#).

Os1) Screen time (Spring 2)

(Online safety Curriculum reference - L1)

Objectives

- Understand that people need to get the correct balance of time spent online and offline

Key vocabulary

Screen, connect, active, creative

PSHE links

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

Presentation: Screen Time

Input

Explain the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Watch:

What can happen if we spend too much time online?
Can too much gaming affect our mood?

Watch:

Red and Murphy: Screen Time and Mindfulness

<https://www.youtube.com/watch?v=FNQmo0LF6YY&t=7s>

Watch:

The Digital 5 A Day CHALLENGE - by the Children's Commissioner | Simply Luke

<https://www.youtube.com/watch?v=MsUGmyjqw2w&t=650s>

Look at the 5 elements of the 'Digital 5-a-Day'

- Connect
- Be active
- Get Creative
- Give to others
- Be mindful

From:

<https://www.childrenscommissioner.gov.uk/digital/5-a-day/>

What is a healthy amount of screen time?

Activity: Digital 5-a-Day – Print

Children sort pictures of online activities into 6 piles:

- Connect
- Be active
- Get Creative
- Give to others
- Be mindful
- Not part of our digital 5-a-day



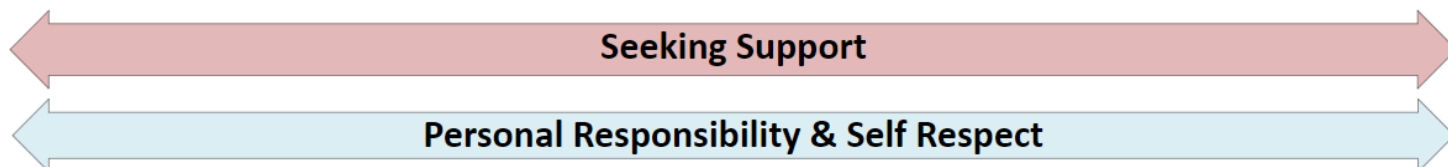
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax	When is a sensible bedtime?	
Os2) Personal information (Spring 2) <i>(Online safety Curriculum reference - S1)</i> Objectives - Understand why we shouldn't share personal information - Understand how to keep our personal information private and safe when we are online Key vocabulary <i>personal, information, private</i> PSHE links <i>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</i> <i>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i>	Presentation: Delivery for Webster – Personal Information • What is personal information? • Why should we keep our personal information safe online? Read eBook: https://cdn.netismartz.org/ebooks/DeliveryForWebster-Book.pdf - Why was Webster excited about the pop-up, with the dragon on it (page 2) - Was the game really free? (page 3) - Why did Webster end up with a lot of junk mail? (page 19) - Why would anyone want to send you junk mail? (page 23) Sort information on board into 2 categories Watch: Smart Crew 3: Personal Information https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3 • Have you ever been asked a personal question by someone online? • Which of the following questions are worrying? ○ What's your real name? ○ How are you? ○ What games do you like? ○ Where do you live? ○ Can you send me a picture of you? ○ Do you like unicorns? <i>Alternative resource:</i> Watch: Hector's World - Episode 1: "Details...Details..." https://www.youtube.com/watch?v=zEA7324y00A Discuss video: What problems did they face? What could they do better? To stay safer? Input Explain the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated	<i>Independent activity for strong readers, or adult-supported small group activity:</i> Activity 1 - Personal Information and sharing - HA- Print Sort information into "safe" and "not safe to share". Are there any grey areas? Examples include: • Address • Phone number • Email address • School name • Name of clubs (for example, football club or dance academy) • Photographs Activity 2: Create a Poster/ PicCollage / video explaining what personal information is and why we have to keep it safe. Extension opportunity: • Create avatars for drawers/pegs etc. that conceal the child's identity. • Use an image which does not identify the child, but that still gets across their personality (e.g. is holding a football). • Create Nicknames to go with it (a name which cannot be



	there is no way of deleting it everywhere and no control over where it ends up. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	used to identify them, but is memorable. E.g. <i>lade08</i>"). • You can share your age, but not your birthday. ("Why is this?")
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Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



Mental Wellbeing		
Objectives / Questions	Discussions	Activities
Understanding my feelings		
M1) Where do feelings come from? (Autumn 1) Objectives - Understand that we have a range of emotions, depending on our experiences and situations - Know what to do when we experience strong emotions - Build language to talk about feelings Key vocabulary Angry, happy, nervous, scared, sad, calm, surprised PSHE links <i>H11. about different feelings that humans can experience</i> <i>H12. how to recognise and name different feelings</i> <i>H16. about ways of sharing feelings; a range of words to describe feelings</i> <i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i>	Presentation: Where do feelings come from? Stimulus Book: <i>The Colour Monster</i> By Anna Llenas (2016) Preview: https://www.youtube.com/watch?v=Ih0iu80u04Y Read Book and ask these questions: - Why was the monster multi-coloured? - Why did the girl put the monster's feelings into different jars? [So they could both understand those feelings better] - Do we have our feelings in jars? [No, they are all muddled up together, so we can't always tell which ones we are feeling - but if we understand our emotions, it is easier to work it out] - Does everyone use the same colours for their emotions [No - different people might imagine different colours, or none] Input Introduce the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. Explain the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Outline the characteristics and mental and physical benefits of an active lifestyle. Class discussion - Show emotion words (angry, happy, nervous, scared, sad, calm, surprised) - How many of these feelings have you come across? - Why did you have these emotions? [you don't always know, and you don't have to have a reason] - What should I do when I have strong emotions [Listen to them, try and work out where the feeling is coming from,	Activity - Map our emotions Children have an outline of themselves, surrounded by jars - ready for emotions to go into. They select emotion words from a list and put them into the jars, before colouring them as they see fit. Extension activity Children write about examples of when they have felt certain ways - for example "Scared - I felt scared when my sister went to the hospital"



talk about it with an adult you trust, don't take out a negative emotion on other people, always try and be kind]

More resources

SEAL archive: 'Relationships' and 'Good to be Me' - Blue Packs



M3) What helps me to be happy?

(Summer 2)

40 minutes

Objectives - Understand the connection between their actions and the feelings of themselves and others

- Discover how our choice of activities can affect our happiness

Key vocabulary

feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors

PSHE links

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H23. to identify what they are good at, what they like and dislike

H21. to recognise what makes them special

H22. to recognise the ways in which we are all unique

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

H16. about ways of sharing feelings; a range of words to describe feelings

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

L14. that everyone has different strengths

Presentation: What helps me to be happy?

Key question

What helps me to be happy?

Partner talk

Discuss which parts of their days were:

Fun?

Bad?

Healthy?

Unhealthy?

Are we all good at everything?

[No, we all have different strengths]

What helps me to be happy?

(we need a range of things to help us stay happy; hobbies, interests, socialising, family, sleep, physical exercise, time outdoors, being kind to yourself!)

Input

Explain where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Outline the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

Ongoing activity

Children 'check in', by writing or moving their name onto a scale at the start of every session (Happy - O.k. - Sad - Angry - Frustrated etc.) [Consider doing this every morning during registration]

Activity

Happy Suitcase

Children design a suitcase, full of the things that make them feel happy, safe and loved

Physical Wellbeing		
Objectives / Questions	Discussions	Activities
Staying healthy		
P1) How do I help my body stay healthy? (Autumn 1) Objectives - Understand that active lifestyles including regular exercise can keep our bodies more healthy - - Appreciate that some people live with disabilities or are differently abled and that - Understand that we can't always have healthy bodies, because sometimes we get ill or injured Key vocabulary Exercise, diet, sleep, brushing, teeth PSHE links H1. about what keeping healthy means; different ways to keep healthy H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H10. about the people who help us to stay physically healthy Link with KS1 Science	<u>Presentation: How do I help my body stay healthy?</u> Big question How do I help my body stay healthy? Input Outline simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. Explain what constitutes a healthy diet including an understanding of calories and other nutritional content. Stimulus Teacher draws a picture of a child on the board - Ask children for ideas of how to make that child healthier [Exercise, Diet, Sleep, Brushing teeth] - Do children know why each one is so important?	Activity Children draw an outline of themselves on a piece of paper Throughout the lesson, they should add labels and pictures to the outline, to show the things that will help their bodies to stay healthy
	Active Lifestyles	
	<u>Presentation: Ten Minute Shake Ups</u> (from Public Health England's Change 4 Life Programme - download original file and more activities from here)	<u>Activities: Ten Minute shake Ups</u> (From Public Health England's Change 4 Life Programme - download original file and more activities from here: https://campaignresources.phe.gov.uk/schools/resources/10-Minute-Shake-Up-2017-upper-KS1-toolkit More activities (P.E. Link) Selection of 10 minute 'shake-up' activities https://www.nhs.uk/10-minute-shake-up/shake-ups
	Sleep	



Programme of Study

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Stimulus

Video*

Why Do We Need Sleep?

<https://www.youtube.com/watch?v=aAmaCeq9v4>

Class discussion

Why do we need to get lots of sleep?

- Children share what they have written down/drawn.

Have they thought of everything?

Activity

Children write down/draw on mini-whiteboards as many reasons as they can why they should get enough sleep (11 hours a night)

[It helps us remember things, helps us to learn, helps us to heal, stops us getting ill, keeps us in a good mood, helps us to grow, gives time for our muscles to get stronger]

Teeth

Stimulus

Video

Brush Your Teeth, Teddles!

<https://www.bbc.co.uk/iplayer/episode/p07bjdyr/teddles-brush-your-teeth-teddles>

- How many times a day should you brush your teeth? [2 times - always before bed]
- How long should you brush your teeth for? [2 minutes]

No activity



Growing Up Safe Programme

This section details the curriculum included in our school's Growing Up Safe: Whole School Approach.

It is a spiral curriculum therefore pupils will see the same topics throughout their primary school career, with each encounter increasing in complexity and reinforcing previous learning. Consequently, the topics included for Nursery and KS1 are included right the way up until Year 6. The table below shows the curriculum as it relates to the topic areas included within the Department for Education's RSE Guidance, by the school years in which it is introduced. Some topics areas will only be reinforced once annually, for example reproduction.

Parents/carers have the right to request that their child be withdrawn from some or all elements of sex education within our curriculum. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum. Sex education is taught in Year 5 and Year 6.

Year Group(s)	Topic Area	Content
Reception / Year 1	Caring Friendships	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
	Respectful Relationships	The importance of permission-seeking and giving in relationships with friends, peers and adults. Families and how they may be structured differently.
	Online Relationships	That people sometimes behave differently online, including pretending to be someone they're not.
		That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.
		The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
		How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
		How information and data is shared and used online.
		About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
	Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
		The names for the private body parts: penis, vagina, chest and bottom.
		Personal hygiene
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and inappropriate material.
		The impact of viewing harmful content.
		Who to speak to if you are worried about any of the above.



Sheffield ILS eLearning Service

Improving outcomes . Embracing technology