



Year 1 (KS1) RHE Curriculum Sections Overview

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

Health and Wellbeing

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

Growing Up Safe Programme (BigTalk Education)

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

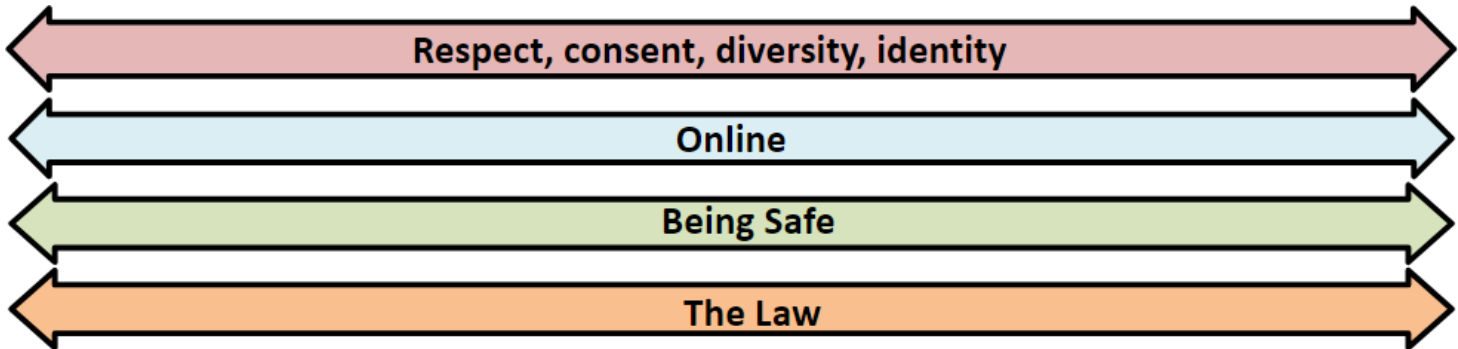


Year 1 (KS1) Long Term Plan - RHE

| | |
|-----------------|--|
| Autumn 1 | P1) How do I help my body stay healthy? M1) Where do feelings come from? |
| Autumn 2 | Growing Up Safe Programme (BigTalk Education) 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

People, roles, change, loss

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?

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 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

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...)





happy home:

- 1) A dollop of smiles
- 2) A sprinkle of hugs
- 3) 500g of kind words

Bonus activity: Write our recipe for a happy family

Independent version of class activity:

In pairs, children take it in turns to write the ingredients and instructions that create a happy home



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

Key question:

Do friends have to agree with each other?

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

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]



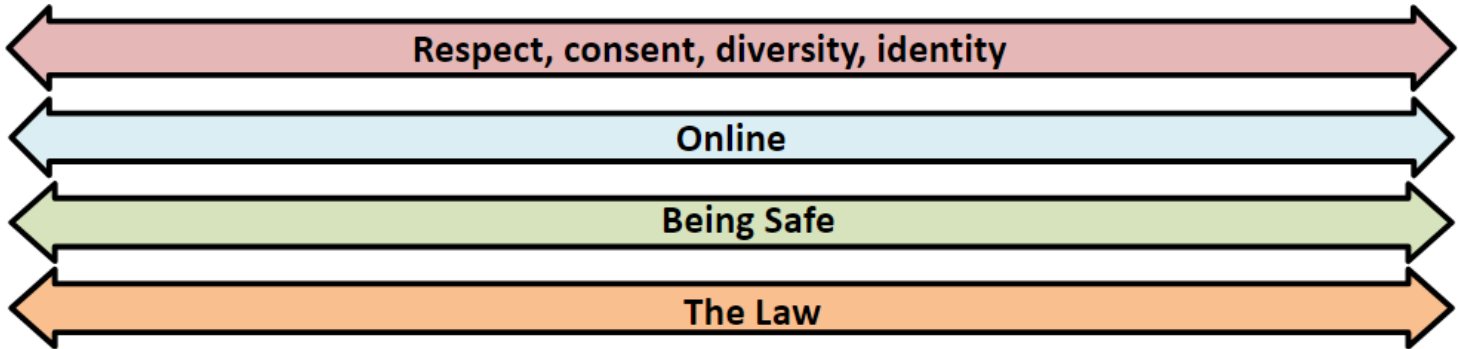
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|--|---|---|
| <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R8. simple strategies to resolve arguments between friends positively</p> | <p>Do friends have to agree with each other?</p> <p>Final thought What if we were all the same? Would that be better or worse?</p> | |
| <p>Fr3) Should friends tell us what to do? (Autumn 2)</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that friends should treat each other well and be fair <p>Understand that there is not an ideal number of friends [You can have as many as you like]</p> <ul style="list-style-type: none"> - 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 <p>Key vocabulary <i>Include, exclude, leave out, respect, listening, polite</i></p> <p>PSHE links</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> | <p>Presentation: Should friends tell us what to do?</p> <p>Key question Should we always do what our friends tell us to do?</p> <p>Stimulus Book: <i>Strictly No Elephants</i> By Lisa Mantchev Preview: https://www.youtube.com/watch?v=94aMwnfIQ0o</p> <p>Questions from book</p> <ul style="list-style-type: none"> - 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? | <p>Activity: Inspired by the book “Strictly No Elephants”, children make a list of rules for their own club:</p> <ul style="list-style-type: none"> - Who is allowed in? - How should people behave? - How many people can join? - How does the club make people feel welcome? <p>Class Activity Read a short scenario, in which someone tells/asks you to do something.</p> <p>Decide: What should you do? What should you say? Examples:</p> <ul style="list-style-type: none"> - 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 - 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 |



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| | | <p>- Tells you to stop because you are hurting them</p> |
| <p>Fr4) How do we stop [physical] bullying? (Summer 2)</p> <p>Objectives</p> <ul style="list-style-type: none"> - Empathise with other people and understand why bullying is so hurtful - Order types of bullying to understand which ones are the worst <p>Key vocabulary <i>Bullying, physical,</i></p> <p>PSHE links</p> <p><i>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i></p> <p><i>R11. about how people may feel if they experience hurtful behaviour or bullying</i></p> <p><i>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</i></p> | <p>Presentation: How do we stop bullying?</p> <p>Class discussion What are the different types of bullying? What is the worst form of bullying?</p> <p>Stimulus Videos/pictures of various types of bullying</p> <p>Class input Why is <i>physical</i> bullying so bad?</p> <p>Partner talk <u>Why</u> do children bully? [unkind, don't think about the other person's feelings, notice difference, scared of being bullied]</p> | <p>Discussion</p> |

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

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?

When is a sensible bedtime?

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

Os2) Personal information

(Spring 2)

(Online safety Curriculum reference - S1)

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

personal, information, private

PSHE links

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

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

Presentation: Delivery for Webster – Personal Information

- What is personal information?
- Why should we keep our personal information safe online?

Read eBook:

<https://cdn.netSMARTZ.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?

Alternative resource:

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?

Independent activity for strong readers, or adult-supported small group activity:

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:

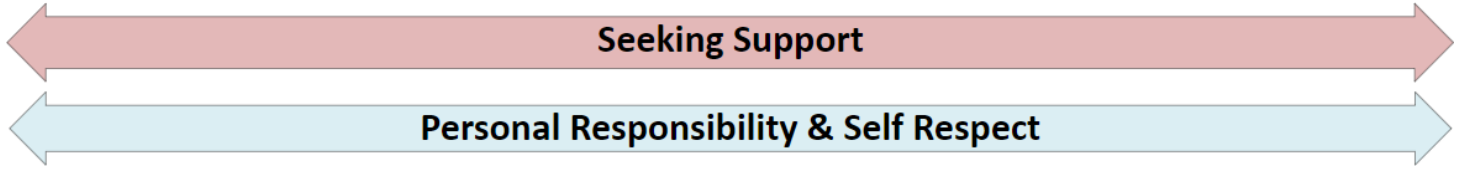
- Create avatars for drawers/pegs etc. that conceal the child's identity.
- Use an image which does not identify the child, but that still gets across their personality (e.g. is holding a football).
- Create Nicknames to go with it (a name which cannot be



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| | | <p>used to identify them, but is memorable. E.g. <i>lade08</i>").</p> <ul style="list-style-type: none">• You can share your age, but not your birthday. ("Why is this?") |
|--|--|---|

Health and Wellbeing

Themes covered across 'Health and Wellbeing' sections:



| Mental Wellbeing | | |
|---|---|--|
| Objectives / Questions | Discussions | Activities |
| Understanding my feelings | | |
| <p>M1) Where do feelings come from? (Autumn 1)</p> <p>Objectives</p> <ul style="list-style-type: none"> - 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 <p>Key vocabulary <i>Angry, happy, nervous, scared, sad, calm, surprised</i></p> <p>PSHE links</p> <p><i>H11. about different feelings that humans can experience</i></p> <p><i>H12. how to recognise and name different feelings</i></p> <p><i>H16. about ways of sharing feelings; a range of words to describe feelings</i></p> <p><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></p> | <p>Presentation: Where do feelings come from?</p> <p>Stimulus</p> <p>Book: <i>The Colour Monster</i> By Anna Llenas (2016)</p> <p>Preview: https://www.youtube.com/watch?v=Ih0iu80u04Y</p> <p>Read Book and ask these questions:</p> <ul style="list-style-type: none"> - 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] <p>Class discussion</p> <ul style="list-style-type: none"> - 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, talk about it with an adult you trust, don't take out a negative emotion on other people, always try and be kind] <p>More resources</p> <p>SEAL archive: 'Relationships' and 'Good to be Me' - Blue Packs</p> | <p>Activity - Map our emotions</p> <p>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.</p> <p>Extension activity</p> <p>Children write about examples of when they have felt certain ways - for example "Scared - I felt scared when my sister went to the hospital"</p> |



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!)

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 | | |
| <p>P1) How do I help my body stay healthy? (Autumn 1)</p> <p>Objectives</p> <ul style="list-style-type: none"> - 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 <p>Key vocabulary Exercise, diet, sleep, brushing, teeth</p> <p>PSHE links <i>H1. about what keeping healthy means; different ways to keep healthy</i> <i>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</i> <i>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</i></p> <p>Link with KS1 Science Programme of Study <i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p> | <p>Presentation: How do I help my body stay healthy?</p> <p>Big question How do I help my body stay healthy?</p> <p>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?</p> | <p>Activity Children draw an outline of themselves on a piece of paper</p> <p>Throughout the lesson, they should add labels and pictures to the outline, to show the things that will help their bodies to stay healthy</p> |
| | <p>Active Lifestyles</p> | |
| | <p>Presentation: Ten Minute Shake Ups (from Public Health England's Change 4 Life Programme - download original file and more activities from here)</p> | <p>Activities: Ten Minute shake Ups (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</p> <p>More activities (P.E. Link) Selection of 10 minute 'shake-up' activities https://www.nhs.uk/10-minute-shake-up/shake-ups</p> |
| | <p>Sleep</p> | |
| | <p>Stimulus Video* <i>Why Do We Need Sleep?</i> https://www.youtube.com/watch?v=_aAmaCeq9v4</p> <p>Class discussion Why do we need to get lots of sleep? - Children share what they have written down/drawn. Have they thought of everything?</p> | <p>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]</p> |
| | <p>Teeth</p> | |



| | Stimulus Video Brush Your Teeth, Teddles! https://www.bbc.co.uk/iplayer/episode/p07bjdyr/teddles-brush-your-teeth-teddles <ul style="list-style-type: none">- 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 |
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Growing Up Safe Programme

This section details the curriculum included in our school’s Growing Up Safe: Whole School Approach (GUS) programme, delivered in association with BigTalk Education, and is designed to complement and enhance what is already taught in school.

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. Working alongside school staff will be highly trained facilitators from BigTalk Education who will use their specialist knowledge to help answer children’s questions about reproduction, puberty etc. in an age appropriate manner.

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.

| 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. |
| | 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). |
| | | 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. | | |