

YEAR 1 — PSHE MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/Teacher notes / resources
Autumn — Relationships	<p>Families and friendships Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children’s lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family 	<p>(See regularly-updated pdf. version on the PSHE Association website for the latest Quality Assured resources)</p> <p>NOTE: Read age-appropriate text ‘And Tango Makes Three’ to introduce the concept of same-sex parents. Avoid whole class discussions. Answer individual questions in an age-appropriate way or signpost these to the parents</p>
	<p>Safe relationships Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> about situations when someone’s body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission 	
	<p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	

Spring — Living in the wider world	Belonging to a community What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling 	
	Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8	<ul style="list-style-type: none"> how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online 	
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do 	
Summer — Health and wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines, e.g. handwashing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun 	
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings 	

	<p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none">• how to recognise feelings in themselves and others• how feelings can affect how people behave	
	<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none">• how rules can help to keep us safe• why some things have age restrictions, e.g. TV and film, games, toys or play areas• basic rules for keeping safe online• whom to tell if they see something online that makes them feel unhappy, worried, or scared	