



**PERSONAL SOCIAL AND HEALTH AND RELATIONSHIPS EDUCATION
FOREFIELD INFANT SCHOOL
Year 1**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships & Mental Health	Keeping/Staying Healthy & Hazard Watch	Being Responsible	Computer Safety	Keeping/Staying Safe	Feelings and Emotions
Learning Intentions (ongoing through other subjects)	<p>Know the characteristics and mental and physical benefits of an active lifestyle Know what constitutes a healthy diet (the eat well plate)</p>					
Learning Intentions	<p>To know that family differences should be respected and that families should be characterised by love and care</p> <p>To know how 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 the characteristics of friendships.</p> <p>To know the importance of respecting others.</p> <p>To know the benefits of physical exercise, time outdoor and community participation on mental wellbeing and happiness.</p> <p>To know how to make a clear and efficient call to emergency services if necessary.</p>	<p>To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>To know about legal substances e.g. medicines and how to be safe around them.</p>	<p>To describe and identify simple ways to stay safe in different environments e.g. in school and at home.</p> <p>To make a positive contribution to the classroom environment and wider community</p> <p>To know how to stay safe near different bodies of water.</p>	<p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To know the difference between a secret and a surprise.</p> <p>To describe and identify simple ways to stay safe in different environments e.g. on the internet.</p>	<p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>To know and understand road safety.</p> <p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p>	<p>To know that there is a normal range of emotions (e.g. happiness, anger)</p>



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<p>Knowledge Outcomes</p>	<p>Know that not all families look the same and that is ok and that families can change over time.</p> <p>Know that if you feel unsafe with your family that you should speak to a teacher or trusted adult</p> <p>Know that friends fall out and that saying sorry is important.</p> <p>Know that friends are kind, generous, share and trust. Know some kind and thoughtful behaviours.</p> <p>Know that everyone is different both physically and in personality and that this is a good thing.</p> <p>Know some ways of coping with unpleasant emotions linked to the Forefield Five characters</p> <p>Know the different emergency service providers (police, paramedic, fire service, coastguard)</p>	<p>Know that germs can cause illness and disease.</p> <p>Know that germs can spread easily.</p> <p>Know that washing our hands thoroughly prevents the spread of germs.</p> <p>Know and be able to practise simple safety rules about medicine.</p> <p>Know when it is safe to take medicine e.g. with an adult.</p>	<p>Know the importance of preventing accidents. Recognise responsible and irresponsible actions.</p> <p>Know and understand the importance of preventing accidents within the home and school environment</p> <p>Know the difference between being responsible and irresponsible.</p> <p>Know you can help people around you.</p> <p>Know that a canal is not a safe place to swim as you cannot see what is beneath you.</p>	<p>Know that your online activity can affect others and that certain behaviours can upset others.</p> <p>Recognising kind and unkind comments on line and give examples of behaviours that are likely to upset others and other behaviours that can make others feel more pleasant emotions.</p> <p>Know the positives and negatives of using technology.</p>	<p>Know the NSPCC PANTS rule.</p> <p>Know that you should report feelings of being unsafe to a trusted adult.</p> <p>Know the safe places to cross a road.</p> <p>Know why it is important to stay safe when crossing a road.</p> <p>Know the difference between safe and risky choices.</p> <p>Know how to keep safe in the sun; drink plenty of water, wear sun cream, wear sun hats, stay in the shade etc.</p> <p>Know that you should not keep a secret if it is not a good secret</p> <p>Know that a surprise is something that will always be told usually in a short space of time.</p>	<p>Name and recognise the emotion 'jealousy'</p> <p>Know the difference between pleasant and unpleasant emotions and know some strategies to help ourselves deal with jealousy.</p>
<p>Key Vocabulary</p>	<p><u>REVISIT</u> Family Safe Love Friendship</p>	<p><u>REVISIT</u> Healthy Unhealthy Trusted adult</p>	<p><u>REVISIT</u> Truth</p> <p><u>TEACH</u> Responsibility Responsible</p>	<p><u>REVISIT</u> Online Internet</p> <p><u>TEACH</u> Positive</p>	<p><u>REVISIT</u> Safer strangers</p> <p><u>TEACH</u> Community Discuss</p>	<p><u>REVISIT</u> Jealous Worried Anxious Normal Emotions</p>



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	<u>TEACH</u> Relationship Security Stability Disagree	<u>TEACH</u> Germs Potential Community Hazard Danger	Accident Honesty Dishonesty	Negative	Choice Pedestrian Zebra Crossing Pelican Crossing Avoid Situation Risk Safe Imaginary	<u>TEACH</u> Recognising Loneliness Frustration Experience Jealousy
1 decision units to cover that need to be covered within each half term and put on PSHE planning	Baseline Assessment-Relationship web TBC (focusing on types of relationship) Friendship Unit Recognise and name a range of feelings- caring about others. How to be a good friend	Baseline Assessment-what does a person look like? What do we do a class to keep healthy? Handwashing Unit Germs and how they may spread How to prevent spread Baseline Assessment-Is it safe to eat or drink? Is it safe to play with? Hazard Watch Unit Medicine Unit Understanding that medicine should only be taken when poorly and that it should never be taken without an adult.	Baseline Assessment-What are you responsible for? How do responsibilities grow as you grow? Water Spillage Unit Importance of preventing accidents. Recognise responsible and irresponsible actions	Baseline Assessment-Awareness of current games and apps used. Awareness of computer safety rules. Online Bullying Unit Understand how online activity can affect others. Be able to recognise negative aspects of using technology.	Baseline Assessment-What do I need to keep safe from? What may put me others at risk? Road Safety Unit Understand road safety. Develop road sense. Explore real life scenario.	Baseline Assessment-Understanding a range of emotions and how they make us feel physically and mentally. Jealousy Unit Be able to recognise and name emotions and their physical effects
Forefield Breadth and Balance (Plan for children according to the classroom monitor objectives)	Settling into their new class Class Charter Family- what is family/ different families that are characterised by love/ care.	Anti- bullying week UK Parliament Week- focus on democracy- School Council	Internet Safety Week Recap medicines linked to Hazard watch Water Aid- Helping someone in need	Project Evolve- Online Bullying Unit	Road Safety Training NSPCC – PANTS Digital Literacy Lesson- Sending Emails	Transition to new class



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	DT lesson- Eatwell Plate Forefield Five introduction	Digital Literacy Lesson- ABC Searching			What is the difference between a secret/ surprise? Introduce 'trusted adult' Kidscape- feeling happy/ feeling safe	
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