

# Year 1

## Physical health and wellbeing: Fun times

### Pupils learn:

- about food that is associated with special times, in different cultures
- about active playground games from around the world
- about sun-safety

## Keeping safe and managing risk: Feeling safe

### Pupils learn:

- safety in familiar situations
- about personal safety
- about people who help keep them safe outside the home



## Summer term

### Mental health and emotional wellbeing: Feelings

#### Pupils learn:

- about different types of feelings
- about managing different feelings
- about change or loss and how this can feel

### Careers, financial capability and economic wellbeing: My money

#### Pupils learn:

- about where money comes from and making choices when spending money
- about saving money and how to keep it safe
- about the different jobs people do

## Autumn term

In Autumn, we are learning to:

\* identify what makes their home lives similar or different to others, including the food they eat and understand why food eaten on special days may be different from everyday foods

\* Describe how to play different active playground games and recognise how laying games makes us feel. We can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at

\* recognise the difference between 'real' and 'imaginary' dangers and understand that there are situations when secrets should not be kept

• know to tell a trusted adult if they feel unsafe

\* recognise the difference between good and bad touches and understand there are parts of the body which are private. Within this we use the NSPCC PANTS resources.

\* Identify situations where they might need help and know how

In Summer, we are learning to:

\* name different feelings (including good and not-so-good feelings), how these might look and feel in the body and how some feels may be stronger than other

\* recognise that people may feel differently about the same situation, describe some ways of managing different feelings and know when to ask for help if they or a friend needs support with their feelings

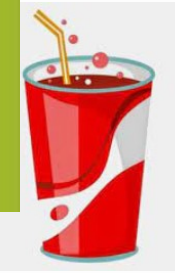
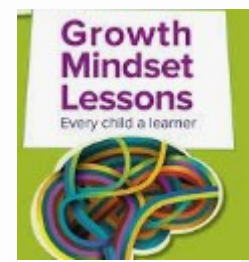
\* give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school) and can describe how people might feel when there is a change or loss

\* know about some of the effects of too much sun on the body and describe what people can do to protect their bodies from being damaged by the sun

\* understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits) and recognise that people make choices about what to buy,

\* understand that they may not always be able to have all the things they want and why people might save for something

\* know where money is stored to keep it safe and some places are safer than others and how people have jobs to earn money.



## Spring term

### Identity, society and equality: Me and others

#### Pupils learn:

- about what makes themselves and others special
- about roles and responsibilities at home and school
- about being co-operative with others

### Drug, alcohol and tobacco education: What do we put into and on to bodies?

#### Pupils learn:

- about what can go into bodies and how it can make people feel
- about what can go on to bodies and how it can make people feel

# NSPCC



In Spring, we are learning to:

\* recognise some of the things that make them special and describe ways they are similar and different to others

\* identify the different roles of people at home and school

\* explain why it is important to take responsibility at school and at home (including looking after the local environment)

\* recognise different types of helpful and unhelpful behaviour in the playground and in the classroom and to challenge unhelpful behaviour in a positive way

\* identifying accidents and deliberate behaviour

\* understand how their behaviour can affect others. This includes how to be helpful and say sorry

\* recognise that different things that go into bodies can make people feel good or not so good and identify whether a substance might be harmful to take in. This is focused on safety with unknown substances such as sunscreen and medicines

\* state some basic safety rules for things that go on to the body and know who to ask for help if they are unsure

