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| YEAR 1 AUTUMN | | | | | |
|  | **HEALTH EDUCATION** | | | | |
| **1** | **2 HEALTH & PREVENTION** | **HEALTH & PREVENTION** | **4 HEALTHY EATING** | **5 HEALTHY EATING** | **6 HEALTH & PREVENTION** |
| To set a goal | To understand how to keep teeth healthy | To understand how teeth change as we grow up | To understand the importance of food | To discuss a variety of food | To understand some basic hygiene principles |
|  | | | | | |
| **HEALTH EDUCATION** |  | **RELATIONSHIPS EDUCATION** | **HEALTH EDUCATION** | | |
| **7 HEALTH & PREVENTION** | **8** | **9 RESPECTFUL RELATIONSHIPS** | **10 MENTAL WELLBEING** | **11 MENTAL WELLBEING** | **12 MENTAL WELLBEING** |
| VACCINATION LESSON  Pupils learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well \* | To understand why voting is important. | To be able to identify different behaviours which might be bullying | To identify a range of emotions | To understand and recognise positive and difficult emotions. | To increase understanding and recognition of a variety of feelings and have some strategies to help others feel more positively |

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| YEAR 1 SPRING | | | | | |
| **RELATIONSHIPS EDUCATION** | | | | | |
| **1 RESPECTFUL RELATIONSHIPS** | **2 RESPECTFUL RELATIONSHIPS** | **3 RESPECTFUL RELATIONSHIPS** | **4 ONLINE RELATIONSHIPS** | **5 ONLINE RELATIONSHIPS** | **6 BEING SAFE** |
| To sort wants and needs | To explore boy and girl needs and wants | To celebrate being me Difference and similarities | To teach children about personal information | To understand personal information | To identify places and people who make me feel |
|  | | | | | |
|  | | **HEALTH EDUCATION** | | | |
| **7 BEING SAFE** | **8 BEING SAFE** | **9 MENTAL WELLBEING** | **10 DRUGS, ALCOHOL & TOBACCO** | **11 DRUGS, ALCOHOL & TOBACCO** | **12 BASIC FIRST AID** |
| To explain what a safe and inviting classroom looks like. | To identify how to keep safe at home | To learn about the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep | To learn about what can go into our bodies and how it can make people feel | To learn about what can go onto our bodies and how it can make people feel | To know how to make an emergency call |

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| YEAR 1 SUMMER | | | | | |
| **RELATIONSHIPS EDUCATION** | | | | | |
| **1. CARING FRIENDSHIPS** | **2 CARING FRIENDSHIPS** | **3 RESPECTFUL RELATIONSHIPS** | **1. CARING FRIENDSHIPS** | **2 CARING FRIENDSHIPS** | **3 RESPECTFUL RELATIONSHIPS** |
| To identify the qualities of a good friend | To explain the importance of compliments | To recognise positive  qualities in themselves. | To recognise achievements | To identify the qualities of a good friend. | To identify what to say to a new friend. |
|  | | | | | |
|  | **SCIENCE** | | **RELATIONSHIPS EDUCATION** | | |
| **7 BEING SAFE** | **9 GROWTH & DEVELOPMENT** | **10 GROWTH & DEVELOPMENT** | **12 RESPECTFUL**  **RELATIONSHIPS** | **11 FAMILIES & PEOPLE WHO CARE FOR ME** | **13** **CARING FRIENDSHIPS** |
| To understand ‘bad’ secrets | To know they are growing and changing | To know that everyone grows and changes and babies become children and then adults | To understand that there are lots of different toys and that can be enjoyed by everyone, whether they are a boy or girl | To know there are different types of family and that all families have a special role in children’s lives | To recap what a good friend is. |