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| YEAR 1 AUTUMN |
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|  | **HEALTH EDUCATION** |
| **1** | **2 MENTAL WELLBEING** | **3 MENTAL WELLBEING** | **4 MENTAL WELLBEING** | **5 HEALTHY EATING** | **6 HEALTHY EATING** |
| To set a goal | 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. | To understand the importance of food. | To discuss a variety of food. |
| Year 1 to follow the ‘Zones of Regulation’ planning from Robson House |
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| **HEALTH EDUCATION** |  | **RELATIONSHIPS EDUCATION** | **HEALTH EDUCATION** |
| **7 HEALTH & PREVENTION** | **8** | **9 RESPECTFUL RELATIONSHIPS** | **10 HEALTH & PREVENTION** | **11 HEALTH & PREVENTION** | **12 HEALTH & PREVENTION** |
| VACCINATION LESSONPupils 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 understand some basic hygiene principles. | To understand how to keep teeth healthy. | To understand how teeth change as we grow up. |

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| YEAR 1 SPRING |
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| **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 safe.  |
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|  | **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 into our bodies and how it can make people feel. | To know how to make an emergency call. |

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| YEAR 1 SUMMER |
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| **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 positivequalities in themselves. | To recognise achievements. | To identify the qualities of a good friend. | To identify what to say to a new friend. |
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|  | **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. |