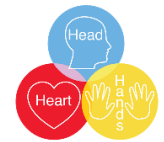


**Year One**

**Autumn**

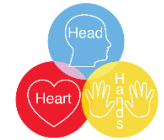
Crucial Knowledge- Term 1 (Health and wellbeing)	Expanded Knowledge	Apply/Prove
<p><b>Healthy lifestyles- healthy choices, different feelings and managing feeling.</b></p> <ul style="list-style-type: none"> <li>To learn what a healthy lifestyle is, including the benefits of physical activity, rest, healthy eating and dental health (covered in science).</li> <li>To learn the importance of how to maintain personal hygiene (covered in science).</li> <li>Know how diseases are spread and can be controlled.</li> <li>Know that they have a responsibility for their own health and that of others.</li> <li>Develop simple skills to help prevent diseases from spreading.</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>To think about themselves and learn from their experiences.</li> <li>To recognise and celebrate their strengths.</li> <li>Set simple but challenging goals.</li> <li>To understand about change and loss (including moving home, losing toys, pets or friends) including the associated feelings.</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>To learn that household product, including medicines, can be harmful if not used properly.</li> <li>To recognise people who look after them (their family network).</li> <li>Know who to go to if they are worried and how to attract their attention.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to make real, informed choices that improve their physical and emotional health.</li> <li>Know how to make real, informed choices that improve their physical and emotional health.</li> <li>Learn about good and not so good feelings and know vocabulary to describe their feelings to others.</li> <li>Know rules for and ways of keeping physically and emotionally safe.</li> <li>Keeping safe includes: responsible ICT use and online safety, road safety, cycle safety and safety in different environments (rail, water and fire safety).</li> </ul>	<ul style="list-style-type: none"> <li>Being involved in partner discussions.</li> <li>Being involved in group discussions.</li> <li>Being involved in class discussions.</li> <li>Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>Feeling walls.</li> <li>Worry boxes/monsters.</li> <li>Show emotions through drama and drawings.</li> <li>Create posters.</li> <li>Mind maps.</li> <li>Venn diagrams.</li> <li>Comparing tables.</li> <li>Grouping activities.</li> <li>Create lists.</li> <li>Labeling diagrams/pictures.</li> <li>Create synonyms maps for different feelings.</li> <li>Target walls/medals etc.</li> <li>Create rules (dos and don'ts list).</li> </ul>



<ul style="list-style-type: none"> <li>• Understand about the ways that pupils can help the people who look after them to more easily protect them.</li> <li>• Recognise that they have a shared responsibility for keeping themselves and others safe.</li> <li>• Know when to say 'yes' , 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</li> </ul>		
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### Spring

Crucial Knowledge- Term 2 (Relationships)	Expanded Knowledge	Apply/Prove
<p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>• To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable.</li> <li>• Identify their special people (family, friends and carers) and know what makes them special.</li> <li>• Know how special people should care for one another.</li> </ul> <p><b>Valuing differences</b></p> <ul style="list-style-type: none"> <li>• To learn how to share (explain their views through discussions with one other person and the whole class) their opinions on things that matter to them.</li> <li>• Identify and respect the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn to other people and play and work cooperatively.</li> <li>• To learn strategies to resolve simple arguments through negotiation.</li> <li>• Judge what kind of physical contact is acceptable and comfortable.</li> <li>• Judge what kind of physical contact is unacceptable and uncomfortable.</li> <li>• Know the difference between a friendly joke, teasing and bullying.</li> <li>• Identify and respect the differences and similarities between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved in partner discussions.</li> <li>• Being involved in group discussions.</li> <li>• Being involved in class discussions.</li> <li>• Discuss/ explain/ justify through speech, drawings, drama and writing.</li> <li>• Create posters.</li> <li>• Mind maps.</li> <li>• Labeling diagrams/pictures.</li> <li>• Venn diagrams.</li> <li>• Comparing tables.</li> <li>• Grouping activities.</li> <li>• Create lists.</li> </ul>



## Summer

Crucial Knowledge- Term 3 (Living in the wider world)	Expanded Knowledge	Apply/Prove
<p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"><li>• To learn how they can contribute to life of the classroom and school- following rules, listening to adults, moving safely around the school etc.</li><li>• To help construct and agree to follow, group and class rules.</li><li>• To understand how these rules help them.</li><li>• Recognise ways in which they are all unique.</li><li>• Understand that there has never been and never will be another 'them'.</li><li>• Understand the ways in which we are the same as all other people (what we all have in common).</li></ul> <p><b>Environments</b></p> <ul style="list-style-type: none"><li>• To learn about what improves and harms their local, natural and built environments.</li><li>• Develop strategies and skills needed to care for these, including conserving energy.</li></ul> <p><b>Money</b></p> <ul style="list-style-type: none"><li>• To learn that money comes from different sources.</li><li>• Understand that money is used for different purposes, including concepts of spending money and saving.</li><li>• To learn about the role money plays in their lives including how to keep it safe.</li><li>• To learn that their choices about spending or saving money and what influences those choices.</li></ul>	<ul style="list-style-type: none"><li>• Understand that people and other living things have rights and that everyone has responsibilities to protect those rights.</li></ul>	<ul style="list-style-type: none"><li>• Being involved in partner discussions.</li><li>• Being involved in group discussions.</li><li>• Being involved in class discussions.</li><li>• Discuss/ explain/ justify through speech, drawings, drama and writing.</li><li>• Create posters.</li><li>• Mind maps.</li><li>• Labeling diagrams/pictures.</li><li>• Venn diagrams.</li><li>• Comparing tables.</li><li>• Grouping activities.</li><li>• Create lists.</li></ul>