

Year 1 Scheme of Work – Personal Social Health & Citizenship Education / Relationships, Sex & Health Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Growth Mindset & Toast Model	1-2	<ul style="list-style-type: none"> - Explain how to be a positive learner. - Explain how a positive learning attitude can help me. 	<ul style="list-style-type: none"> - Sort thoughts given into helpful and not-so-helpful thought categories; - Give examples of positive learning attitude statements; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. To be able to communicate their feelings to others, to recognise how others show feelings and how to respond. To offer constructive support and feedback to others. 	All subjects
Previous learning: Reception – all about me				Next learning: Y3 – personal achievements; facial expressions; coping strategies for uncomfortable feelings; media image; self-correcting after mistakes.			
1.1 Be Yourself - Relationships	6	<ul style="list-style-type: none"> - Talk about what makes me special. - Name some of the different feelings I have and can describe how they feel. - Talk about things I like that make me feel happy. - Talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. - Discuss how change and loss make me feel. 	<ul style="list-style-type: none"> - Say what makes them an individual; - Identify feelings from facial expressions and body language; - Talk confidently about what they like that makes them feel happy; - Explain how to manage feelings of anger and sadness; - Describe strategies to explain how change and loss can be dealt with positively. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Word mats/idea sheets 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn ways in which they are all unique; understand that there has never been and will never be another 'them'. To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To be able to communicate their feelings to others, to recognise how others show feelings and how to respond. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. To learn about change and loss and the associated 	<ul style="list-style-type: none"> Islamic Studies – What to do when angry, sad English – Speaking/ Listening

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						feelings (including moving home, losing toys, pets or friends).	
Previous learning: Reception – unkind behaviour				Next learning: Y3 – team scenarios; expressions of thoughts, feelings and worries; dispute resolution			
1.2 TEAM - Relationships	6	<ul style="list-style-type: none"> - Talk about the teams I belong to. - Be a good listener. - Explain how to be kind and why it is important. - Talk about unkind behaviour, teasing and bullying. - Identify good and not-so-good choices. 	<ul style="list-style-type: none"> - Show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team; - Create a picture by using good listening to follow instructions; - Create a chain of kindness by thinking of their own idea of a way to be kind; - Draw or write ways to deal with teasing or bullying behaviour; - Draw a picture to show a time they made a good choice and to write what happened next. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Word mats/idea sheets - Teamwork - Practical activities 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To learn that they belong to various groups and communities, such as family and school. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To recognise that their behaviour can affect other 	<ul style="list-style-type: none"> Islamic Studies – akhlaaq and adaab, good deeds, brotherhood English – Speaking/ Listening

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						people.	
Previous learning: Reception – people who help				Next learning: Y3 – personal achievements/skills; positive learning attitude; range of jobs; skills and interests needed for jobs			
1.3 Aiming High – Health & Wellbeing	6	<ul style="list-style-type: none"> - Think of star qualities I already have and those I would like to develop. - Talk about jobs that people can do and tell my friends what I want to be when I grow up. - Understand that it is a person’s interests and skills that make them suited to doing a job. - Think about things I would like to achieve in the future. - Think about changes which might happen to me and consider how I feel about them. 	<ul style="list-style-type: none"> - Identify star qualities in others; - Identify attributes they have that would suit them to a desired job; - Challenge stereotypes; - Discuss their ambitions; - Identify ways next year will be different and explain why they think this. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Flashcards 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, and to recognise that choices have good and not so good consequences.</p> <p>To identify and respect the similarities and differences between people.</p> <p>To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class.</p> <p>To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	English – Speaking/ Listening

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Previous learning: Reception – shops, shopkeepers				Next learning: Y3 – where money comes from; reasons people work; debt; tracking spending			
1.4 Money Matters – Living in the Wider World	6	<ul style="list-style-type: none"> - Explain where money comes from and why we need it. - Explain how we can keep money safe and why this is important. - Explain choices I have about spending money and why it is important to keep track of what I spend. - Explain the difference between things we want and things we need. - Explain what happens when we go shopping. 	<ul style="list-style-type: none"> - Explain ways we can save money; - Identify why it is important to keep money safe; - Discuss ways we can keep track of money we spend. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Picture stimulus 	Continuous throughout. Discussions. Relating objectives to real-life examples.	To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	Maths – money Islamic Studies – extravagance and wasting English – Speaking/ Listening
1.5 It's My Body – Health & Wellbeing	6	<ul style="list-style-type: none"> - Choose what happens to my body. - Make healthy choices about sleep and exercise. - Make healthy choices about food and drink. - Know how to keep my body clean. - Know what is safe to eat or drink. 	<ul style="list-style-type: none"> - Describe their daily bedtime routine; - Explain what happens if you do not exercise regularly; - Explain that other people have rights for their own body; - List some foods that are good to have once a week; - Identify hazard signs that mean something is dangerous; - Explain what germs are and why people need to keep clean. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios 	Continuous throughout. Discussions. Relating objectives to real-life examples.	To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To learn to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	Islamic Studies – health, cleanliness English – Speaking/ Listening Science – health, exercise P.E. - exercise

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						<p>be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p>The importance of, and how to maintain, personal hygiene.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>Rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>That household products, including medicines, can be harmful if not used properly.</p>	
Previous learning: Reception – where I live				Next learning: Y3 – democracy; rules and laws; liberty; diverse society			
1.6 Britain – Living in the Wider World	6	<ul style="list-style-type: none"> - Describe ways that I can help my school community. - Identify things that help and harm my neighbourhood. - Explore how people living in Britain can be different and how they are the same. - Community project: Litter patrol, take care of school property (e.g. clean library, outdoor area) - Fundraise: our school 	<ul style="list-style-type: none"> - Describe how they can help groups and communities they belong to; - Recognise choices can have negative and positive consequences; - Explain some consequences of negative and positive choices; - Talk about why helping their neighbourhood is important; - Give reasons why it is important to have differences; 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Picture stimulus 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. Community service 	<ul style="list-style-type: none"> To learn that they belong to different groups and communities such as family and school. To learn how they can contribute to the life of the classroom and school. To recognise that choices can have negative and positive consequences. To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these. 	<ul style="list-style-type: none"> SMSC/British Values Islamic Studies

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						<p>To learn that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>To learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To learn to identify and respect the differences and similarities between people. To discuss ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p>neighbourhood</p> <p>English – Speaking/ Listening</p>
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