

Year 1 PRHE Curriculum Overview

Term	Topic	In this unit of work, children should learn:
Autumn – Relationships	Families and friendships Roles of different people; families; feeling cared for	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone (and how to tell them) if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission	<ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns
Spring – Living in the Wider World	Belonging to a community What rules are; caring for others’ needs; looking after the environment	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling
	Media literacy and Digital resilience Using the internet and digital devices; communicating online	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
	Money and Work Strengths and interests; jobs in the community	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do
Summer – Health & Wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake – drinking water, 5 a day, breakfast • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
	Growing and changing	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong

	Recognising what makes them unique and special; feelings; managing when things go wrong	<ul style="list-style-type: none">• how they are the same and different to others• about different kinds of feelings• how to recognise feelings in themselves and others• how feelings can affect how people behave
	Keeping safe How rules and age restrictions help us; keeping safe online	<ul style="list-style-type: none">• how rules can help to keep us safe• why some things have age restrictions, e.g. TV and film, games, toys or play areas• basic rules for keeping safe online• whom to tell if they see something online that makes them feel unhappy, worried, or scared