

<b>Year 1 Autumn 1</b> What is the same and different about us?  <b>Theme :Relationships</b> Ourselves and others; similarities and differences; individuality; our bodies		
<b>PoS Core theme 1</b> <b>Health and wellbeing</b>	<b>Core theme 2</b> <b>Relationships</b>	<b>Core theme 3</b> <b>Living in the wider world</b>
<b>Ourselves growing and changing</b> <b>H21</b> To recognise what makes them special <b>H22</b> To recognise ways we are all unique <b>H23</b> To identify what they are good at, what they like and dislike <b>H25</b> to name the main parts of the body	<b>Safer relationships</b> <b>R13</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  <b>R23</b> to recognise the ways in which they are the same and different to others	<b>Communities</b> <b>L6</b> to recognise the ways they are the same as, and different to, other people  <b>Economic wellbeing: Aspirations and career</b> <b>L14</b> that everyone has different strengths
<b>Prior Learning:</b> EYFS		
<b>End points :-</b> <ul style="list-style-type: none"> <li>•what they like/dislike and are good at</li> <li>•what makes them special and how everyone has different strengths and to respect differences</li> <li>•how their personal features or qualities are unique to them</li> <li>•how they are similar or different to others, and what they have in common</li> <li>•to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> <li>• Importance of respecting others, even when they are very different from them – physically, character, personality, backgrounds, make different choices or have different preferences or beliefs</li> <li>•Importance of self-respect and how this links to their own happiness</li> <li>•That in school and wider society they can be expected to be treated with respect by others, and they should show respect to others</li> <li>•Introduce ‘secrets’ a happy secret – birthday surprise and when not to keep a secret</li> <li>•Each person’s body belongs to them, NSPCC Pantosaurus</li> </ul>		
<b>Key vocabulary</b> Similarities Differences Strengths – different meanings dependent upon context Private privacy		

**Statutory Guidance Links Relationship and Health Education – graduated age appropriate programme links**

<b>Relationship</b>	
<b>Families and People who care for me</b>	
that other families both in school and wider world sometimes look different from their own families, but they Respect differences and now families are characterised by love and care	
<b>Respectful relationships</b>	
Pupils should know	
Importance of respecting others, even when they are very different from them – physically, character, personality, backgrounds, make different choices or have different preferences or beliefs	
Importance of self-respect and how this links to their own happiness	
That in school and wider society they can be expected to be treated with respect by others, and they should show respect to others including those in authority	
<b>Being Safe</b>	
Concept of privacy and the implications of it for both children and adults, not right to keep secrets if related to keeping and being safe	
Each person's body belongs to them, the differences between appropriate and inappropriate or unsafe physical contact	

<b>Physical health and mental wellbeing</b>	
<b>Changing adolescent body</b>	
Pupils should know	
Key facts about puberty and changing adolescent bodies 9 through to 11 – physical and emotional changes	

<b>Citizenship</b>	<b>Character Education –</b> Beamont core values  Aspiration  Belonging	<b>British values</b> <b>Rule of Law</b>  <b>Tolerance and respect</b>	<b>Careers Curriculum</b>
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	Compassion  Respect	Democracy  Individual Liberty  Protected Characteristics Equality Act European Day of Languages 28/09/2022	
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Spiritual	Moral	Social	Cultural
<p>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p> <p>knowledge of, and respect for, different people's faiths, feelings and values</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	<p>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>understanding of the consequences of their behaviour and actions</p> <p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds</p> <p>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>acceptance and engagement with the fundamental British values</p>	<p>understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others</p> <p>understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain</p> <p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop</p> <p>willingness to participate positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring,</p>

## Y1 Autumn 1 What is the same and different about us

			improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.
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### Lesson Plans and resources DfE approved

[https://pshe-association.org.uk/\\_hcms/mem/login?hsLang=en](https://pshe-association.org.uk/_hcms/mem/login?hsLang=en)

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

*PSHE Association power points, resources linked to topic – click on the purple links to download*

*NB: You will need to be logged in to the PSHE Association to access resources*

YEAR 1 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
<b>Autumn 1</b> What is the same and different about us?	<b>Relationships</b> Ourselves and others; similarities and differences; individuality; our bodies  PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> <li>what makes them special and how everyone has different strengths</li> <li>how their personal features or qualities are unique to them</li> <li>how they are similar or different to others, and what they have in common</li> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>	<a href="#">PSHE Association – Inclusion, belonging and addressing extremism</a>  <a href="#">Medway Public Health Directorate - Changing and growing up</a>  <a href="#">FPA – Growing up with Yasmine and Tom (E)</a>  <a href="#">PSHE Association - Personal identity</a>