

<b>Year 1 Autumn 2</b> Who is special to us?  <b>Theme :Relationships</b> Ourselves and others; people who care for us; groups we belong to; families		
<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>Families and close positive relationships</b> <b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives <b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for <b>R3.</b> about different types of families including those that may be different to their own <b>R4.</b> to identify common features of family life <b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	<b>Communities</b> L4. about the different groups they belong to
<b>Prior Learning:</b> EYFS		
<b>End points :-</b> <ul style="list-style-type: none"> <li>•that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>•about the different people in their family / those that love and care for them, stability, security</li> <li>•what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>•how families are all different but share common features – what is the same and different about,</li> <li>•that other families both in school and wider world sometimes look different from their own families, but they respect differences</li> <li>•Marriage represents a formal and legally recognised commitment of two people intended to be life long</li> <li>•know about different features of family life, including what families do/ enjoy together</li> <li>•Characteristics of a healthy family life               <ul style="list-style-type: none"> <li>Commitment to each other including when things are tough</li> <li>Protection and care for children and other family members</li> </ul> </li> <li>•that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>		

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help if needed
- 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

### Relationship Education – graduated age appropriate programme links

Relationship
<b>Families and people who care for me</b>
Families are important for children growing up because they can give love, security and stability
Characteristics of a healthy family life <ul style="list-style-type: none"> <li>○ Commitment to each other including when things are tough</li> <li>○ Protection and care for children and other family members</li> <li>○ Importance of spending time together and sharing each other's lives</li> </ul>
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
Stable, caring relationships, which may be of different types are at the heart of happy families and important for children's security as they grow up
Marriage represents a formal and legally recognised commitment of two people intended to be life long
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help if needed
<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
What a stereotype is, and how stereotypes can be unfair, negative or destructive

Citizenship	Character Education – Beamont core values	British values	Careers Curriculum
	Aspiration	Rule of Law	
	Belonging	Tolerance and respect	
	Compassion	Democracy	
	Respect	Individual Liberty	
		Protected	
		Characteristics Equality	
		Act	

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, improving understanding and respect for different faiths and cultural</p>

## Y1 Autumn 2 Who is special to us?

			diversity and to understand, accept and respect diversity.
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## Sequence of lesson to follow

### Lesson Plans and resources DfE approved

<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*

Autumn 2 Who is special to us?	<b>Relationships</b> Ourselves and others; people who care for us; groups we belong to; families  PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> <li>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>about the different people in their family / those that love and care for them</li> <li>what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>how families are all different but share common features – what is the same and different about them</li> <li>about different features of family life, including what families do / enjoy together</li> <li>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<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 - Families</a>
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