

Deykin Avenue J.I. School – Relationships and Health Education scheme of work for Year 1

British Values and Law	Healthy Relationships	Keeping Myself Safe	My Healthy Body
Unit 1: British Values and Law			
Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE	
<ul style="list-style-type: none"> • that others’ families sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. (Eg, single parent, same sex parent, etc.) • how important friendships are in making us feel happy and secure, and people choose and make friends. (Emphasise the importance of this in school and should be part of the charter to look after each other.) • to understand why we need rules at home and in school and what would happen if these rules did not exist. • how to value their own achievements and talents, and make the most of opportunities given to them. • that families are important for children growing up because they can give love, security and stability. 	<ul style="list-style-type: none"> • Brainstorm and agree class rules. Discuss what would happen if we had no rules. Would this be a good idea? why not? • Look at https://www.youtube.com/watch?v=rhWVQQQ5hVU for why we have rules. • Compare home rules and school rules – similarities and differences. • Illustrate rules and show ownership by signing or self-portrait. Use Just Paint and write all about me ICT LINK ** • Make a class charter. • Planning board, role play, turn-taking games, <i>Snap</i>, board games in groups. • Activities to play/work through working with a different partner, eg, someone they do not usually play with or talk to. • Stories with strong storyline – debate <i>what should he/she do?</i> • <i>Show and tell</i> – listening, looking and questioning each other. • Class task and jobs board. <p style="color: red; text-align: center; margin-top: 20px;">SELF MAGE AND IDENTITY- EVOLVE</p> <ul style="list-style-type: none"> • If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. 	<ul style="list-style-type: none"> • Families and people who care for me • Caring relationships 	

Unit 2: Healthy Relationships

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> the characteristics of healthy family life. (<i>Protection and care, spending time together, etc. Remind that all families are different but love and care for each other.</i>) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (<i>This can happen when children fall out with each other.</i>) the importance of respecting others, even when they are very different from them, make different choices or have different preferences or beliefs. (<i>We can learn from learn from each other and respect each other's differences.</i>) about different types of bullying, the impact of bullying and how to get help. 	<ul style="list-style-type: none"> Planning board, role play, turn-taking games, <i>Snap</i>, board games in groups. Learn how to share, co-operate with each other and take turns. Circle time activities to promote trust and enjoyment, and to encourage co-operation, taking turns. Year One lesson from Women's Aid – Friends, Secrets and People Who Can Help Us. Group work on belonging to a group, making a class record of all their groups – clubs, friends, etc. Pairs – finding out what partners are good at, stories about achievement, making positive statements in circle time. Anti-bullying week resources. Bully – an American animation https://www.youtube.com/watch?v=Ej1LIIN34SM . Stories about feelings; words to describe feelings; sharing feelings in circle time; use of pictures of different situations – <i>what are the children in the pictures feeling?</i> Discuss friends children have made in and out of school. Make a picture of a network of friends. They can place themselves in the middle of a group of friends and place photographs around themselves to show their friendship circle. Invite children to share their work, this can be the starting point for the discussion of what friends are or can be Tell the story of a new child joining the class who is shy and knows no-one. Use role play and body language to explore with the children how this person may look, feel, move. How would they make friends with this person? <p>Lessons 1-5 Year 1 Birmingham Plans – My friends and me – additional links to RSHE</p> <p style="color: red; font-weight: bold;">ONLINE RELATIONSHIPS EVOLVE - 4 lessons</p> <ul style="list-style-type: none"> I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. 	<ul style="list-style-type: none"> Families and people who care for me Caring friendships Respectful relationships Mental wellbeing

- I can explain why things one person finds funny or sad online may not always be seen in the same way by others

Unit 3: Keeping Myself Safe

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter whom they do not know. (Including people they meet in, eg, parks, shops, etc. Include safer strangers as well.) • what they are keeping safe from indoors (eg, fire, electricity, medicines, household substances, etc) and outdoors, and whose job it is to keep them safe. • places that are safe (eg, if they are lost, they could go to a shop, place of worship, etc and ask for help) as well as their home or school being a safe place. • the importance of road safety as a pedestrian, and the importance of wearing seat belts/using a booster seat.. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (Link to PANTS rules from NSPCC as well.) 	<ul style="list-style-type: none"> • Watch https://www.youtube.com/watch?v=SY7RhBszp0k and American video about not going with strangers. • How to keep safe in the house - How to stay safe indoors (activity three: fire safety for children) - YouTube . • Draw and write about how they stay safe when outdoors, and whose job it is to keep them safe – visit from police officer, fire officer, crossing patrol. • Using pictures to discuss potential risks in different settings. • Role play scenarios based on crossing roads safely and watch https://www.youtube.com/watch?v=odL77zH42Vs for general road safety advice. • Crossing the road safely - https://www.youtube.com/watch?v=KnwxN24E2yY . • Develop safety rules for road safety. • Bandaged teddy as starting point to talk about how teddy could have kept safe. • Looking at containers to find safety instructions and symbols. Dangers of opening/drinking/eating household substances. • Watch Run, Run, Run, Yell and Tell! Child Safety Education - NH - YouTube what to do if they feel uncomfortable or scared, especially around adults. • Identify the PANTS rule and what each one means. • Read Boys and Girls from Clued Up for Growing Up to look at the correct names for our private parts and that it is really important to know these words in case you need to use them. When might this be? (If you need to talk to a doctor about a medical issue. If someone has touched you inappropriately. Etc.) 	<ul style="list-style-type: none"> • Being safe • Respectful relationships • Internet safety and harms

- how to ask for advice or help for themselves or others, and to keep trying until they are heard. (Trusted adults.)
- where and how to report concerns and get support with issues online. (Real-life and online.)
- about different types of bullying, responsibilities of bystanders and how to get help. (If people are watching and do nothing, they are just as guilty.)
- understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying.
- the correct names for boys' and girls' private parts and that they may use different words at home.

- Group work to label body parts – using an outline of a child, deciding which are *proper* names, family names, slang terms. Discussion on respecting personal body space.
- Role play and drama.
- Using pictures to discuss potential risks in different settings.
- Class discussion on e-safety and what is/isn't appropriate for their age group.
- What should they do if a stranger started talking to them online – would they tell anyone?

ONLINE BULLYING EVOLVE 1 lesson

- I can describe how to behave online in ways that do not upset others and can give examples.

Unit 4: My Healthy Body

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • how and when to seek support including which adults to speak to in school if they are worried about their health. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Link to Covid as this is relevant at the moment. Discuss especially the reasons for washing hands after using the toilet and before preparing food/eating.) • develop skills for maintaining personal hygiene, cleaning teeth, washing hands • be motivated to be clean and healthy 	<ul style="list-style-type: none"> • What events happen to make us happy/sad/angry etc? How can our emotions affect us learning/eating/etc? • Create a class book showing who can help us if we are worried about our health. Ways to deal with our emotions. Etc. • Make links with health professionals – they may ask us if they can examine us. This relates to PANTS rule – they will never do something to us before asking our permission. This is okay. Parents are with the children as well. Sometimes, doctors and nurses have to examine us by touching us, eg, listen to our heartbeat, in order to help us get better. • Visitors such as dental hygienist, local environmental health officer. • Free play, doctors, dentists, nurses, etc. • Using disclosing tablets (and parental permission) children to brush teeth to see if they are doing it correctly. • When discussing hygiene, some children may know that adults use deodorants. They are too young to use these at the moment – explain the dangers if they did. (Eg, spray the deodorant in their eyes; inhale the fumes; leaks over their hands which they then put in their mouths.) <p style="text-align: center;">HEALTH AND WELL BEING EVOLVE</p> <ul style="list-style-type: none"> • I can explain rules to keep myself safe when using technology both in and beyond the home. 	<ul style="list-style-type: none"> • Mental wellbeing • Health and prevention • Physical health and fitness