



Year 1

<p>Citizenship (Living in the wider world)</p> <p>Fundamental British Values</p> <p>Prevent Democracy.</p> <p>The rule of law.</p> <p>Individual liberty.</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<ul style="list-style-type: none"> • Provide a safe environment for debating controversial issues. • Help pupils to understand how they can influence and participate in decision-making. • Belonging – Transition week setting up the classrooms (also termly role play areas) • Class Rules • LEAD values • Identify and celebrate different cultures within the class • RE – planned opportunities for reflection and sharing of own beliefs • Buddies for new children • Citizenship and Role Model booklets • Questions • Environment days • Enterprise- Learning about money • Recall some important facts about British history • Contributing to the life of a classroom in school. • Homes around the world. • British Value assemblies • Newsround – climate change • Litter picking monitors at break time • Embrace project <p><i>Specific content PSHE Units:</i> <i>What makes us special?</i> <i>How do we feel?</i> <i>What can we do with money?</i></p> <p><i>Wider curriculum opportunities:</i> <i>‘Wonder’ book focus PSHE</i> <i>Summer term theme ‘Our Planet’</i> <i>Science – how to look after school and local environment</i> <i>Assemblies linked to British Values, Academy Values and religious festivals.</i> <i>Range of diverse books shared and discussed in class</i> <i>Commando Joe</i></p>
<p>Health and well-being</p>	<ul style="list-style-type: none"> • I know the importance of personal hygiene • Food technology • PSHE/class assemblies • Assemblies linked to PSHE – keeping myself mentally and physically healthy. • The children know who they can go to if they are worried. • Deployment support in place for service pupils. • Healthy snacks and water only <p><i>Specific content PSHE Unit:</i> <i>What makes us special?</i> <i>What helps us stay healthy? Mental wellbeing</i> <i>How do we feel?</i></p>



	<p><i>Wider curriculum opportunities:</i> <i>DT – food groups and the food pyramid, healthy kebabs</i> <i>PE – develop understanding of the body and how to keep fit</i> <i>Morning ‘Get Active’ session to start the day</i> <i>MSP Healthy Living workshops</i> <i>Mental health awareness week (May)</i> <i>Hello yellow day (Oct)</i> <i>Daily mile</i> <i>Colour monster- My Monster and Me shared in class</i> <i>Yoga and meditation – weekly.</i> <i>Zones of regulation shared and discussed.</i></p>
<p>Online Safety</p>	<ul style="list-style-type: none"> • Awareness that the internet can be used to communicate with other people • School’s e-safety code of conduct (Rule of Law) • Password safety • E-safety charter • Discussions about if they see something that they are uncomfortable with • Understanding of personal information and the implications if it is shared • No photos of other children’s faces when using iPads in the classroom <p><i>Specific content PSHE Unit:</i> <i>How do we keep safe and who keeps us safe?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Safer searches when researching across all areas of the curriculum</i> <i>Use of iPads to access Seesaw in a positive and safe way</i> <i>Safer Internet day (Feb)</i> <i>Project Evolve (lessons and displays)</i> <i>Trained to use Seesaw responsible</i></p>
<p>Sex Relationship Education</p>	<p>Through RSHE:</p> <ul style="list-style-type: none"> • Understand that babies have special needs. • Reflect the changes in their lives so far and consider future changes in growth. • Recognise the correct names for the body parts. • To identify parts of the body that are private. • about the special people in our lives and how we care for one another • Understand how we change as we grow • Recognise the differences and similarities between people • Science- learning about parts of the body • Understanding that parts of the body are private - Pants NSPC • Understanding different relationships • Use of ‘the three houses’ to enable children to talk about any worries <p><i>Specific content PSHE Unit:</i> <i>What makes us special?</i> <i>How do we keep safe and who keeps us safe?</i> <i>How do we feel?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Science – links to animals and their young</i> <i>PSHE – who are our trusted adults? What to do if we feel worried</i> <i>SCARF lessons</i></p>
<p>Drug Education and Staying Safe</p>	<ul style="list-style-type: none"> • PSHE • Medicines and their safety – SCARF session • Recognise safety rules – lock down and fire drills <p><i>Specific content PSHE Unit:</i> <i>How do we keep safe and who keeps us safe?</i></p>



	<p><i>Wider curriculum opportunities:</i> <i>Safety discussions through familiar texts – familiar fairy tales</i> <i>Charity workshop - Stranger danger</i> <i>Great Fire of London links - Fire Safety/ Visit from Fire Brigade</i> <i>Science - sun safety, water safety</i> <i>Road Safety – trip around Waddington</i> <i>Bonfire Night/ Firework Safety assembly (Nov)</i> <i>Trip briefings and risk assessment</i> <i>Playground equipment</i> <i>Staying safe- stranger danger, not opening doors, know who you can talk to if you feel unsafe.</i></p>
Bullying (including cyber bullying)	<ul style="list-style-type: none">• PSHE• Class assemblies• Whole school assemblies• My Concern• Class stories• Play leaders <p><i>Specific content PSHE Unit:</i> <i>How do we keep safe and who keeps us safe?</i> <i>How do we feel?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Drama/role play</i> <i>Social stories</i> <i>Safer Internet day (Feb)</i> <i>Anti-bullying Week (Nov)</i></p>
Other (please specify)	<ul style="list-style-type: none">• Correct logo uniform on trips to identify children quickly• Bespoke support from the pastoral team as required- Service and ELSA support.