

## Year 1 RSE & PSHE Planning

### Autumn 1

### Me and My Relationships

DFE requirements	Lesson title	Coram Scarf Learning outcomes
RR2, RR3	Why we have classroom rules	<ul style="list-style-type: none"> <li>•Understand that classroom rules help everyone to learn and be safe;</li> <li>•Explain their classroom rules and be able to contribute to making these.</li> </ul>
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	<ul style="list-style-type: none"> <li>•Recognise how others might be feeling by reading body language/facial expressions;</li> <li>•Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> </ul>
MW1, MW2, MW4, MW7	Our feelings	<ul style="list-style-type: none"> <li>•Identify a range of feelings;</li> <li>•Identify how feelings might make us behave;</li> <li>•Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>
MW2, MW3, MW6, MW7	Feelings and bodies	<ul style="list-style-type: none"> <li>•Recognise that people's bodies and feelings can be hurt;</li> <li>•Suggest ways of dealing with different kinds of hurt.</li> </ul>
FPC3, FPC4	Our special people balloons	<ul style="list-style-type: none"> <li>•Recognise that they belong to various groups and communities such as their family;</li> <li>•Explain how these people help us and we can also help them to help us.</li> </ul>
CF1, CF2, CF3	Good friends	<ul style="list-style-type: none"> <li>•Identify simple qualities of friendship;</li> <li>•Suggest simple strategies for making up.</li> </ul>
RR1, CF2, CF4, CF5	How are you listening?	<ul style="list-style-type: none"> <li>•Demonstrate attentive listening skills;</li> <li>•Suggest simple strategies for resolving conflict situations;</li> <li>•Give and receive positive feedback, and experience how this makes them feel.</li> </ul>

## Year 1 RSE & PSHE Planning

### Autumn 2

### Valuing Difference

DFE requirements	Lesson title	Coram Scarf Learning outcomes
FPC3, FPC4, RR1, RR2	Same or different?	<ul style="list-style-type: none"> <li>•Identify the differences and similarities between people;</li> <li>•Empathise with those who are different from them;</li> <li>•Begin to appreciate the positive aspects of these differences.</li> </ul>
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	<ul style="list-style-type: none"> <li>•Explain the difference between unkindness, teasing and bullying;</li> <li>•Understand that bullying is usually quite rare.</li> </ul>
RR3, RR5, BS1	Harold's school rules	<ul style="list-style-type: none"> <li>•Explain some of their school rules and how those rules help to keep everybody safe.</li> </ul>
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	<ul style="list-style-type: none"> <li>•Identify some of the people who are special to them;</li> <li>•Recognise and name some of the qualities that make a person special to them.</li> </ul>
CF2, CF3, CF4, RR2, RR3	It's not fair!	<ul style="list-style-type: none"> <li>•Recognise and explain what is fair and unfair, kind and unkind;</li> <li>•Suggest ways they can show kindness to others.</li> </ul>

## Year 1 RSE & PSHE Planning

### Spring 1

#### Keeping yourself safe

DFE requirements	Lesson title	Coram Scarf Learning outcomes
PHF1, PHF3, HP3, HP4	Healthy me	<ul style="list-style-type: none"> <li>•Understand that the body gets energy from food, water and air (oxygen);</li> <li>•Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> </ul>
HP3	Super sleep	<ul style="list-style-type: none"> <li>•Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>•Identify simple bedtime routines that promote healthy sleep.</li> </ul>
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?	<ul style="list-style-type: none"> <li>•Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>•Identify people who can help them when they feel unsafe.</li> </ul>
MW2	Harold loses Geoffrey	<ul style="list-style-type: none"> <li>•Recognise the range of feelings that are associated with loss.</li> </ul>
DAT1	What could Harold do?	<ul style="list-style-type: none"> <li>•Understand that medicines can sometimes make people feel better when they're ill;</li> <li>•Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	<ul style="list-style-type: none"> <li>•Understand and learn the PANTS rules;</li> <li>•Name and know which parts should be private;</li> <li>•Explain the difference between appropriate and inappropriate touch;</li> <li>•Understand that they have the right to say "no" to unwanted touch;</li> <li>•Start thinking about who they trust and who they can ask for help.</li> </ul>
RR8,OR1-5, BS1, 2, 6 ISH 1, 3, 5, 7	Sharing pictures	<ul style="list-style-type: none"> <li>•Start thinking about how to stay safe online, including safety around sharing images;</li> <li>•Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> </ul>

## Year 1 RSE & PSHE Planning

### Spring 2

#### Rights & Responsibilities

DFE requirements	Lesson title	Coram Scarf Learning outcomes
HP4, HP5	Harold's wash and brush up	<ul style="list-style-type: none"> <li>•Recognise the importance of regular hygiene routines;</li> <li>•Sequence personal hygiene routines into a logical order.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	<ul style="list-style-type: none"> <li>•Identify what they like about the school environment;</li> <li>•Recognise who cares for and looks after the school environment.</li> </ul>
RR5	Taking care of something	<ul style="list-style-type: none"> <li>•Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>•Explain the importance of looking after things that belong to themselves or to others.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's money	<ul style="list-style-type: none"> <li>•Explain where people get money from;</li> <li>•List some of the things that money may be spent on in a family home.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	<ul style="list-style-type: none"> <li>•Recognise that different notes and coins have different monetary value;</li> <li>•Explain the importance of keeping money safe;</li> <li>•Identify safe places to keep money;</li> <li>•Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>
BFA1, BFA2	Basic first aid	See link to external resources for further information.

## Year 1 RSE & PSHE Planning

<b>Being my best</b>		
<b>DFE requirements</b>	<b>Lesson title</b>	<b>Coram Scarf Learning outcomes</b>
HP4, HP5	Harold's wash and brush up	<ul style="list-style-type: none"> <li>•Recognise the importance of regular hygiene routines;</li> <li>•Sequence personal hygiene routines into a logical order.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	<ul style="list-style-type: none"> <li>•Identify what they like about the school environment;</li> <li>•Recognise who cares for and looks after the school environment.</li> </ul>
RR5	Taking care of something	<ul style="list-style-type: none"> <li>•Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>•Explain the importance of looking after things that belong to themselves or to others.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's money	<ul style="list-style-type: none"> <li>•Explain where people get money from;</li> <li>•List some of the things that money may be spent on in a family home.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	<ul style="list-style-type: none"> <li>•Recognise that different notes and coins have different monetary value;</li> <li>•Explain the importance of keeping money safe;</li> <li>•Identify safe places to keep money;</li> <li>•Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>
BFA1, BFA2	Basic first aid	See link to external resources for further information.

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<b>Being my best</b>		
<b>DFE requirements</b>	<b>Lesson title</b>	<b>Coram Scarf Learning outcomes</b>
HE1, HE2, HE3	I can eat a rainbow	<ul style="list-style-type: none"> <li>•Recognise the importance of fruit and vegetables in their daily diet;</li> <li>•Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul>
HE1, HE2, HE3	Eat well	<ul style="list-style-type: none"> <li>•Recognise that they may have different tastes in food to others;</li> <li>•Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>•Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul>
HP5	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> <li>•Understand how diseases can spread;</li> <li>•Recognise and use simple strategies for preventing the spread of diseases.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	<ul style="list-style-type: none"> <li>•Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>•Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> </ul>
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	<ul style="list-style-type: none"> <li>•Demonstrate attentive listening skills;</li> <li>•Suggest simple strategies for resolving conflict situations;</li> <li>•Give and receive positive feedback, and experience how this makes them feel.</li> </ul>
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	<ul style="list-style-type: none"> <li>•Recognise how a person's behaviour (including their own) can affect other people.</li> </ul>

## Year 1 RSE & PSHE Planning

<b>Growing and changing</b>		
<b>DFE requirements</b>	<b>Lesson title</b>	<b>Coram Scarf Learning outcomes</b>
PHF4	Inside my wonderful body!	<ul style="list-style-type: none"> <li>•Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>•Understand and explain the simple bodily processes associated with them.</li> </ul>
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> <li>•Understand some of the tasks required to look after a baby;</li> <li>•Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> </ul>
CAB1	Then and now	<ul style="list-style-type: none"> <li>•Identify things they could do as a baby, a toddler and can do now;</li> <li>•Identify the people who help/helped them at those different stages.</li> </ul>
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?(2)	<ul style="list-style-type: none"> <li>•Explain the difference between teasing and bullying;</li> <li>•Give examples of what they can do if they experience or witness bullying;</li> <li>•Say who they could get help from in a bullying situation.</li> </ul>
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8,	Surprises and secrets	<ul style="list-style-type: none"> <li>•Explain the difference between a secret and a nice surprise;</li> <li>•Identify situations as being secrets or surprises;</li> <li>•Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul>
BS3, BS7	Keeping privates private	<ul style="list-style-type: none"> <li>•Identify parts of the body that are private;</li> <li>•Describe ways in which private parts can be kept private;</li> <li>•Identify people they can talk to about their private parts.</li> </ul>