



Churchfields Infants' School: Year One curriculum information

Relationships, Sex and Health Education



Outlined below is a summary of the skills children will work on during each half term in Year One, along with some activities children will complete, key vocabulary that will be taught and ideas of how parents can help to develop this learning at home.

Half Term	Skills	Activities	Key Vocabulary	How can you help at home?
Autumn 1 Getting Together	<ul style="list-style-type: none"> - understand the importance of turn taking - know what is kind and unkind behaviour - know how kindness makes somebody feel and why it is important - know what is and is not telling the truth - know what secrets are and why they can be unhelpful <p>Revision:</p> <ul style="list-style-type: none"> - <i>build constructive and respectful relationships</i> - <i>express their own feelings and consider the feelings of others</i> - <i>identify and moderate their own</i> 	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories and videos related to topics covered <p>Revision:</p> <ul style="list-style-type: none"> - <i>discussing class rules and playground behaviour</i> - <i>reinforcing ways to get help with finding someone to play with and forming and maintaining friendships</i> 	<ul style="list-style-type: none"> taking turns sharing kind unkind kindness feelings effect truth honesty helpful unhelpful secrets trust positive negative 	<ul style="list-style-type: none"> - reinforce messages at home around kind and unkind behaviour. Discuss how both make you feel and why it may sometimes be hard to be kind, especially if somebody has upset you - practise sharing and taking turns as often as you can! This could be sharing food or toys with a sibling or friends, or playing turn taking games and accepting the result of them even if it means you don't win! This can be challenging for children to learn so may take some practice! - show you value telling the truth at home by being as appropriately honest as you can! - you may like to discuss times when you haven't told the truth in the past and differentiate between times when this was OK (e.g. keeping a surprise party a secret) and damaging (e.g. lying deliberately to get out of trouble)

	<i>feelings both socially an emotionally - sharing with others</i>			<ul style="list-style-type: none"> - reinforce messages around secrets at home. Later on in your child's schooling, we teach children that secrets can be positive, but they always have an end point and are shared with somebody trustworthy, usually a grown up (a trusted adult) - reiterate messages about which adults can be trusted to keep children safe, and the need to share any worries or concerns with them
<p>Autumn 2</p> <p>Music and Light</p>	<ul style="list-style-type: none"> - know that dental hygiene is important for our health and why - know that we must wash our hands to stop germs from spreading - learn to name a variety of emotions and know how they make themselves and others feel and act - know how and why to tell a trusted adult about a worry, including worries and concerns online <p>Revision: <i>-know and talk about the different factors that support their</i></p>	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories and videos related to topics covered <p>Revision: <i>- reinforcing class rules and playground behaviour</i> <i>- striving to always show kindness and reflecting after any incidents of unkindness on how we can improve our behaviour</i> <i>- continuing to take turns, through games and in the playground</i></p>	<ul style="list-style-type: none"> teeth mouth gums plaque tartar cavities healthy unhealthy toothbrush toothpaste brush clean germs hands washing soap spread (in context of germs) hygiene emotions happy 	<ul style="list-style-type: none"> - ensure children are reminded about hygiene, especially around teeth! Continue to ensure children clean their teeth at least twice a day and are brushing effectively - if your child tends to forget about teeth cleaning, a reward or reminder chart could help them to remember! - continue to reinforce messages around washing hands. This song may be helpful! How to wash your hands NHS song NHS - YouTube - discuss emotions with your child at home. This could mean identifying your own emotions and naming them to your child; this will help them to further identify emotions through your facial expression and the context of a situation and, in turn, recognise and describe their own - discuss times you have felt a certain emotion and see if your child can do the same. You may also like to discuss how a

	<p><i>overall health and wellbeing</i></p> <ul style="list-style-type: none"> - know what kindness is and show it towards other children - know what secrets are and why they can be unhelpful 		<p>sad/ upset excited jealous disappointed proud guilty angry/cross frustrated bored feelings impact behaviour actions</p> <p>adult trust online laptop/tablet/iPad/phone technology safe worry concern tell</p>	<p>certain emotion altered your actions and behaviour</p> <ul style="list-style-type: none"> - continue to reinforce online safety rules at home to ensure children are safe - discuss the benefits of technology, but be sure your child is aware that like everything else, children need to stay safe and that they may sometimes see things that might concern them online - ensure your child only has access to technology when fully supervised. If you would like some advice about parental controls when working online, please speak to your child's teacher - ensure your child is aware of trusted adults they could tell about any worry, including concerns around being online
<p>Spring 1</p> <p>Emotions</p>	<ul style="list-style-type: none"> - know how to be a good friend - know why and how to ask for help if experiencing difficulties maintaining friendships - know how to build new friendships in safe settings 	<p>- range of discussion, responding to scenarios and engaging with stories and videos related to topics covered</p> <p>Revision:</p> <ul style="list-style-type: none"> - using emotions by name to explain how we are feeling and/or 	<p>friend kind helpful</p> <p>help asking challenge argument 'falling out' upset</p>	<ul style="list-style-type: none"> - discuss the qualities of your own friends and the behaviours you both show towards each other to be good friends. Can your child do the same? - reinforce messages around who to ask for help if they feel lonely, like they can't make friends or if they are having problems in their friendships for some reason

	<ul style="list-style-type: none"> - know how to make others feel welcome and not excluded - identify boundaries of play for different children - understand what personal space is and why it is important <p>Revision:</p> <ul style="list-style-type: none"> - know how to show kindness and how it can affect ourselves and others - continuing to discuss ways in which to protect our health by keeping our hands and teeth clean - naming our own emotions and understanding how and why these may have an impact on our behaviour, and the behaviour of others 	<p><i>to explain our actions, whether positive or more negative</i></p> <ul style="list-style-type: none"> - reminding children about trusted adults - consistent reminders (all year) about staying safe, including staying safe online (linked with Computing curriculum) 	<p>unhappiness relationship/friendship</p> <p>safe build/begin/start courage/bravery</p> <p>welcome included excluded</p> <p>play differences similarities boundary rules accepted</p>	<ul style="list-style-type: none"> - please do speak to staff if you have concerns around friendships as we can all work together to support your child - reinforce rules around play and how these can be different for some children (if your child has a sibling/siblings, they may be more able to see the differences in the way different children play) - model behaviour around personal space, and discuss times when this is less important (e.g. when you want to give your Mum or Dad a big hug!)
<p>Spring 2</p> <p>Fire! Fire!</p>	<ul style="list-style-type: none"> - know who their trusted grown ups are - know that their body parts covered by their underwear belong to them 	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories and videos related to topics covered <p>Revision:</p>	<p>trust trusted adult</p> <p>body underwear pants/knickers private</p>	<ul style="list-style-type: none"> - ensure your child knows who their trusted grown ups are - reinforce messages about our private areas and remind children about how to react if somebody asks to see them <p>https://www.youtube.com/watch?v=LnroTxz7USI</p>

	<ul style="list-style-type: none"> - know that their body parts covered by their underwear are private - understand public vs private - understand that a sense of belonging can impact on their identity <p>Revision:</p> <ul style="list-style-type: none"> - know why and how to ask for help if experiencing difficulties maintaining friendships - know how to build new friendships in safe settings - know how to make others feel welcome and not excluded - respond appropriately to different children, understanding they may hold different boundaries around play - continue to respect personal space 	<ul style="list-style-type: none"> - <i>responding appropriately to different children whose boundaries of play may differ slightly from yours</i> - <i>discussing things you could tell a trusted adult about, including worries</i> - <i>continue to practise consideration for the personal space of others</i> 	<ul style="list-style-type: none"> tell share worry/concern safety public private belong/belonging 	<ul style="list-style-type: none"> - discuss reasons when it is safe for somebody else to see your private parts, and who these people might be (a parent at bath time, a doctor etc.) - help your child to distinguish between private and public activities (i.e. going to the toilet should be done in private) - discuss all the groups you belong to as a family and individually and how that makes your family/you/them special!
Summer 1	<ul style="list-style-type: none"> - explain what makes them special and what makes them feel special 	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories 	<ul style="list-style-type: none"> special individual different feelings 	<ul style="list-style-type: none"> - ensure you continue to tell your child how special they are and why! Can they do the same for you?

<p>All the World</p>	<ul style="list-style-type: none"> - celebrate and share similarities and differences between themselves and others - understand and name some common characteristics of family life - understand that families can provide love and safety - explain what makes them feel happy and safe when they're with their family <p>Revision:</p> <ul style="list-style-type: none"> - <i>know who their trusted grown ups are</i> - <i>know that their body parts covered by their underwear belong to them</i> - <i>know that their body parts covered by their underwear are private</i> - <i>understand the effect a sense of belonging has on themselves and others</i> 	<p>and videos related to topics covered</p> <p>Revision:</p> <ul style="list-style-type: none"> - <i>understanding private body parts</i> - <i>behaving appropriately and showing respect for their own privacy and that of others</i> 	<ul style="list-style-type: none"> similarity difference ourselves others sharing changes <ul style="list-style-type: none"> family Mum/Dad/brother/sister etc., plus other names children may use for family members when discussing them values love caring respect happiness safety 	<ul style="list-style-type: none"> - identify similarities and differences between your child and others, yourself and others, and your family and others - celebrate similarities and differences and discuss how they can help you learn new things about others and the world - maybe you could make a list together of what makes your family special? Talk about family events and celebrations, traditions in your family and things you like doing together
<p>Summer 2</p> <p>Into the Jungle...</p>	<ul style="list-style-type: none"> - learn the benefits of being online, but that it is possible that they may see or 	<ul style="list-style-type: none"> - range of discussion, responding to scenarios and engaging with stories 	<ul style="list-style-type: none"> online technology safety concern worry 	<ul style="list-style-type: none"> - reinforce messages around online safety - ensure your child only has access to technology when fully supervised. If you would like some advice about parental

	<p>experience something that worries them</p> <ul style="list-style-type: none"> - learn and explain the positives of having some 'screen-free' time - learn and explain how to protect their skin from unsafe exposure to the sun - learn and explain what exercise is and how being active benefits their body and mind <p>Revision:</p> <ul style="list-style-type: none"> - <i>their own 'special' feelings</i> - <i>how each of us are special</i> - <i>how families can help us belong and the feelings they can build in us</i> - <i>how families can build on our sense of identity</i> 	<p>and videos related to topics covered</p> <p>Revision:</p> <ul style="list-style-type: none"> - <i>continuing to celebrate similarities and differences between themselves and others</i> - <i>discussing our own family and finding out about the experiences of others</i> 	<p>share tell contact trusted adult screen time screen-free time</p> <p>skin sun sunburn UV rays sun tan lotion clothing hat shade midday</p> <p>exercise positive movement being active fitness mind body wellbeing benefit physical activity</p>	<p>controls when working online, please speak to your child's teacher</p> <ul style="list-style-type: none"> - model good ways of caring for your own skin, and your child's, especially in the sun now the weather should be getting warmer! - ensure you have some 'screen-free' time as a family every so often to just enjoy being together! Rules count for grown ups too! - enjoy getting some exercise together in any form you enjoy the best. You could encourage your child to try some new sports – while it's warm this is a brilliant time to get out and about! - talk to your child about ways in which you look after your own wellbeing, both physically and mentally, and perhaps allow them to choose a couple of their own activities that they think will benefit theirs to try
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