

Year One Personal, social, health and economic education/Citizenship Curriculum and the Rights and Respect of the Child

Theme	Key Vocabulary	Learning to take place linked to knowledge, skills and understanding	Books/resources to support learning	Links to other areas of the curriculum	RRC
Mental Health, Being Healthy and Wellbeing	Rights Respect UNICEF Social Personal Feelings Experiences	Build on work in Early Years in developing self-regulating skills and increasing their understanding of their own feelings and those of others. Learn to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	Explore simple exercises and approaches to mindfulness activities.		17
	Likes Dislikes Differences	Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple though challenging goals			17
	Safe Safety Protect Health Hygiene COVID-19 Breathing Thinking	Learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. Recognise, name and deal with their feelings in a positive way.	Behaviour Policy and Code of Conduct Mindfulness activities.	Behaviour Policy and Code of Conduct	17
		Learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).		RE Curriculum	17
		Know the importance of and how to maintain personal hygiene. Reinforce the hand washing approach linked to COVID-19 Develop understanding of how some diseases spread and can be controlled. .	Now Wash Your Hands! By Matt Carr **		17, 24
		Learn about the process of growing from young to old and how people's needs change.			17, 24, 27
		Understand what rules are for and ways of keeping physically and emotionally safe (including road safety, water, sun) learn that all household products, including medicines, can be harmful if not used properly; rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	Road safety		6, 17, 27,
		Learn how to make simple choices that improve their health and well-being.			6, 12, 24, 27

		Learn about the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets.)	NSPCC resources School Nurse and health team	Internet safety PANTS – NSPCC lessons with School Nurse	16, 24
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Relationships and respecting the differences between people	Behaviour Feelings Unfair Fair Unkind Kind Right Wrong Consequences Differences Rules Comfortable Uncomfortable	Recognise how their behaviour affects other people.	Behaviour Policy, On-going feedback, consistent approach	On-going feedback, consistent approach	15, 31, 3,40
		Learn to communicate their feelings to others, to recognise how others show feelings and how to respond.	Behaviour Policy, On-going feedback, consistent approach	On-going feedback, consistent approach	12, 15, 29, 31, 39
		Recognise what is fair and unfair, kind and unkind, what is right and wrong.	Behaviour Policy, On-going feedback, consistent approach, RE curriculum	On-going feedback, consistent approach, RE curriculum	14,16, 17, 29,
		Learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	Behaviour Policy, Team work in PE	Team work in PE	14, 15,
		Identify and respect the differences and similarities between people – people learn in different ways.	All are Welcome by A. Penfold and S. Kaufman	RE Curriculum	28, 29, 30,
		Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.			9, 12, 15, 20,
		Learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	NSPCC resources School Nurse and health team. Anti-bullying Policy	PANTS – NSPCC lessons with School Nurse	16, 17, 32, 33,34,36, 39
		Recognise when people are being unkind either to them or others, how to respond, who to tell and what to.	Anti-bullying Policy		12, 19, 27,36

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Living in the Wider World	Rules Listen Responsibilities Community Local Contribute	Learn how to contribute to the life of the classroom.	Cubes in jar Debates		15, 28, 29, 32
		Learn to help construct, and agree to follow group and class rules and to understand how these rules help them	Cubes in jar Debates		16,
		Learn that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).		Science	15, 28,
		Learn that they belong to various groups and communities such as family and school and the wider community and the local area.		History	14, 15, 18, 30,
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Changing and Growing	Body Growing Changes Differences Feelings Human Relationships Family	Learn to understand what constitutes a relationship - what makes a family, family trees, who looks after us.			8, 18, 30
		Understand the skills needed to look after a baby.			18, 19, 20, 24,27
		Identify different friendships between people.			15, 31
		Learn how to handle changes within our lives - dealing with our feelings, stranger safety.			16,17, 24,27, 36
		Know that living things reproduce.			7, 9,18
		Celebrate differences		RE curriculum	9, 10, 14,21, 22,23
		Learn to ask for help and clarity when they need to without being embarrassed or worried.			18, 24,27,28,39,40

Possible Mindfulness ideas and approaches

- Become aware of the rhythm of your breathing. There's no need to change your breathing in any way, simply notice it exactly as it is.
- **Listen to the bell.** An easy way for children to practice mindfulness is to focus on paying attention to what they can hear. You could use a bell, a set of chimes, or an APP that has sounds on it. Tell children that you will make the sound, and they should listen carefully until they can no longer hear the sound (which is usually 30 seconds to a minute). I find that this exercise does have a calming effect on my children, and it's a fun way to teach them to pay attention to their surroundings.
- Stroll outside possibly through the meadow and notice things we have not seen before. Designate one minute of the walk where we are completely silent and simply pay attention to all the sounds we can hear.

- Explore different emotional vocabulary and their meanings - Describe emotions using body parts and faces.

** <https://www.youtube.com/watch?v=sqAyR-FNnag>