Year 1 – Term 2

Do we all work in the same way?

PSHE



Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

What makes them unique and special; how they are the same as, and different to, others;
About the different groups they are part of, and how this can contribute to a sense of belonging
That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things
How to show respect, care and concern for others diversity, personal identity and self-respect;
What contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes),
The benefits of living in a diverse community and that everyone should be treated with respect
How to respectfully express their likes, dislikes and needs, and listen to other people
Ways to show politeness and respect
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum.
Understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

Essential Prior Learning:

Name some similarities and differences between themselves and others, showing respect for these differences.
Talk about what makes you an individual, special and unique.
Know that not everyone feels the same as us and show some sensitivity towards others.
Name some body parts.

Progression in Skill:

Begin to understand what empathy is.
Know that everyone is equal, regardless of their similarities and differences.
Know some of the things that make you special, including personal features and qualities.
Talk about some of the things you like/dislike and are good at.
Know that everyone has different strengths.
Find similarities and differences between you and others.
Understand why self-worth is important.
Know that differences between us can be a good thing.
Use the correct names for the main parts of the body, including external genitalia.
Know that the parts of the body covered by underwear are private.
Suggest ways to stay safe near roads and railways.
Suggest ways to stay safe in large crowds and busy places.

Long-term Memory Knowledge:

Give some examples of empathy and how/when we can show it.
Name some of your strengths as well as those of others and begin to articulate why it is good that we have these differences.
Show an understanding that we should treat everyone equally, regardless of any differences to us.
Use the correct names for the main parts of the body, including external genitalia and know that parts of the body covered by underwear are private and who else should be able to ask to see them or touch them.
Name some ways to keep safe when out and about near roads, railways and in other busy places.

Key Vocabulary	
empathy	understanding how someone else feels
equal	the same
features	the different parts of a person's body, face and personality
qualities	character traits like kindness, honesty, and sharing
strengths	positive character traits and abilities
penis	the part of the body that boys and men have between their legs, used to urinate (wee)
vulva	the part of the body on the outside of girls and women between their legs
testicles	two small oval shaped body parts inside the scrotum behind the penis
scrotum	the pouch of skin which holds the testicles
vagina	the part of the body on the inside of women and girls between their legs

Progression in Resources:

Non-fiction books
Informative videos
Skeleton
Xray photos

Relevance	
Now	Children recognise similarities and differences between themselves and others but treat others with respect; begin to see the positives in having different strengths; understand what is meant by 'private parts' and how to keep safe; know what to do to stay safe out and about.
Future	Show empathy towards others and treat everyone with respect, recognising the importance of playing to others' strengths; keep themselves safe in situations and recognise potential risks.
Aspiration	Choose a career that plays to their strengths; work well in a team and individually; recognise their strengths and those of others; be part of an inclusive community where everyone can use their skills, talents and strengths successfully; have strategies to keep themselves safe.