



Medium Term Plan: 2021-22

Year 1:

Theme	Topic	In this unit of work, students learn...	Key Questions/ Links:
Autumn- Relationships	<p>Families and friendships Roles of different people; families; feeling cared for</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. To identify the people who love and care for them and what they do to help them feel cared for R3. About different types of families including those that may be different to their own R4. To identify common features of family life R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family 	<p><i>Who are our special people?</i> <i>What makes them special to us?</i> <i>How do people look after each other?</i> <i>How can we help the people who look after us?</i></p> <p>Link to Cornerstones unit- School days</p>



WOODVALE PRIMARY ACADEMY

Safe relationships

Recognising privacy; staying safe; seeking Permission

Suggested number of sessions: 1-3

PoS Refs:

R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R15. How to respond safely to adults they don't know

R16. About how to respond if physical contact makes them feel uncomfortable or unsafe

R17. About knowing there are situations when they should ask for permission and also when their permission should be sought

- about situations when someone's body or feelings might be hurt and whom to go to for help
- about what it means to keep something private, including parts of the body that are private
- to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
- how to respond if being touched makes them feel uncomfortable or unsafe
- when it is important to ask for permission to touch others
- how to ask for and give/not give permission

Can someone's feelings be hurt as well as their body?

When might this happen?

How might someone behave if their feelings get hurt?

Who can people ask for help if their feelings are hurt?

Who can people ask for help if they are physically hurt?

How can someone make sure they are listened to if they are feeling hurt?

How do people keep things private?

How do we know when someone wants to keep things private?

Should we keep everything private?

How does it feel in our bodies when someone who makes us feel safe and happy cuddles us?

How do our bodies react when we don't want to be touched?

If something is happening that we do not like, what can we say or do? How else can we say 'no' to being touched?

Who should we tell if we feel uncomfortable, worried or confused?

[NSPCC- the underwear rule resources](#)



WOODVALE PRIMARY ACADEMY

	<p>Respecting ourselves and others How behaviour affects others; being polite and respectful</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: R21. About what is kind and unkind behaviour, and how this can affect others R22. About how to treat themselves and others with respect; how to be polite and courteous</p>	<ul style="list-style-type: none">• what kind and unkind behaviour mean in and out school• how kind and unkind behaviour can make people feel• about what respect means• about class rules, being polite to others, sharing and taking turns	<p>When people talk about 'behaviour' what do they mean? When have we been kind to someone and how did it make them/us feel? How does it feel to do the right thing? How does it feel to do the wrong thing?</p> <p>What does 'respect' mean? How do we show respect? Why is it important to listen to the ideas and thoughts of others? What does playing nicely look like? What is it like when we play together well? How can we play better together?</p> <p>Link to Cornerstones unit- School days</p>
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WOODVALE PRIMARY ACADEMY

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring- Living in the wider world</p>	<p>SPRING 2:</p> <p>Belonging to a community What rules are; caring for others' needs; looking after the environment</p> <p>Suggested number of sessions: 1-5</p> <p>PoS Refs: L1. About what rules are, why they are needed, and why different rules are needed for different situations L2. How people and other living things have different needs; about the responsibilities of caring for them L3. About things they can do to help look after their environment</p>	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling 	<p>What jobs/ responsibilities does our teacher have in the classroom? How can we help our teacher? What are our jobs/ responsibilities in the classroom? How can we help each other? What are rules and why do we have them?</p> <p>What needs do we all share? Who is responsible for meeting our needs? Does everyone in our class/ on our table have the same needs? Would rules help us to be responsible for other people's needs? Do we help with anyone's needs at home?</p> <p>What is around us? Our home? Our school? Who or what lives in our local environment? What do we like/ dislike about our environment? What damages our environment? What can we do to help our environment?</p> <p>Link to Alzheimer's Society -Creating a dementia-friendly generation (KS1)</p> <p>Link to Cornerstones unit- Childhood</p>



WOODVALE PRIMARY ACADEMY

	<p>SPRING 1:</p> <p>Media literacy and Digital resilience Using the internet and digital devices; communicating online</p> <p>Suggested number of sessions: 1-3</p> <p>PoS Refs: L7. About how the internet and digital devices can be used safely to find things out and to communicate with others L8. About the role of the internet in everyday life</p>	<ul style="list-style-type: none">• how and why people use the internet• the benefits of using the internet and digital devices• how people find things out and communicate safely with others online	<p><i>Safer Internet day 2021- Tuesday 9th February</i></p> <p><i>Resources on Twinkl linked to this theme.</i></p>
	<p>Money and Work Strengths and interests; jobs in the Community</p> <p>Suggested number of sessions: 1-2</p> <p>PoS Refs: L14. That everyone has different strengths L16. Different jobs that people they know or people who work in the community do</p>	<ul style="list-style-type: none">• that everyone has different strengths, in and out of school• about how different strengths and interests are needed to do different jobs• about people whose job it is to help us in the community• about different jobs and the work people do	<p>What are you good at in and out of school? What sort of jobs do people do in the local community? Who helps us to stay safe (and/or healthy) in different places?</p> <p><i>People who help us/ When I grow up resources on Twinkl</i></p>



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	<p>L17. About some of the strengths and interests someone might need to do different jobs</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer- Health & Well-being</p>	<p>Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: H1. About what keeping healthy means, different ways to keep healthy H2. About foods that support good health and the risks of eating too much sugar H3. About how physical activity helps us to stay healthy; and the ways to be physically active everyday H5. Simple hygiene routines that can stop germs from spreading H8. How to keep safe in the sun and protect skin from sun damage H9. About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. About the people who help us to stay physically healthy</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	<p>What do we need to do to keep ourselves healthy? What do we need to do during our day that keeps us healthy? What do we think healthy people do and do not do? What things can we do when we feel good and healthy?</p> <p>How do we keep clean at home/ at school? How can germs be passed from one person to another? What can we do to help stop germs and diseases spreading? What are we responsible for?</p> <p><i>Healthy Living resources on Twinkl</i></p> <p><i>Germ experiment using glitter</i></p>



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	<p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Suggested number of sessions: 1-5</p> <p>PoS Refs: H11. About different feelings that humans can experience H12. How to recognise and name different feelings H13. How feelings can affect people’s bodies and how they behave H14. How to recognise what others might be feeling H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things H21. To recognise what makes them special H22. To recognise the ways in which we are all unique H23. To identify what they are good at, what they like and dislike H24. How to manage when finding things difficult</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<p>How do we feel today? How do we tell/show people how we are feeling? How do others show their feelings? How can we help if someone is feeling unhappy? How does it feel in our bodies when we feel...? What do people look like when they feel...? What can we do when we have feelings that are not so good?</p> <p>How are we similar to others? How are we different to others?</p> <p>What do we like to do that makes us feel good? What choices can we make during our day that can help us to feel good? What if someone chooses something else? How can this make them feel?</p> <p>What can I do for myself? What am I good at? How do I know? How does it feel to be good at something? What am I getting better at? What would I like to be able to do? What do I need help with?</p>



WOODVALE PRIMARY ACADEMY

			<p>What does it mean if we say something is 'unique'?</p> <p>In which ways are you 'unique'?</p> <p>Link to Cornerstones unit- Moon Zoom</p>
<p>Keeping safe How rules and age restrictions help us; keeping safe online</p> <p>Suggested number of sessions: 1-3</p> <p>PoS Refs: H28. About rules and age restrictions that keep us safe H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<ul style="list-style-type: none">• how rules can help to keep us safe• why some things have age restrictions, e.g. TV and film, games, toys or play areas• basic rules for keeping safe online• whom to tell if they see something online that makes them feel unhappy, worried, or scared	<p>What do we think we have to keep safe from and how do we do this?</p> <p>Are these real dangers or pretend dangers?</p> <p>Who are the people who keep us safe and what do they do to keep us safe?</p> <p>How can we help them to keep us safe?</p> <p>Who can we ask for help and if we tell, will we get into trouble?</p> <p>Link to Thinkuknow: Jessie and Friends Website</p>	