

Galleywood Infant School Relationships and Health Education Map- Year 1

Year group	Term and topic overview	Lesson Titles and brief description	RHE links
Year 1	<p>Autumn term 1: Me and My Relationships</p> <p>Includes feelings, emotions, conflict resolution, friendships</p>	<p><b>Thinking about feeling safe-</b> who helps us to feel safe? What can we do if we feel unsafe? Who can you talk to if you feel unsafe?</p> <p><b>Feelings-</b> Identifying a range of feelings and how we might respond to feelings of anger, worry, frustration etc</p> <p><b>Special people in my life-</b> Who are our special people? What do our special people do to make us feel special? Are our special people always part of our family? What groups do we belong to (friendship groups, place of worship etc).</p> <p><b>What makes a good friend?</b> What ingredients do we need to make a good friendship? A good friend will share, take turns, be kind, be respectful etc.</p> <p><b>How well do we listen?</b> Play a variety of listening games, building towards children understanding the importance of listening to others.</p>	<ul style="list-style-type: none"> <li>• <b>Relationships Education-Families and people who care for me</b> 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• <b>Relationships Education-Families and people who care for me</b> 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• <b>Relationships Education- Caring friendships</b> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• <b>Relationships Education- Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education -Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education- Caring friendships</b> 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• <b>Relationships Education- Caring friendships</b> 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• <b>Relationships Education- Respectful relationships</b> 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul>
Year 1	<p>Autumn term 2: Valuing Difference</p>	<p><b>Same or different?</b> Looking at ways in which we are similar and different to each other through stories and circle games e.g. swap places if you like</p>	<ul style="list-style-type: none"> <li>• <b>Relationships Education-Families and people who care for me</b> 1. That families are important for children growing up because they can give love, security and stability.</li> </ul>

<p>Includes British Values focus</p>	<p>bananas, jump up and down if your favourite ice-cream flavour is chocolate, spin on the spot if you have brown hair.</p> <p><b>Unkind, tease or bully?</b> Discussing the definitions of these words and how they might be applied to different scenarios.</p> <p><b>Who are our special people?</b> Exploring who is special in each of our lives- this includes family, friends and in the wider community.</p> <p><b>It's not fair!</b> Exploring the concept of fairness through a story and discussion.</p>	<ul style="list-style-type: none"> <li>• <b>Relationships Education-Families and people who care for me</b> 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• <b>Relationships Education-Families and people who care for me</b> 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• <b>Relationships Education Families and people who care for me</b> 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• <b>Relationships Education- Respectful relationships</b> 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• <b>Relationships Education Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education Caring friendships</b> 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• <b>Relationships Education Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education Respectful relationships</b> 3. The conventions of courtesy and manners</li> <li>• <b>Relationships Education Respectful relationships</b> 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• <b>Relationships Education Respectful relationships</b> 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>
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Year 1	<p>Spring term 1: Keeping Myself Safe</p> <p>Includes aspects of Relationships Education</p>	<p><b>Healthy Me</b> Discussing the importance of healthy foods and exercise.</p> <p><b>Super Sleep</b> Why do we need to sleep? How might a bedtime routine help us? Discussing the importance of a good sleep for a healthy body and mind.</p> <p><b>Who will help me?</b> Exploring a range of scenarios where children might need help e.g. something is lost, someone has been unkind. Children will also discuss how it might feel if someone doesn't listen to them when they ask for help and what they could do about it.</p> <p><b>Harold loses Geoffrey</b> Has anyone ever lost a toy before? How did it feel? Discuss the range of emotions you feel when you lose something that is important to you.</p> <p><b>What should Harold do?</b> Exploring the scenario of a character named Harold finding some medicine in the home. What should he do? The importance of staying safe around medicines will be discussed.</p>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</b> 1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</b> 3. The risks associated with an inactive lifestyle (including obesity).</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Health and prevention</b> 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Health and prevention</b> 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• <b>Relationships Education Families and people who care for me</b> 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• <b>Relationships Education Caring friendships</b> 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• <b>Relationships Education Being safe</b> 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</b> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>• <b>Relationships Education Families and people who care for me</b> 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• <b>Relationships Education Respectful relationships</b> 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

### Good or bad touches?

NSPCC resources to be used to teach children which parts of their bodies are private, the names of these body parts and the PANTS rules.

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

### Sharing pictures

What is the internet? How does it help us with our daily lives? Children will then discuss how they can ensure they use the internet safely and how it is important to keep our information private. They will share a story about some children who take and share photographs on an older sibling's phone; the risks of doing so will be discussed and what the children should have done instead.

- **Relationships Education Being safe**
  1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- **Relationships Education Being safe**
  2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- **Relationships Education Being safe**
  5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- **Relationships Education Being safe**
  6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- **Relationships Education Being safe**
  7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- **Relationships Education Being safe**
  8. Where to get advice e.g. family, school and/or other sources.
- **Relationships Education Online relationships**
  1. That people sometimes behave differently online, including by pretending to be someone they are not.
- **Relationships Education Online relationships**
  2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- **Relationships Education Online relationships**
  3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- **Relationships Education Online relationships**
  4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- **Relationships Education Online relationships**
  5. How information and data is shared and used online.
- **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms**
  1. That for most people the internet is an integral part of life and has many benefits.
- **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms**
  3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms**
  5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms**
  7. Where and how to report concerns and get support with issues online.

<p>Year 1</p>	<p>Spring term 2: Rights and Responsibilities</p> <p>Includes money, living in the wider world, environment</p>	<p><b>Harold’s wash up and brush up</b> Exploring morning routines including washing, eating a healthy breakfast and good dental hygiene.</p> <p><b>Around the school</b> What are your favourite parts of the school environment? Why? Discuss how everyone has a responsibility to look after the school environment to keep it a safe, happy place.</p> <p><b>Taking care of something</b> How might we take care of a class plant? Discuss the different ways in which we might ensure the plant is taken care of.</p> <p><b>Harold’s money</b> What costs money? Discussing the different things our families need to buy e.g. food, clothes.</p> <p><b>Basic first aid</b> Discussing the term ‘first aid’ and why it is so important. Exploring the Red Cross website for how children can learn basic first aid skills <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/</a></p>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Health and prevention</b> 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Health and prevention</b> 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• <b>Relationships Education Respectful relationships</b> 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Basic first-aid</b> 1. How to make a clear and efficient call to emergency services if necessary.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Basic first-aid</b> 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p>Year 1</p>	<p>Summer term 1: Being my best</p> <p>Includes keeping healthy,</p>	<p><b>I can eat a rainbow</b> Exploring the different food groups and why it is important to eat a varied diet through songs and images.</p>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Healthy eating</b> 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Healthy eating</b> 2. The principles of planning and preparing a range of healthy meals.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Healthy eating</b> 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for</li> </ul>

	<p>Growth Mindset, goal setting, achievement</p>	<p><b>Eat well</b> Designing a healthy packed lunch and following a healthy recipe.</p> <p><b>Catch it, bin it, kill it!</b> Making posters to encourage basic hygiene around the school.</p> <p><b>Harold learns to ride his bike</b> Exploring the concept of learning something new. Looking at 'the learning line' to talk about the different stages in acquiring a new skill.</p> <p><b>Pass on the praise</b> Making a feelings circle. How does it feel when you get support and praise? Who praises you in school and at home? Do you praise and encourage others?</p> <p><b>Harold's bad day</b> Exploring how our actions have an impact on others through a story.</p>	<p>example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Health and prevention</b> 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education Caring friendships</b> 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• <b>Relationships Education Caring friendships</b> 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• <b>Relationships Education Respectful relationships</b> 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• <b>Relationships Education Respectful relationships</b> 3. The conventions of courtesy and manners.</li> <li>• <b>Relationships Education Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education Respectful relationships</b> 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>
<p>Year 1</p>	<p>Summer term 2: Growing and Changing</p> <p>Including links to RSE</p>	<p><b>Inside my wonderful body!</b> Looking at organs, muscles, bones and our circulation system. What is the function of our main organs? Where in the body are they located?</p> <p><b>Taking care of a baby</b> Identifying the needs of a baby and the role of a family in taking care of babies.</p>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness</b> 4. How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>• <b>Relationships Education-Families and people who care for me</b> 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>



**Then and now**

Children will reflect on what they could do as a baby, as a toddler and now as a young child.

**Who can help?**

Revisiting the **Unkind, tease or bully?** lesson from earlier in the year. Revisiting the definitions of unkind, teasing and bullying. Who might you ask for help if you felt that someone was unkind to you or teasing you? What might you do if you felt like you were being bullied? Children to create a poster to show the different people they can talk to.

**Surprises and secrets**

Discussing the difference between a secret and a happy surprise. Children will hear a story about someone being asked to keep a secret that made them feel uncomfortable- who could they talk to in this situation?

**Keeping privates private**

Recap the body parts that we keep private and that we wear pants to keep these parts private. Children to reflect on those who might have helped them go to the toilet when they were a baby/ a toddler. Children will recap the importance of closing the door when going to the toilet as this is private. Children will also talk about who they might talk to if their private parts were sore e.g. a doctor.

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- **Relationships Education Being safe**  
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- **Relationships Education Being safe**  
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- **Relationships Education Being safe**  
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- **Relationships Education Being safe**  
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- **Relationships Education Being safe**  
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- **Relationships Education Being safe**  
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- **Relationships Education Being safe**  
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

			<ul style="list-style-type: none"><li>• <b>Relationships Education</b> <b>Being safe</b></li></ul>
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8. Where to get advice e.g. family, school and/or other sources.