



Year 1 Coverage and progression



| 1 decision | Keeping/ staying safe | | Keeping/staying healthy | | Relationships | | Being responsible | | Feelings and emotions. | | Computer safety. | |
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| Subject title | Assessment Baseline | Road safety | Assessment Baseline | Washing hands | Assessment baseline | Friendship | Assessment Baseline. | Water spillage. | Assessment baseline | Jealousy | Assessment Baseline | Online Bullying. |
| Learning objective | What do I need to keep safe from? What may put me or others at risk? | Understand road safety. Develop road sense. Explore real life scenario. | What does a healthy person look like? What do we do as a class to keep healthy? | Germs and how they may spread. How to prevent spread | Types of relationship. Relationship Web. | Recognise and name a range of feelings. Caring about others. How to be a good friend. | What are you responsible for? How do responsibilities grow as you grow? | Importance of preventing accidents. Recognise responsible and irresponsible actions. | Understanding a range of emotions and how they make us feel physically and mentally. | Be able to recognise and name emotions and their physical effects. | Awareness of current games and apps used. Awareness of computer safety rules. | Understand how online activity can affect others. Be able to recognise negative aspects of using technology. |

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| <p style="text-align: center;">Impact Covers Statutory Elements</p> | <p>End of KS1 expectation: Mental wellbeing (H) The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Respectful relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> | <p>End of KS1 expectation: Health and Prevention (H) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>Healthy Eating (H) What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> | <p>End of KS1 expectation: Respectful Relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Caring Friendships (R) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> | <p>PSHE Programme of Study Core Theme Living in the Wider World: About respect for self and others and the importance of responsible behaviours and actions. About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> | <p>End of KS1 expectation: Mental Wellbeing(R) 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. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> | <p>End of KS1 expectation: Internet safety and harms (H) 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 Where and how to report concerns and get support with issues online 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</p> |
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