**PSHE/C Curriculum – Year 1 Spring Term 2**

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| **Theme: Healthy and Safer Lifestyles: Relationships and Sex Education (including drug education)** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To recognise the main external parts of the bodies of humans, including names for sexual parts. (BS)  2. To describe what their bodies can do.  3. To understand that they have responsibility for their body’s actions and that their body belongs to them. (BS)  4. To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. (HP)  5. No Outsiders - Additional Learning  Going to the Volcano – To join in | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Being Safe (BS)  • how to report concerns or abuse, and the vocabulary and confidence needed to do so.  Health Education:  Health and Prevention (HP)  • about personal hygiene and germs including bacteria, viruses, how  they are spread and the importance of handwashing. | |
| body parts | different parts of the body | body | a person's or animal's whole physical self | |
| male | a boy | amazing | causing astonishment, great wonder, or surprise | |
| female | a girl | facts | information | |
| penis, testicles | correct anatomical names for a male/boy’s private parts | responsibility | being dependable, making good choices, and taking accountability for your actions | |
| vagina/vulva | correct anatomical names for a female/girl’s private parts | illnesses | the state of being ill, sick or in poor health (having a sickness or disease) | |
| control | to have the power to run something (controlling something) | private | personal to you and not to be shared with anyone else | |
| germs | very tiny living things (called micro-organisms) that can make us feel poorly (bacteria and viruses) | volcano | an opening in the Earth's crust, which allows hot magma, ash and gases to escape from below the surface | |
| **Prior Learning (EYFS)**  In EYFS, children learnt how to value and appreciate their own and other people’s bodies. They learnt to recognise and name external parts of the body using scientific names for the external sexual parts of the body. They learnt to recognise and appreciate similarities and differences between bodies, including those between girls and boys. The children learnt to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives. Children looked at personal hygiene and developed appropriate levels of responsibility. They continued to develop basic hygiene routines, including toileting and washing, and also learnt about the importance of good hygiene and cleanliness for preventing the spread of disease. They learnt that, as they grow, they will become more independent and will take more responsibility for looking after themselves and things around them. | | | | **Future Knowledge (Year 2)**  In year 2, children will consolidate their understanding of how babies develop into children and then into adults and will consider their own physical development. They will be able to explain that a baby human or animal grows inside its mother. They will think about their responsibilities and how these have changed since they were a baby. They will then consider what babies and young children need to stay healthy and safe. The main themes covered in this unit are ‘the human life cycle’, ‘growing up’, ‘personal responsibilities’ and ‘parents, carers and families’. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What are the names of the main parts of the body? (BS) | * Use names such as arm leg, elbow etc with confidence * Use scientific names such as penis, testicles and vagina/vulva * Use the words male and female | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What can my amazing body do? | * Give examples of things my body can do * Give a reason that my body is amazing. | | | | |
| 3. When am I in charge of my actions and my body? (BS) | * Give an example of how I can be in control of my body * Describe some things I would only do in private * Name the parts of my body which are private | | | | |
| 4. How can I avoid spreading common illnesses and diseases? (HP) | * Able to name a way they can prevent the spread of germs | | | | |
| **No Outsiders**  5. Additional Learning -  Going to the Volcano – To join in | * I know we are all different * I know we can play together * I can join in | | | | |