

Year 1 Medium Term Overview

Term	Topic	In this unit of work, children should learn:
Autumn – Relationships	Families and friendships Roles of different people; families; feeling cared for <i>PoS Refs: R1, R2, R3, R4, R5</i>	<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
	Safe relationships Recognising privacy; staying safe; seeking permission <i>PoS Refs: R10, R13, R15, R16, R17</i>	<ul style="list-style-type: none"> • 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
	Respecting ourselves and others How behaviour affects others; being polite and respectful <i>PoS Refs: R21, R22</i>	<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
Spring – Living in the wider world	Belonging to a community What rules are; caring for others’ needs; looking after the environment <i>PoS Refs: L1, L2, L3</i>	<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
	Media literacy and Digital resilience Using the internet and digital devices; communicating online <i>PoS Refs: L7, L8</i>	<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
	Money and Work Strengths and interests; jobs in the community <i>PoS Refs: L14, L16, L17</i>	<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
Summer – Health and wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety <i>PoS Refs: H1, H2, H3, H5, H8, H9, H10</i>	<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 – drinking water, 5 a day, breakfast • 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
	Growing and changing	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at

Year 2 Medium Term Overview

Term	Topic	In this unit of work, children should learn:
Autumn – Relationships	Families and friendships Making friends; feeling lonely and getting help <i>PoS Refs: R6, R7 R8, R9, R24</i>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else - worries
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying

	<p><i>PoS Refs: R11, R12, R14, R18, R19, R20</i></p>	<ul style="list-style-type: none"> • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	<p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions <i>PoS Refs: R23, R24, R25</i></p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
<p>Spring – Living in the wider world</p>	<p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community <i>PoS Refs: L2, L4, L5, L6</i></p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community
	<p>Media literacy and Digital resilience The internet in everyday life; online content and information <i>PoS Refs: L8, L9</i></p>	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
	<p>Money and Work What money is; needs and wants; looking after money <i>PoS Refs: L10, L11, L12, L13, L15</i></p>	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants
<p>Summer – Health and wellbeing</p>	<p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help <i>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</i></p>	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
	<p>Growing and changing Growing older; naming body parts;</p>	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up

<p>moving class or year <i>PoS Refs: H20, H25, H26, H27</i></p>	<p>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year</p>
<p>Keeping safe Safety in different environments; risk and safety at home; emergencies <i>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</i></p>	<p>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’ • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>