

YEAR 1 UNIT 6: Relationships

Purpose: To know what makes a positive relationship

Enquiry Question: How do we take care of ourselves inside and out? (hygiene and families)

Related Units:

RECEPTION – Relationships (Summer)

Year 2 – What are my strengths

Unit overview	Vocabulary	Knowledge, Skills and Concepts
National Curriculum • A1: that families are important for children growing up because they can give love, security and stability. • A2: 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. • A3: 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 • A4: 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. • A6: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. B1: how important friendships are in making us feel happy and secure, and how people choose and make friends. • B2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • B3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	New Vocabulary • Safe • Trusted adult • Qualities • Hygiene • Differences • Hygiene • Grown • Changed	In this unit, pupils are learning (lessons 7-12): • To know what a good friend is • To know what to say to a new friend Relationships Education Objectives • To understand how to keep myself clean and healthy and explain why it is important • To understand how I have grown and changed since birth • To identify the people in my family, while recognizing that not all families look like mine • To explain where I can get help and support

• B4: 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. • B5: 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. • C1: 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. • C2: practical steps they can take in a range of different contexts to improve or support respectful relationships. • C3: the conventions of courtesy and manners. • C4: the importance of self-respect and how this links to their own happiness. • C8: the importance of permission-seeking and giving in relationships with friends, peers and adults • F2: 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. • F3: 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. • F6: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • K4: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • K5: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		
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Related Books/Resources	Whole School/Community Links	Assessment Opportunities
• 'The Colour Monster' by Anna Llenas • 'The Worrysaurus' by Rachel Bright • 'The Koala Who Could' by Rachel Bright • 'How Full Is Your Bucket? For Kids' by Tom Rath • 'Leonardo the Terrible Monster' by Mo Willems Updated Ealing PSHE SoW > Short Term Planning > Summer > Year 1 • Suggested lesson slides • Suggested resources • Assessment opportunity resources	Collective Worship • <i>What does it mean to be a friend? What are the qualities of a good friend?</i> • Initiate display in classroom to celebrate friendship and kindness throughout term. Involve pupils and other staff in making contributions. LEPS Links • MindUp • Zones of regulation • Worry boxes • School Council • Collective worship	<u>Self-Assessment</u> Pupils to complete self-assessment sheet at beginning of Autumn Term and then at the end of Summer Term (in a different colour). Self-assessment sheets to be compiled by class teacher and handed over to next teacher as part of transition. <u>Formal Assessment</u> 1. What makes a good friend? 2. How can you keep yourself clean and healthy? 3. How have you changed since you were a baby? 4. Who can you go to your help? <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.