

Learn Together in Year 1

Strand	Unit	In this unit of work, students learn...
Moral and Spiritual	Exploring Moral Development and Relationships	<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, religions. about the importance of telling someone — and how to tell them — if they are worried about something in their family 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
	Supporting Physical and Mental Health	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave 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 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 Begin to understand that we have a responsibility in helping reduce the spread of infection and to develop simple skills to help prevent disease spreading.
Equality and Justice	Exploring human rights/ Activating equality (BHM)	<ul style="list-style-type: none"> to appreciate diversity in the school e.g. culture, ethnicity, religion and family units about equality issues through celebrations such as International Black History Month About why it is important to see a range of people with different skin tones and appearances in books, TV programmes and films to ensure their communities are represented truthfully. To learn about the life and history of: Paul Stephenson and Rosa Parks
	Exploring Human Rights	<ul style="list-style-type: none"> Begin to distinguish the difference between needs and wants. Identify and name basic rights e.g. right to food water, shelter, health, play, to be safe, not to be hurt etc
	Economic Wellbeing and Sustainability	<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. The value of coins and notes that they use and choose the correct coins to pay for items. About the different ways in which money comes e.g. earning, winning, borrowing, finding, donated The importance of saving money for later. Different ways of keeping track of money and spending e.g. keeping a spending diary. They have choices about saving and spending money and know why this is important and that people may make different choices to them. That their needs and wants cost money.
Ethics and the Environment	Knowledge and awareness of environmental issues	<ul style="list-style-type: none"> how we care for people, animals and other living things in different ways Identify, become aware and explore different habitats such as bird nests, fishponds and wild gardens and understand what animals need in their habitats to survive. design and create habitats for birds and/or minibeasts for our school grounds e.g. bug hotel, bird feeders how they can care for the environment by reducing, recycling and reusing waste materials.
	Activation of Responsibility and Stewardship	<ul style="list-style-type: none"> Develop an environmental code for waste management in classrooms and the school.

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Belief Systems	Key Figures	<ul style="list-style-type: none"> to discuss and define the term leader and the role of a leader the names of the different religious leaders from the belief systems taught in this year group and discuss the role of these leaders within their places of worship and in their communities. to examine the different styles of dress for religious leaders in belief systems taught in this cycle. to explore the special books, objects and symbols which are important to the belief systems studied in this cycle.
	Beliefs and Values	<ul style="list-style-type: none"> Discuss the term religion and explore different cultural and religious festivals such as Christmas, Easter, Eid, Diwali, Hanukkah (relating to belief systems studied in this cycle). Study and compare (e.g. light and dark festivals) some of the main festivals celebrated in the belief systems taught in this cycle examining the art, music and traditions of each (Christianity: Christmas; Hinduism: Diwali, Holi) Study religious observances for the religious belief systems studied in this cycle (e.g. fasting, prayers, daily observances/rituals etc.) Examine the art, music and traditions associated with these festivals.
	Celebrations, Rites and Ceremonies	<ul style="list-style-type: none"> Study some of the main festivals celebrated in the belief systems taught in this cycle examining the art, music and traditions of each (Islam - Eid) Learn about the different naming ceremonies across the religious belief systems taught in this cycle and those of non-religious belief systems. Begin to identify some similarities and differences between these naming ceremonies.