

Year 1 RSHE planning Autumn 1 2026 overview

Week	Area and codes	Lesson plan	Vocabulary
Week 1	Lesson 1: identifying feelings: PGW3 PGW4 PCF1 Lesson 2: Class Rules:	LI: To identify how we are feeling SC: I can use language to express how I am feeling LI: To create a class charter SC: I know my rights and responsibilities in my new class	Feelings, sad, hurt, ill, tired, happy, focused, calm, excited, surprised, confused, worried, silly, angry, raging, scared, annoyed Charter, rules, rights, responsibilities, UNICEF
Week 2	Lesson 2: Comparing feelings: PGW3 PGW4 PCF1	LI: To discuss our feelings SC: I know my feelings can change over time	Feelings, sad, hurt, ill, tired, happy, focused, calm, excited, surprised, confused, worried, silly, angry, raging, scared, annoyed, big emotions, time
Week 3	Lesson 3: Sharing feelings PGW3 PGW4 PCF1 PF6 PCF7 PRK8	LI: To identify trusted adults I can share my feelings with SC: I know who I can talk to if I am unhappy or worried	Uncomfortable, comfortable safe, unsafe, safety, choices, care, danger, risks, private, trusted adults, help,

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Week 4:	Lesson 4: SNACK-TEMBER Identify the difference between healthy and unhealthy foods. PGW1, PPHF1, PHE2 Identify that food is a basic requirement and we need it to give us energy to grow PHE1, PGW1, PHE3, PHE1	LI: What is a healthy diet? SC: I can plan a balanced diet by talking about what I can eat a lot of/a little of. Linked to Little Red Riding Hood story – what is in the basket to help Grandma to feel better.	Balanced, portion, grow, energy, body, mind, healthy, healthier, active, exercise, lifestyle, physical, emotional, 'healthy diet', food, eating, well, unwell
Week 5	Lesson 5: Strong feelings PGW4 PCF1 PCF2 PCF6 PCF7 PGW3 PGW4 PGW5	LI: To identify strong feelings in myself and others SC: I can identify signs within my own bodies and my peers that indicate how I am feeling (COMBINE LESSONS 4&5)	Relationships, friends, love, care, respect, value, healthy relationships, agree, disagree, bullying, bullied, feelings, affect, change, loss, difficulties, cope, strategies
Week 6	Lesson 6: Permission PRKR8 PRKR5 PRKR11	LI: To identify when and how to ask for permission SC: I can explain what the word "permission" means (giving or getting approval to do something).	Inappropriate touch, uncomfortable, comfortable safe, unsafe, safety, choices, care, danger, risks, private, trusted adults, help,

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		I can identify when I need to ask for permission before touching someone else (e.g., giving a hug, holding hands, or high-fiving). I can name who my body belongs to (myself) and recognise my right to say "no". I can spot non-verbal signs that someone does not want to be touched (e.g., pulling away, frowning, or looking uncomfortable).	
Week 7	Lesson 7: Boundaries and consent PCF4 PCF3 PCF7 PRKR1 PRKR2 PRKR3 PRKR4 PRKR6 PRKR7	Boundaries lesson- link Pantasaurus NSPCC LI: To ask permission or consent LI: To understand what parts of the body are private SC: I can explain what the word "permission" means (giving or getting approval to do something). I can identify when I need to ask for permission before touching someone else (e.g., giving a hug, holding hands, or high-fiving). I can name who my body belongs to (myself) and recognise my right to say "no".	Child, adult, growing, changing, male female, gender, body, private parts, penis, vagina, vulva, trusted adult, similar, different, equal, unique, special, value, respect, lifestyles,

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		I can spot non-verbal signs that someone does not want to be touched (e.g., pulling away, frowning, or looking uncomfortable). I can stop what I am doing immediately if someone tells me "no" or asks me to stop.	
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Internet safety is also taught in ICT PW010 PW 011 – That they have the right in relation to sharing personal data, privacy and consent -Where and how to report concerns and get support with issues online.