

## PDL Curriculum Coverage

Year 1	
Me and My Relationships	
Why we have classroom rules	Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.
How are you listening?	Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.
Thinking about feelings	Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).
Our feelings	Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these.
Feelings and bodies	Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.
Good friends	Identify simple qualities of friendship; Suggest simple strategies for making up.
Valuing Difference	
Same or different?	Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.
Unkindness, teasing or bullying?	Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Understand that bullying can happen online. Understand that they should not share unkind photos of other people online.
Harold's school rules	Explain some of their school rules and how those rules help to keep everybody safe.
It's not fair!	Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.
Who are our special people?	Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.
Our special people balloons	Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.
Keeping Safe	
Super sleep	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep; To explore how screen use can make us feel and learn how to make healthy and sensible choices.
Who can help? (1)	Recognise emotions and physical feelings associated with feeling unsafe;

	Identify people who can help them when they feel unsafe.
Good or bad touches?	Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch; Start thinking about who they trust and who they can ask for help.
Sharing pictures	Start thinking about how to stay safe online, including safety around sharing images; Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
What could Harold do?	Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety about medicines and their use.
Harold loses Geoffrey	Recognise the range of feelings that are associated with loss.
<b>Rights and Respect</b>	
Harold has a bad day	Recognise how a person's behaviour (including their own) can affect other people.
Around and about the school	Identify what they like about the school environment; Recognise who cares for and looks after the school environment.
Taking care of something	Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.
Harold's money	Explain where people get money from; List some of the things that money may be spent on in a family home; Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.
How should we look after our money?	Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
Basic first aid	Recap previously learnt info from Year R Primary ->safety-> first aid ->asthma Primary->kindness and coping->emotions and comforting->watch Ekam's video and discuss.
<b>Being My Best</b>	
I can eat a rainbow	Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
Eat well	Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
Harold's wash and brush up	Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.
Catch it! Bin it! Kill it!	Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.

Harold learns to ride his bike	Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
Pass on the praise!	Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.
<b>Growing and changing</b>	
Healthy me	Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle; To explore how screen use can make us feel and learn how to make healthy and sensible choices.
Then and now	Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.
Taking care of a baby	Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.
Who can help? (2)	Explain the difference between teasing and bullying; Understand that bullying can happen online; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.
Surprises and secrets	Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Keeping privates private	Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.