

AUTUMN TERM - Y1 PSHE – UNIT 1 – ME AND MY RELATIONSHIPS

	Topic / learning outcomes / resources	PSHE Association Learning Opportunities
1	<p>Pre-unit assessment</p> <p>Why we have classroom rules Children will be able to:</p> <ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. <p>A copy of your classroom rules to show on the IWB The key rules written into the blank speech bubble on the “Our Class Rules” Activity sheet template provided “Our class rules” worksheet</p> <p>Me and my relationships assessment sheet</p>	<ul style="list-style-type: none"> • H28. About rules and age restrictions that keep us safe. • R22. About how to treat themselves and others with respect; how to be polite and courteous. • L1. About what rules are, why they are needed, and why different rules are needed for different situations.
2	<p>Thinking about feelings Children will be able to:</p> <ul style="list-style-type: none"> • 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.) <p>Paper or pencils or pen</p>	<ul style="list-style-type: none"> • H14. How to recognise what others might be feeling. • H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. • H16. About ways of sharing feelings; a range of words to describe feelings. • H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.
3	<p>Our feelings Children will be able to:</p> <ul style="list-style-type: none"> • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. <p>How are they feeling? - Teacher resource (Activity sheets) Our feelings whiteboard slides</p>	<ul style="list-style-type: none"> • H11. About different feelings that humans can experience. • H12. How to recognise and name different feelings. • H13. How feelings can affect people’s bodies and how they behave. • H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good.

<p>4</p>	<p>Our special people balloons</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. <p>Special people balloons activity sheet</p> <p>A copy of 'The Great Big Book of Families' by Mary Hoffman - or similar book showing different types of families.</p>	<ul style="list-style-type: none"> • R3. About different types of families including those that may be different to their own.
<p>5</p>	<p>Good friends</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify simple qualities of friendship. • Suggest simple strategies for making up. <p>Flipchart</p> <p>Object to pass round for circle activity</p>	<ul style="list-style-type: none"> • R6. about how people make friends and what makes a good friendship. • R7. about how to recognise when they or someone else feels lonely and what to do. • R8. Simple strategies to resolve arguments between friends positively.
<p>6</p>	<p>How are you listening</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. <p>Copy of playground rules (if available - or list these from memory)</p> <p>Post-unit assessment</p>	<ul style="list-style-type: none"> • R8. Simple strategies to resolve arguments between friends positively.

AUTUMN TERM - Y1 PSHE – UNIT 2 – VALUING DIFFERENCE

	Topic / learning outcomes / resources	PSHE Association Learning Opportunities
1	<p>Pre-unit assessment Same or different</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. <p>Flipchart</p> <p>assessment sheet</p>	<ul style="list-style-type: none"> H22. To recognise the ways in which we are all unique. H23. To identify what they are good at, what they like and dislike. R3. About different types of families including those that may be different to their own. R23. To recognise the ways in which they are the same and different to others. L6. To recognise the ways they are the same as, and different to, other people.
2	<p>Unkind, tease or bully?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. <p>Unkind, tease or bully activity sheet</p> <p>Pieces of paper or individual whiteboards for children to write the words: Unkind, Tease, Bully on, (if using paper each child will need three pieces).</p>	<ul style="list-style-type: none"> R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying. R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
3	<p>Harold's school rules</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe. <p>Flipchart</p>	<ul style="list-style-type: none"> H28. About rules and age restrictions that keep us safe. R22. About how to treat themselves and others with respect; how to be polite and courteous.

	Topic / learning outcomes / resources	PSHE Association Learning Opportunities
4	<p>Who are our special people?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. <p>Art/craft materials for children to make a card for their special person</p>	<ul style="list-style-type: none"> • R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. • R2. To identify the people who love and care for them and what they do to help them feel cared for. • R3. About different types of families including those that may be different to their own. • L4. About the different groups they belong to.
5	<p>It's not fair</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. <p>It's not fair story sheet</p>	<ul style="list-style-type: none"> • R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online • R11. About how people may feel if they experience hurtful behaviour or bullying. • R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. • R21. About what is kind and unkind behaviour, and how this can affect others. • R22. About how to treat themselves and others with respect; how to be polite and courteous.
6	<p>Consolidation of subjects covered so far and post-unit assessment</p> <p>Post-unit assessment sheet</p>	

SPRING TERM - Y1 PSHE - UNIT 3– BEING MY BEST

	Topic / learning outcomes / resources	PSHE Association Learning Opportunities
1	<p>Pre-unit assessment I can eat a rainbow</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. <p>Flipchart Audio track: different foods Other suggestions, please check the lesson plan.</p>	<ul style="list-style-type: none"> • H2. About foods that support good health and the risks of eating too much sugar.
2	<p>Eat well</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. <p>Eat well plate – flipchart A healthy packed lunch – activity sheet.</p>	<ul style="list-style-type: none"> • H2. About foods that support good health and the risks of eating too much sugar.
3	<p>Harold learns to ride his bike</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. <p>Story sheet and flipchart</p>	<ul style="list-style-type: none"> • H24. How to manage when finding things difficult.

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4	<p>Pass on the praise</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. <p>Feelings circle - Teacher notes for reference Paper plates (or use plate-size circles of card) - enough for two each per child - with pencil lines dividing each plate into quarters Split pins - enough for one each per child Drawing materials</p>	<ul style="list-style-type: none"> • R8. Simple strategies to resolve arguments between friends positively. • R21. About what is kind and unkind behaviour, and how this can affect others. • R22. About how to treat themselves and others with respect; how to be polite and courteous. • R24. How to listen to other people and play and work cooperatively.
5	<p>Harold has a bad day</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise how a person's behaviour (including their own) can affect other people. <p>Story sheet Slips of paper with the sentence starter 'I promise that I will try to.....' written on them (or children can write this, if appropriate - enough for one each</p> <p>Post unit assessment</p>	<ul style="list-style-type: none"> • R22. About how to treat themselves and others with respect; how to be polite and courteous.

SPRING TERM - Y1 PSHE - UNIT 4 –KEEPING MYSELF SAFE

	Topic / learning outcomes / resources	PSHE Association Learning Opportunities
1	<p>Pre-unit assessment Healthy me</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. <p>Healthy me activity sheet and teacher answer sheet. Audio track Assessment sheet</p>	<ul style="list-style-type: none"> • H1. About what keeping healthy means; different ways to keep healthy. • H3. About how physical activity helps us to stay healthy; and ways to be physically active every day. • H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).
2	<p>Super sleep</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. <p>Audio track NHS information on children’s sleep requirement https://www.nhs.uk/live-well/sleep-and-tiredness/how-much-sleep-do-kids-need/</p>	<ul style="list-style-type: none"> • H4. About why sleep is important and different ways to rest and relax. • H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).
3	<p>Who can help (1)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. <p>Gingerbread Man feelings activity sheet Who can help – activity sheet</p>	<ul style="list-style-type: none"> • H33. About the people whose job it is to help keep us safe. • R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. • R9. How to ask for help if a friendship is making them feel unhappy.

<p>4</p>	<p>Harold loses Geoffrey</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss. <p>Harold and Geoffrey story sheet Object for circle activity - this needs to be hidden at the start of the lesson, for teacher to 'find' Plain paper and drawing pencils</p>	<ul style="list-style-type: none"> H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.
<p>5</p>	<p>Good or bad touches</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> 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. <p>NSPCC Underwear rules resources https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p> <p>Post-unit assessment</p>	<ul style="list-style-type: none"> 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.

SUMMER TERM - Y1 PSHE - UNIT 5 – RIGHTS AND RESPONSIBILITIES

	Topic / learning outcomes / resources	PSHE Association Learning Opportunities
1	<p>Pre-unit assessment</p> <p>Harold's wash and brush up</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. <p>Audio track Harold's morning routine activity sheet</p>	<ul style="list-style-type: none"> • H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.
2	<p>Around and about the school</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. <p>Art materials for drawing/painting to record their observations of the environment</p>	<ul style="list-style-type: none"> • L3. About things they can do to help look after their environment.
3	<p>Taking care of something</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • L2. How people and other living things have different needs; about the responsibilities of caring for them.

	Topic / learning outcomes / resources	PSHE Association Learning Opportunities
4	<p>Harold's money</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain where people get money from; <p>List some of the things that money may be spent on in a family home. Flipchart Harold's money – story sheet</p>	<ul style="list-style-type: none"> • L10. What money is; forms that money comes in; that money comes from different sources. • L11. That people make different choices about how to save and spend money.
5	<p>How should we look after our money?</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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). <p>How should we look after our money – activity sheet Pretend money - ideally a mixture of coins and notes - enough for one piece per child A container suitable for holding the pretend money (coins and notes)</p>	<ul style="list-style-type: none"> • L10. What money is; forms that money comes in; that money comes from different sources. • L11. That people make different choices about how to save and spend money. • L13. That money needs to be looked after; different ways of doing this.
6	<p>Consolidation and post unit assessment</p> <p>Post unit assessment sheet</p>	

SUMMER TERM - Y1 PSHE - UNIT 6 – GROWING AND CHANGING

	Topic / learning outcomes / resources	PSHE Association Learning Opportunities
1	<p>Pre-unit assessment Then and now</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. <p>Then and now – activity sheet Flipchart</p>	<ul style="list-style-type: none"> • H26. About growing and changing from young to old and how people’s needs change.
2	<p>Who can help (2)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. <p>Sleeping Sophie story sheet Drawing material</p>	<ul style="list-style-type: none"> • R9. How to ask for help if a friendship is making them feel unhappy.
3	<p>Surprises and secrets</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. <p>Surprises and secrets – activity sheet and story sheet</p>	<ul style="list-style-type: none"> • R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. • R15. How to respond safely to adults they don’t know. • R18. About the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually). • R19. Basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe. • R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

	Topic / learning outcomes / resources	PSHE Association Learning Opportunities
4	<p>Inside my wonderful body</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. <p>Inside my wonderful body activity sheet and flipchart</p>	<p>National Curriculum Links</p> <ul style="list-style-type: none"> • Science Y1 Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Science Y1 Animals including humans (Non-statutory guidance) Pupils should have plenty of opportunities to learn the names of the main body party (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
5	<p>Keeping privates private</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. <p>Needing the toilet – activity sheet Puberty glossary (for reference)</p>	<ul style="list-style-type: none"> • H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). • R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.