



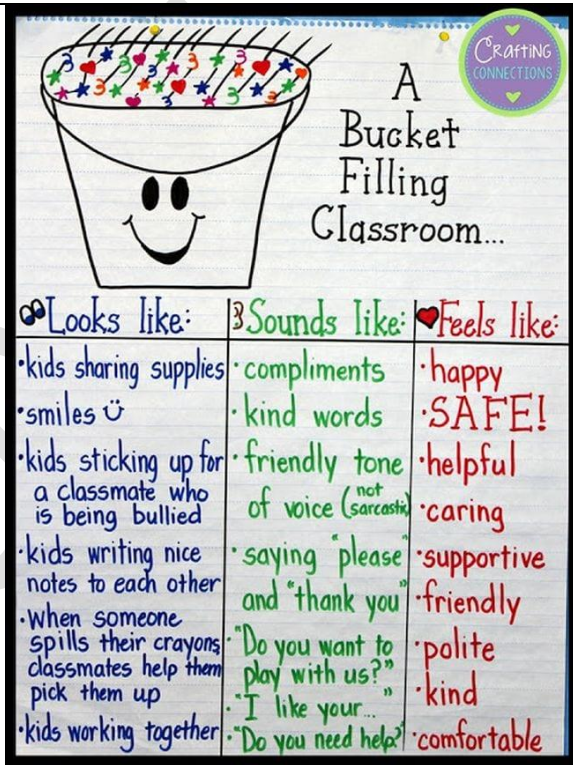
PSHE – Year 1

Learning Theme: Relationships

Term 1 & 2	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Assessment opportunity	Equipment & resources	Lesson ideas
Session 1	L.O. To know why we have rules in school. Why do we have rules in school?	Rules help to keep us safe and make things fair. We have different rules in different places and situations. We need to follow the school rules.	Name the school rules and values. I can explain why I should follow the school rules. I can give examples of what if looks like when someone follows or breaks rules.	Be Ready Be Safe Be Respectful Honesty Determination Creativity Connection Safe Unsafe Follow Break fair	Collect responses for floor book Photographs of whiteboard responses. Engagement register in from of floor book.	A large space to sit in a circle Small whiteboards A story about different animals published or made up.	What is a rule? Can the children think of any rules that they have at school, home or in wider community? Are the rules we follow in different places the same? Why do they think we have different rules for different things? Explain how rules help to keep everyone safe and make things fair. What would happen if people didn't follow the rules? E.g. What would happen if people could walk around the classroom in the middle of the lesson? What would happen if we weren't Ready, Safe and Respectful ? Collect ideas and record on whiteboards and floor book. Can they create a freeze frame of someone breaking a rule? Can the other children explain what is happening and why it is wrong? What should be happening instead? <u>Game:</u> Sit down in a circle with the children and play the 'What's my rule' game. Ask one or two children to leave the room. Then ask the remaining children to choose a 'rule', such as, when they hear a given word they must stand up, or make the appropriate animal noise, or clap. Tell a story that involves the word and give the whole class an opportunity to practise this. Invite the other children to return and let them first observe, and then guess, the 'rule'. Send another child or children away from the group, nominate a new animal for the response and again let the children practise. Repeat this several times, giving different children the opportunity to guess the rule. End the activity by explaining to the children that they have been applying a simple rule. <u>Plenary:</u> Remind the children that we have lots of different rules. Highlight the fact that different rules apply in different situations. Choose a couple of children to say why we have rules in school.
Session 2	L.O: To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers. L.O: To know the role these different people play in children's lives and how they care for them. <i>Who cares for you?</i>	There are lots of people in their lives that care about them and different people can care for them in different ways. Children understand that it is not only family members who care about	I can identify people in my life who care for/about me. I can identify ways in which different people care for me. E.g. washing, feeding, helping with	Mum, dad, brother, sister, grandma, grandad, nanny, grandpa, auntie, uncle, step mum, step dad, great granny, great grandad, family, care, love, help, support, encourage, look after, keep safe.	Use chains for display. Childrens responses in floor book. Engagement register in from of floor book.	strips of paper or card, coloured pens or pencils, glue sticks.	Who do you think cares for you? Discuss in pairs and gather ideas. Is it only people in your family? How do you know that those people care for you? Is it things that they say? Things they do? Ways they behave? Collect children's responses on post it notes for the floor book. Watch the sesame street clip up to 1:34 https://www.youtube.com/watch?v=BuoA88BY_IQ Talk about how the character creates a chain of all the people who care for her. <u>Activity</u> Children create their own chain of people who care for them, writing the names and doing small pictures to illustrate. <u>Plenary</u> Who did you put in your chain? How do you know they care for you?

		them and who can be trusted to support them in their lives.	tasks, playing with them, keeping them safe, teaching them etc				
Session 3	<p>To know what it means to be a family and how families are different.</p> <p><i>What is a family?</i></p>	<p>To understand why families are special, that there are different family patterns and to be able to describe what is special about their own family</p> <ul style="list-style-type: none"> • know that family patterns are different for everybody 	<p>Be able to identify different people and relationships within my family</p> <ul style="list-style-type: none"> • recognise similarities and differences between my and other people's families • describe why families are special, including my own • give examples of how family members care for one another 	<p>Mum, dad, brother, sister, grandma, grandad, nanny, grandpa, auntie, uncle, step mum, step dad, great granny, great grandad, family</p>	<p>Who is special to you in your family and why? Discuss briefly. Ask children to bring in a photograph of someone special in their family</p>	<p>Breathing activity https://www.youtube.com/watch?v=IlbBI-BT9c4</p> <p>https://www.youtube.com/watch?v=AYUs7w2Hk1k</p> <p>Grace and Family</p>	<p>In Circle Time, ask the children to talk about the people in their family, what their names are and how they are related to each other. Make a list on the whiteboard of key words as the children talk about their families, e.g. brother, cousin, step mum, grandad, uncle. Show the children pictures of and talk about different kinds of families. Discuss how these families are similar to or different from their own, e.g. size, number of boys and girls, one or two parents</p> <p>Read the story Grace and Family. Ask the children what Grandma means when she says 'Families are what you make of them' and 'A family with you in it is your family'. Ensure that the children understand that a family is a group of people who are all very important to one another and that there are many ways to be a family. Grace's father says Jatou and Grace are part of his family because they are both important and special to him. This story deals with separated families.</p>
Session 4	<p>To be able to identify situations when someone's body or feelings might be hurt and whom to go to for help.</p> <p><i>Who can we ask for help?</i></p>	<p>Children know that they can tell a trusted grown up if they are worried about something, or a friend if they are upset or hurt by something. Children understand the importance of being kind and honest -link to school values.</p>	<p>Children are able to identify situations at home or in school/ out and about that might make someone feel upset or cause them to get hurt.</p>	<p>Feelings, kind, unkind, upset, trust, honesty, happy, safe</p>	<p>Collect children's responses for floor book. Ask probing questions to extend children's reasoning.</p>	<p>Camera/ I Pad, situation cards</p>	<p>How do we know how other people are feeling?</p> <p>What clues can we look for? Facial expressions, body language, tone of voice.</p> <p>Show picture of a scenario. How do you think the people in this picture are feeling? How do you know? Discuss as a class.</p> <p>At tables in small groups look at pictures of a range of different emotions and scenarios. Children to study them and discuss how people are feeling, how do they know? How would they feel in that situation? What do they think they or others might they say or do? Take photos of the children working together.</p> <p>Back on carpet work through a couple of the pictures where people are hurt or upset.</p> <p>Who could they talk to about what is happening? Who can we ask for help?</p>
Session 5	<p>To know that there are different types of touch and these can make a person feel different things.</p>	<p>To know how to respond if being touched makes them feel uncomfortable or unsafe.</p>	<p>To be able to identify different types of touch and how they make people feel (e.g. hugs,</p>	<p>Feelings, kind, unkind, hug, tickle, punch, kiss, poke, happy, loved, uncomfortable</p>		<p>social-story-about-touching-others.pdf</p> <p>-Use page 9 for hands.pdf</p>	<p>Tell pupils that there are lots of different ways to touch each other What different types of touch can you think of?</p> <p>Suggested answers may include: stroke, punch, hit, kiss, brush hair, giving first aid, shaking hands, tapping during a game of IT, lick, tickle, cuddle etc.</p>

	Do all kind of touch feel good?		tickling, kisses and punches).				<p>After each suggestion ask pupils to use the green and red thumbs signs to show if they think this type of touch always feels nice, hold green thumb thumbs sideways sign if they think the touch might feel nice but it depends, and the thumbs down sign if it never feels nice, or might hurt. Encourage pupils to think independently and not to be persuaded by other people's views. We all have different levels of comfort. Highlight any examples where pupils in the class have different levels of comfort. Remind pupils that it is important to be aware of this when we are touching other people</p> <p>Explain to pupils that how comfortable we feel to be touched may depend on the mood we are in. Sometimes we may be in the mood for a cuddle. Sometimes we may be in the mood to enjoy some personal space.</p> <p>Explain to pupils that everyone has something called personal space. This is an area around them they may feel uncomfortable for people to be in. Their level of comfort may depend on the person who is within their personal space and the reason for it.</p> <p>Tell pupils that there are times that even though the type of touch and the person who is doing it is the same, we may not feel in the mood for it. This is unwanted touch. For example, if someone in your family cuddles you it is likely to be safe and wanted touch. However, if they keep cuddling you lots when you want to go and play this is safe but unwanted touch.</p> <p>Tell pupils that there are times we allow someone into our personal space because there is something that they need to do for us. This is known as safe touch. Gather children's ideas</p> <p>. Remind pupils it is important to be aware that you may be comfortable or OK with a touch that someone else is uncomfortable with. If you are ever touched in a way you do not feel comfortable with, they must tell an adult you trust, and to keep telling them if the uncomfortable touch does not stop until it does. Reassure pupils that they can talk to an adult in the school who will listen and help them to make unwanted touching stop. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson</p>
Session 6	<p>L.O. To know how to be kind.</p> <p>What does being kind look like? Why is it important to be kind?</p>	<p>To understand that the way we act has an impact on others</p> <p>To know how to be a 'bucket filler'</p>	Children know how to be kind and know how it makes people feel.	Kindness Bucket filler	Collect responses and copy of the class bucket for floor book.	https://www.youtube.com/watch?v=JEg38zCOMgk (read by the author)	<p>Today we are going to focus on the importance of kindness. Watch the story 'Have you filled a bucket today?' Discuss how the bucket got filled and emptied. How do they think they could fill or empty someone's bucket? Why is it important to be a bucket filler? How does it make you feel when someone is kind to you? Does it make you feel good to be kind? Link to school rules. Can we create a class poster so show what being kind, looks, sounds, feels like, e.g. below</p>

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Session 7	<p>L.O. I understand how my behaviour impacts on other people.</p> <p><i>Does my behaviour affect other people?</i></p>	Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.	Pupils are able to explain how their behaviour impacts on others. They can talk about ways that they could help someone who is being bullied.	Reach out, kind, unkind, bully, friend	Record children's responses for floor book	<p>Anti bullying week resources</p> <p>Topsy and Tim story https://www.youtube.com/watch?v=hhH9NCtaZt8</p>	<p>Link to Anti- bullying week. Theme will change slightly each year. Use resources from www.Antibullyingalliance.org.uk</p> <p>Encourage the pupils to be inspired by these ideas and give them an incentive to try them out throughout Anti-Bullying Week and beyond.</p> <p>Watch the story Topsy and Tim help a friend, pausing at key moments to discuss the characters' behaviour. What are the bullies doing? How does that make the little boy feel? How do Topsy and Tim help? What could you do if you feel like you or someone you know is being bullied? https://www.youtube.com/watch?v=hhH9NCtaZt8</p>
Session 8	<p><u>L.O. I know how to be respectful to others.</u></p> <p><i>How can I show others that I respect them?</i></p>	Children know who they should respect and how they can show that respect, by being kind, good manners, listening and being helpful.	I can think of ways to show my respect for others.	Respect, respectful, kindness, helpful, good listening, manners, please, thank you		<p>https://www.youtube.com/watch?v=ANChOA4SyL0</p> <p>Respect powerpoint 29.11.21.ppt</p> <p>Paper and pencils</p>	<p>Work through the powerpoint. Who do the children think deserves respect and why? How can we show respect? Are they always respectful to adults and other children? How does it make people feel when someone is disrespectful to them?</p> <p>Children to write a respect pledge/promise for this week. (Could link to RE and make it an advent promise?) I will... E.g. I will say thank you for my dinner. I will put up my hand in class. I will smile at my friend.</p> <p>Watch and sing along with the please and thank you song. Link also in powerpoint. https://www.youtube.com/watch?v=ANChOA4SyL0</p>
Session 9	<p><u>L.O. To understand the school value of determination.</u></p>	To know what it means to be determined. To understand why it is important to be	To be able to identify a time when they have been determined.	Determination, stamina, self-belief, courage, effort		<p>https://www.youtube.com/watch?v=DY0fKypLWmk</p> <p>paper and pencils</p>	<p>Remind the children of our school core value of determination. What does that mean to them?</p> <p>Listen to Amazing Grace https://www.youtube.com/watch?v=DY0fKypLWmk</p>

	<i>What does it mean to be determined?</i>	a determined person.	Can explain why being determined is a positive quality.				<p>What sort of person was Grace? What was she determined to do? Did everyone believe she could or should do it? Did she give up when it was hard?</p> <p>Can you think of a time when you have been determined? Have you ever shown determination?</p> <p>Children to write and or draw about a time that they showed determination. Or write themselves a goal with a growth mindset.</p> <p>E.g. I was determined to earn my karate belt. I was determined to learn how to do up my own shoes</p> <p>Or I will get a good grade in my ballet exam I will learn how to count to 100 in 5s</p>
Session 10	<p><u>L.O. To be able to identify something you are thankful for</u></p> <p><i>What are you thankful for?</i></p>	To know what it means to be thankful	To be able to identify important people, things places in their lives.	Thankful, grateful, Christmas, special, festive	Keep class wreath for floor book	<p>cut holly leaves https://www.youtube.com/watch?v=0eEkWvekQiE</p>	<p>Recap what it means to be thankful. We learnt about this in a previous lesson. Discuss how Christmas is a time for celebration and that lots of have a lot of food and presents etc at this time of year. Not everyone is this lucky so we should take some time to be thankful for what we have. What are they thankful for at Christmas time? Collect ideas.</p> <p>Children to each have a holly leaf to write and or draw something that they are thankful for this Christmas. Use the leaves to create a class wreath/ stick into floor book</p>
RSE	<i>To know that we can be friends with people who are different to us.</i>	Everyone is different and equally important. You can still be friends with someone even if they look different of have different interests.	Think of ways to play respectfully with others. I can recognise similarities and differences between myself and my friends.	Friends, feelings, similar, different		Talking object, story bag containing and elephant puppet (or elephant picture) and a school jumper. Paper and coloured pencils.	See RSE plan
Notes							