



PSHE – Year 1

Learning Theme: Living in the wider world

Term 3&4	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Assessment opportunity	Equipment & resources	Lesson ideas
Session 1	What are our school rules and values?	The school rules are Be Ready, Be Safe and Be Respectful. Values are determination, curiosity, connection and honesty. Rules keep us safe and make things fair	Name the school rules, I can name the school values and the animals that represent them. I can give examples of how to follow/ show these rules or values	Rules, safety, choices, fair, determination, curiosity, connection, honesty, safe, respectful, ready	Assess all children at the start of this learning theme and reassess at end of each half term to show increase in knowledge. Either TA scribing or children writing/ drawing what they know and add in a different colour at end of unit,	Paper and pencils	<p>Discuss - Why do we have rules? Why should we follow them? Who are they for? Why are they important?</p> <p>Collect children's ideas for floor book.</p> <p>Do we always have the same rules in different places? Why is that?</p> <p>What are our school rules? Be Ready, Be Safe, Be Respectful.</p> <p>How can we show that we understand and are following these rules while we are at school?</p> <p>What would happen if no one followed the rules?</p> <p>Share a story that involves someone breaking the rules.</p> <p>Bring the discussion round to playground and classroom behaviours to reinforce this at the start of the term.</p> <p>Task:</p> <p>Children write or draw to show someone following a school rule. They could do a labelled drawing, a poster, a speech bubble or cartoon.</p> <p>Children could create posters to laminate and place around school to remind others of the school rules and values.</p>
Session 2	<i>Is everyone good at the same things?</i>	Children know that different people are good at different things	Children are able to identify things that they are good at and the strengths of others they know. These recognise that we should celebrate our different strengths. Our different strengths make us good at different things.	Strength, skill, difficult, easy, celebrate.	Post it notes for floor books.	https://www.youtube.com/watch?v=BpJc_CiB0OQ	<p>Share the story All the ways to be smart: https://www.youtube.com/watch?v=BpJc_CiB0OQ</p> <p>Share some photos of people who are famous for being good at different things e.g. scientist, sportsman, author, nurse etc</p> <p>What are you good at? Is your friend good at the same things?</p> <p>Create a class book of talents- each child makes a page showing their skill/ talent with an illustration</p> <p>Watch 'Super Dooper You' to finish with the fact that we can all be different things but are all equally important and Super Dooper!</p>

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Session 3	<i>Do all jobs need the same skills?</i>	<p>They know that different jobs require different skills.</p> <p>To know why different jobs require different skills</p>	<p>They think about why/how those different roles are important.</p> <p>They think about what job they might like to do when they grow up.</p> <p>I can identify jobs that different people in my family and community do.</p>	job, skill, talent, career, profession, future	<p>Post it notes</p> <p>Examples of work for floorbook</p>	Powerpoint on sharepoint jobs people do.ppt	<p>Work through the powerpoint. What jobs can the children identify? Do people need the same skills for different jobs? Discuss how some people wear uniforms, do they know which professions wear a uniform? What jobs do people in their families and school communities do?</p> <p>When they grow up what job do they think they might like to do and why?</p> <p>Draw a picture with a sentence underneath. 'When I grow up I would like to be a.....</p> <p>Read 'I want to be' (Little Princess story)</p>
Session 4 & 5	<p><i>Who's job is it to look after us in the community?</i></p> <p><i>This may need 2 sessions depending on who visits school and when.</i></p> <p><i>Link with visits by police, dentist, fireservice and other community workers.</i></p>	<p>Children know that certain people e.g. police, doctors, paramedics have jobs that mean they look after others.</p>	<p>I can name people who look after others in our community.</p> <p>I can explain who could help me in different situations.</p>	<p>Trust, help, look after, 999, emergency, care, fire fighter, nurse, doctor, dentist, police officer, teacher, church official etc</p>	<p>Photos for floor books.</p> <p>Post it pupils questions and knowledge.</p>	<p>Visits to school</p> <p>You-tube links</p> <p>Pictures of police, firefighters, dentist, doctors etc (ensure a mix of genders and races)</p>	<p>Children plan and ask questions to community visiting school.</p> <p>There are lots of people who help us in the community in our day-to-day lives. Some of these people help us in emergencies, like firefighters, police and doctors and nurses. If there is an emergency, you'll need to know how to get in touch with the right person to help you (however old you are). Do the children know what number they would need to call?</p> <p>Watch video:</p> <p>https://www.youtube.com/watch?v=ZxzewVTDas0</p> <p>Other people help us to stay safe and healthy, like opticians, dentists and refuse collectors. Anybody can do a job that helps other people if they have been trained properly.</p> <p>https://www.theschoolrun.com/homework-help/people-who-help-us</p> <p>Watch the video clip towards the bottom of the page and discuss the different people who helped in different situations. There are also photos in the gallery if needed,</p> <p>How would the children spot a safe adult if they needed help? Discuss how the police wear a uniform, also what they remember from police visit.</p> <p>Children to draw a picture of someone who helps us and write a sentence saying how they help. E.g. A firefighter helps put out fires.</p> <p>A dentist helps look after your teeth.</p>

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Session 6	How can we care for others?	To know ways in which we can care for others e.g. caring for a pet, a younger sibling, an older relative.	Children can give examples of how they can care for others and understand why it is important to show that they care	Care, help, love, support, look after	Assess against key questions so far, add new learning to initial task.	https://www.bbc.co.uk/teach/class-clips-video/ks1-pshe-relationships-our-family-supporting-helping-caring-for-one-another/znwfp4i	<p>Can the children think of anybody or anything that that they care about? What kind of things do they do that show that they care? Do they help to look after/ care for anyone or anything ? I care for by.....</p> <p>How do we feel when we help others? How does our help make others feel? Watch BBC video Key questions</p> <p><i>Before the video</i></p> <p>Why might different people in a family need help? Is there anyone in a family who might need more help than other people / special help? How can people in a family help each other with their feelings?</p> <p><i>During / after the video</i></p> <p>What are the different ways that the brothers all help each other? What kinds of things do they need help with? Who might need some extra help? What ways do Josh's family say or show extra ways of helping him if he needs it? What helps people in the family feel good / deal with feelings that aren't so good?</p> <p><i>After the video</i></p> <p>How do people in your family help you? How do you help people in your family? Who can someone go to if they have not so good feelings / feel worried, sad or scared about something? How / Who can someone ask for help if they need it? Who could you go to if you have not so good feelings / feel worried or sad? (This could relate to / reinforce existing work on support networks). How can you help someone else if they need help, or if they were having not so good feelings?</p> <p>In the video Josh says that it's better to tell someone about feelings instead of holding them in. Use a picture book - such as <i>The Huge Bag of Worries</i> - to help children understand how</p>

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Session 7	<i>How can we look after the environment?</i>	To know how they can look after the environment, e.g. recycling Children will know the importance of caring for our planet. They will know about recycling, not dropping litter and reducing waste.	Children can explain ways in which they have an impact on their environment. They can explain some ways in which they can help. E.g. walk to school, recycle, not drop litter	Environment, reduce, reuse, recycle, litter, impact, care, waste	What do they children know at start and end of this lesson about the key question? Record responses for floor book.	https://www.youtube.com/watch?v=LxNumOifkT0 (reduce reuse recycle song)	<p>What do we understand by the term environment? The place that they live, all the things that live there, our school, the wider environment of our country, our world.</p> <p>We as humans have quite a big impact on our environment as we use it in many different ways and produce a lot of waste.</p> <p>Do the children recycle at home? What kind of things do they recycle?</p> <p>https://www.youtube.com/watch?v=Fex-wvrOZf4</p> <p>Watch first 2/3 mins</p> <p>Why is it important to recycle? Have they ever seen litter/rubbish around the town or countryside? How did it make them feel? How could we help?</p> <p>+ Reduce reuse recycle song</p> <p><u>Activity:</u></p> <p>Children create a poster to encourage people to help the environment. Eg: Don't drop litter! Reduce, reuse, recycle.</p> <p>- You could take the children on a litter pick in the local area.</p>
Session 8	<i>How does plastic affect our oceans?</i>	Know that plastic can end up in the oceans and seas. Know that this is harmful to wildlife.	identify ways that everyone can take responsibility to tackle ocean plastic pollution	Environment, reduce, reuse, recycle, litter, impact, care, waste Ocean, plastic	Post its for floor book and examples of work	1542371738-1542361874-PLPS_Ocean_Pt2.mp4_1280x720_4.mp4	<p>Recap last lesson. Do they remember the 3 Rs? Why are they important? We as humans have quite a big impact on our environment as we use it in many different ways and produce a lot of waste.</p> <p>We focused on recycling and thinking about how to reduce waste before but how are our seas and oceans affected by rubbish?</p> <p>Watch the video about plastic in our oceans. Why is it a problem for plastic to be in the ocean? How might it affect the creatures living there? Is any creature in the world supposed to eat plastic? E.g mistake for jellyfish, get stuck in the litter.</p>

							Children make a pledge to help with the plastic pollution problem this could be written inside a template in the shape of an ocean creature. Or a creature with a speech bubble asking people not to let plastic get into the oceans.
Session 9 & 10	<p>How can we stay safe online?</p> <p>How is the internet useful?</p> <p>Who can we speak to if we are worried about something we have seen online?</p> <p>Links to previous learning in computing lessons.</p>	To know how and why people use the internet. To know the benefits of using the internet and digital devices.	<p>Think before you click.</p> <p>What are the benefits of using the internet and other digital technology?</p> <p>We do not give out personal information online.</p>	Internet, digital, search, result, safe, report		<ul style="list-style-type: none"> • https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-jessie--friends_watching-videos_the-storybook.pdf • Colouring pencils • https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ 	<p>What is the internet?</p> <p>Why do people use it?</p> <p>What could we use it for?</p> <p>Answers may include; answering questions/ finding out facts, booking events/ days out, contacting people we know, finding out directions.</p> <p>Why is the internet good for these things? Quick, easy, lots of information available quickly, portable.</p> <p>How can we access the internet?</p> <p>Model using the internet to find something out. (practice the search first to ensure that it gives safe result)</p> <p>Think before you click!</p> <p>What would we do if we felt something online was scary, unsafe or wrong? –speak to a grown up.</p> <p>Should they give out personal information? Why?</p> <p>https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</p> <p>Watch the video episode 1 – includes funny tummy song explaining what to do if they see something they don't like online.</p> <p>https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-jessie--friends_watching-videos_the-storybook.pdf</p>

							colour the picture of Jessie and dog (p7) write on the picture what good things you can use the internet for and what to do if you get the funny tummy feeling. i.e. tell a grown up that you trust.
Session 11 RSE	<i>CWP lesson 2 Growing and changing – see RSE planning</i>						
Notes	During this term there should be visits to school to supplement teaching and learning. Teachers should explore any additional knowledge back in class.						