

PSHE YEAR 1 Autumn 1

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To write a class charter	<input type="checkbox"/> Thought shower: what makes a happy classroom? <input type="checkbox"/> Draw a happy classroom using speech bubbles to show what people are saying. Label all the things that make it a happy school. Discuss children's ideas and record in a concept-map, spider-gram etc. <input type="checkbox"/> Devise a class charter: what rules do we need to ensure our class is happy? Extension activity: role play breaking rules and then the right way to behave	<input type="checkbox"/> Rules <input type="checkbox"/> charter <input type="checkbox"/> happy <input type="checkbox"/> sad <input type="checkbox"/> belong <input type="checkbox"/> sharing <input type="checkbox"/> kind polite	
2	To find out about each other	<input type="checkbox"/> Pairs work: devise questions to ask each other eg. what's your favourite food/game/TV programme, what do you like in school, what are you good at etc. <input type="checkbox"/> Carousel of pairs: interviewing each other using the questions devised. <input type="checkbox"/> Group work: making paper chains. Each child has four strips of paper on which they write their name and three things that are important to them eg. things or people they like doing or being with.	<input type="checkbox"/> Same <input type="checkbox"/> differen t <input type="checkbox"/> likes <input type="checkbox"/> dislikes questions	
3	To understand how to solve problems	<input type="checkbox"/> Thought shower: what can go wrong in the classroom and how might we feel? <input type="checkbox"/> Pairs work: role-play problems <input type="checkbox"/> Introduce Calming down strategies <input type="checkbox"/> Introduce Peaceful problem-solving process	<input type="checkbox"/> Happy <input type="checkbox"/> sad <input type="checkbox"/> angry <input type="checkbox"/> upset <input type="checkbox"/> feelings <input type="checkbox"/> proble ms solutions	
4	To think about ways to look after each other	<ul style="list-style-type: none"> • Whole class discussion: use a variety of photocards and look at facial expressions, body language etc. • Ask children to think about how a new child in the class might feel and how they could be welcomed. Introduce emotional barometer • Make a welcome to our class poster 	<input type="checkbox"/> bullying <input type="checkbox"/> delibera te <input type="checkbox"/> include d <input type="checkbox"/> exclude d <input type="checkbox"/> telling tales <input type="checkbox"/> by accident power	
5	To understand what makes a happy playtime	<input type="checkbox"/> Thought shower: what makes a happy playtime? What makes a good friend? How can you be friendly? <input type="checkbox"/> Group work: look at class rules devised under class charter and think of a few examples of how each rule can apply to the playground. <input type="checkbox"/> Take photographs of children in the class playing at playtime and display in the classroom alongside the class charter. <input type="checkbox"/> Extension activity: in groups look at a photo of a piece of playground equipment and devise a list of questions about how to use it safely.	<input type="checkbox"/> hazard <input type="checkbox"/> safety <input type="checkbox"/> danger <input type="checkbox"/> fire <input type="checkbox"/> matches <input type="checkbox"/> alarms <input type="checkbox"/> firewor ks <input type="checkbox"/> emerge	

Year 1 Autumn 2

Week	Objective	Suggested Activities	Vocabulary	Resources
1	To understand how to make friends	Thought shower: what are qualities of a good friend? Use photo-cards to illustrate friendship. Whole class activity: giving and receiving friendship tokens (compliments). Group work: make a 'wanted - a friend' poster.	<input type="checkbox"/> friend <input type="checkbox"/> compliment <input type="checkbox"/> kindness <input type="checkbox"/> listening sharing respect <input type="checkbox"/> cooperation	
2	To understand why we sometimes fall out with friends	<input type="checkbox"/> Thought shower: what kind of things causes us to fall out with our friends? Ask the children if conflict is always bad? Can arguments be good? <input type="checkbox"/> Introduce the peaceful problem-solving process. Ask children how they could solve the conflicts.	<input type="checkbox"/> angry <input type="checkbox"/> argument <input type="checkbox"/> conflict <input type="checkbox"/> apologise <input type="checkbox"/> sorry <input type="checkbox"/> problem-solving making up	
3	To develop strategies to manage angry feelings	<input type="checkbox"/> Thought shower: how do we know when we are angry? Use photo-cards to illustrate anger. Talk about triggers and how anger can get out of control. <input type="checkbox"/> Group work: draw round themselves on a large piece of paper and show how anger might feel and look like. <input type="checkbox"/> Hot-seating/role-play activity: using familiar situations	<input type="checkbox"/> angry <input type="checkbox"/> trigger <input type="checkbox"/> calm <input type="checkbox"/> making up <input type="checkbox"/> point of view	
4	To develop strategies to prevent bullying	<input type="checkbox"/> Think about how we can be a good friend, being kind to someone, Discuss how it feels if we are not allowed to join in and other unkind behaviour <input type="checkbox"/> What is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn't just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger)	<input type="checkbox"/> bullying <input type="checkbox"/> deliberate <input type="checkbox"/> included <input type="checkbox"/> excluded <input type="checkbox"/> telling tales <input type="checkbox"/> by accident power	
5	To be aware that there are hazards in the home	<input type="checkbox"/> Invite a fire officer into school (or visit a local fire station) to talk about ways of keeping safe in the home, fire dangers, safety on Bonfire Night etc. <input type="checkbox"/> Make a poster: don't play with matches/fireworks <input type="checkbox"/> Role-play: what to do in an emergency in school - fire procedures and what to do at home - calling 999.	<input type="checkbox"/> hazard <input type="checkbox"/> safety <input type="checkbox"/> danger <input type="checkbox"/> fire <input type="checkbox"/> matches <input type="checkbox"/> alarms <input type="checkbox"/> fireworks <input type="checkbox"/> emergency	
6	To know how to cross the road safely	<input type="checkbox"/> Thought shower: where and how to play safely. Learn the Green Cross Code. <input type="checkbox"/> Role play: crossing the road safely and unsafely	<input type="checkbox"/> road <input type="checkbox"/> safety	

	<input type="checkbox"/> Make a poster on road safety <input type="checkbox"/> Local visitors - Community Road Safety Officer, School Crossing Patrol	<input type="checkbox"/> dangerous <input type="checkbox"/> play <input type="checkbox"/> park <input type="checkbox"/> emergency	
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Year 1 Spring 1

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To understand some basic hygiene principles	<p>REVISIT CLASS GROUND RULES FOR EACH LESSON</p> <input type="checkbox"/> In small groups at table look at different books about health and hygiene. Ask the groups to discuss what the object in the picture is, how it helps people to keep clean, when it is used and would they need help to use it.	<input type="checkbox"/> Washing <input type="checkbox"/> Brushing teeth <input type="checkbox"/> Get dressed	
2	To introduce the concept of growing and changing	<input type="checkbox"/> Look at pictures of humans at different stages of growing. How do we change <input type="checkbox"/> Discuss what they can do at different stages in their lives Order pictures of lifecycle of human and discuss any worries or concerns	<input type="checkbox"/> Boy <input type="checkbox"/> Girl <input type="checkbox"/> Adult <input type="checkbox"/> Child <input type="checkbox"/> Teenager	
3	To explore different types of families and who to ask for help	<input type="checkbox"/> Read books Aunts and Uncles, Role-Models <input type="checkbox"/> ask the class to think of as many different family members as possible Who lives in their house? Who is important to them? finish class with questions – If I needed help I would go to...	<input type="checkbox"/> same <input type="checkbox"/> different <input type="checkbox"/> physical characteristics Gender <input type="checkbox"/> hair	
4	To know how to look after our teeth	<input type="checkbox"/> Whole class discussion: bring in several different types of toothbrush, toothpaste, adverts from magazines. <input type="checkbox"/> Ask the children what kind of toothbrush they use? How many times a day do they clean their teeth? Pairs work: write a list or draw pictures of all the different ways in which we look after our teeth. <ul style="list-style-type: none"> Extension activity: visit to a local dentist or visit from dental nurse 	<input type="checkbox"/> teeth <input type="checkbox"/> decay <input type="checkbox"/> bacteria <input type="checkbox"/> brushing <input type="checkbox"/> regularly <input type="checkbox"/> toothbrush <input type="checkbox"/> toothpaste <input type="checkbox"/> dentist	
5	To know how to stay healthy	<input type="checkbox"/> Whole class activity: run on the spot for 1 minute, check pulse rate. Ask children how they feel and why? What does the pulse tell us? What other kinds of exercise do you do? What makes good health? Do we have a choice about our lifestyles? <input type="checkbox"/> Group work: conduct a survey and make a bar chart that represent the different ways children keep themselves healthy eg. eating fruit and vegetables, playing with friends <input type="checkbox"/> Extension activity: keep a journal over the week of what foods children eat during the school day. Ask them to discuss which foods are healthy and unhealthy and how the meal could be healthier	<input type="checkbox"/> healthy <input type="checkbox"/> fit <input type="checkbox"/> exercise <input type="checkbox"/> eating <input type="checkbox"/> heart <input type="checkbox"/> pulse <input type="checkbox"/> blood <input type="checkbox"/> fat	

6	To set a simple personal goal	<input type="checkbox"/> Whole class activity: our dreams. Sentence completion: "when I grow up I want to be ..." <input type="checkbox"/> Ask the children individually to think of a simple goal they would like to achieve to help them become healthier eg. eat more fruit, being able to run faster, keep skipping for longer etc. <input type="checkbox"/> Pairs work: share your goals and help each other come up with at least two steps to achieve it. How do you keep going towards a goal without giving up? How can we help each other keep going? <input type="checkbox"/> Whole class activity: devise evaluation questions for the end of the plan. <input type="checkbox"/> Extension activity: Devise a plan to learn something new, at home or school	<input type="checkbox"/> goal <input type="checkbox"/> achieve <input type="checkbox"/> steps <input type="checkbox"/> wishes <input type="checkbox"/> hopes <input type="checkbox"/> dreams <input type="checkbox"/> persistence <input type="checkbox"/> bored	
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Year1 Spring 2

	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To know our likes and dislikes	<input type="checkbox"/> Whole class activity: pass the magic mirror. Hold a mirror up to each child's face so they see their reflection. Ask them what is so special in the mirror? Introduce idea of being unique but also having things in common with others. <input type="checkbox"/> Pairs work: find two things you and your partner both like eg. "I like football and so does Abdul" Whole class activity: create a class chart of hobbies	<input type="checkbox"/> likes <input type="checkbox"/> dislikes <input type="checkbox"/> similarities <input type="checkbox"/> differences <input type="checkbox"/> unique	
2	To recognise when someone is feeling proud	<input type="checkbox"/> Thought shower meaning and examples of 'boost-ups' and 'put downs' <input type="checkbox"/> Group work: make up and role-play a situation where someone uses put-downs about someone's ability and how someone else boosts their self- confidence When do we feel proud? How do we feel?	<input type="checkbox"/> 'boost-ups' <input type="checkbox"/> 'put-downs' <input type="checkbox"/> proud <input type="checkbox"/> special compliment	
3	To appreciate being special	<input type="checkbox"/> Whole class listening: children are invited to bring in something from home eg. toy, teddy bear, photo, to show to rest of the circle and talk about themselves for a minute. Practise talking with a partner first.	<input type="checkbox"/> strengths <input type="checkbox"/> talents <input type="checkbox"/> skills	
4	To know how to recognize worrying feelings	<input type="checkbox"/> Look at worried Book What do they worry about ? How can we make things easier? <input type="checkbox"/> Introduce worry-box and its use <input type="checkbox"/> Use a catastrophe scale (0-10) to help children gain perspective: is it worth <ul style="list-style-type: none"> tears or could you blow it away with the wind? 	<input type="checkbox"/> worried <input type="checkbox"/> anxious <input type="checkbox"/> tense <input type="checkbox"/> worry <input type="checkbox"/> box <input type="checkbox"/> catastrophe	The Great Big Book of feelings
5	To know how to stay calm and relaxed	<input type="checkbox"/> Look at and discuss photo-card 'relaxed' from photo box. Look at and discuss. <input type="checkbox"/> Pairs work: cut up and pictures from magazine or worksheet and put in	<input type="checkbox"/> relaxed <input type="checkbox"/> calm	

		order of most relaxed to least relaxed. Relate this to learning something new or difficult. Relaxation exercise	<input type="checkbox"/> quiet <input type="checkbox"/> still <input type="checkbox"/> stressed	
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Year 1 Summer 1

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To know who to ask for help	<input type="checkbox"/> Show children pictures from books, magazines, posters, internet of people in the community, people at work and roles people play in helping us inc. school staff. <input type="checkbox"/> Thought shower: what is the role of these key individuals? What would happen if those people were not there? Do they wear special clothes or uniform? Why? What ways do they help us? <input type="checkbox"/> Group work: list people they know who wear uniforms. Draw pictures of people in uniforms. <input type="checkbox"/> Extension activity: invite a member of the local community into school to talk about their job.	<input type="checkbox"/> police <input type="checkbox"/> teachers <input type="checkbox"/> fire officers <input type="checkbox"/> nurses <input type="checkbox"/> doctors <input type="checkbox"/> uniform	
2	To recognise when we feel loved and cared for	<input type="checkbox"/> Discuss people who are important to us and why. Use photo-cards to illustrate love, friendship, care. <input type="checkbox"/> Individual task: draw someone who is close or important to them. <i>NB. Be sensitive to the range of children's family or living circumstances</i>	<input type="checkbox"/> love <input type="checkbox"/> care <input type="checkbox"/> close <input type="checkbox"/> happy <input type="checkbox"/> secure <input type="checkbox"/> safe	
3	To understand what proud and jealous emotions feel like	<input type="checkbox"/> Use the photo-cards 'jealous' and 'proud' <input type="checkbox"/> Discuss the words jealous and proud, what do they mean? Role play different scenarios Use Emotional barometer to indicate whether feeling proud or jealous in response to different scenarios.	<input type="checkbox"/> jealous <input type="checkbox"/> proud <input type="checkbox"/> hurt <input type="checkbox"/> lonely <input type="checkbox"/> uncomfortable <input type="checkbox"/> feelings <input type="checkbox"/> emotions	
4	<input type="checkbox"/> I can deal with my own hurt feelings without hurting others	<input type="checkbox"/> Read Everybody Feels Angry <input type="checkbox"/> illustrate how feelings can get out of hand and affect our behaviour. <input type="checkbox"/> Thought shower; what should you do in different situations <input type="checkbox"/> Extension activity: make a feelings display	<input type="checkbox"/> hurt <input type="checkbox"/> unkind <input type="checkbox"/> lonely <input type="checkbox"/> better	Everybody feels angry
5	<input type="checkbox"/> I can talk about my feelings <input type="checkbox"/> I can talk about ways to deal	<input type="checkbox"/> Use photo-cards 'lonely' and 'included' to explore feeling of loneliness, belonging and acceptance. <input type="checkbox"/> Group work: Discuss ideas of how to not feel lonely. Feed back to the class <input type="checkbox"/> Extension activity: Dear Diary. Write to the problem page of a magazine. Imagine and write the editor's reply. (Could be used as the basis for the	<input type="checkbox"/> lonely <input type="checkbox"/> alone <input type="checkbox"/> belong <input type="checkbox"/> accept <input type="checkbox"/> like	

	with my worries	following session.)	<input type="checkbox"/> include <input type="checkbox"/> exclude	
6	<input type="checkbox"/> I can help others feel better if they have a worry	<input type="checkbox"/> Allow an extra session for open discussion of any of the issues from the previous sessions in the unit. Use a structured discussion format eg. Circle Time to allow children time to raise any worries they have and share support strategies.	<input type="checkbox"/> help <input type="checkbox"/> support <input type="checkbox"/> worry problem	

Year 1 Summer 2

WEEK	OBJECTIVE	SUGGESTED ACTIVITIES	VOCABULARY	RESOURCES
1	To listen effectively	<input type="checkbox"/> Thought shower: why is it important to listen? <input type="checkbox"/> Group work: active listening role play. Label in groups of 3: 1=speaker, 2=listener, 3=observer. Ask groups to describe what you want or are going to do over the summer holidays. First round – listener demonstrates poor listening. Swop roles and carry out activity again, this time with the listener demonstrating good listening skills. Feedback to class about how it felt in each role. What is good listening? Make a good listening skills poster for the classroom.	<input type="checkbox"/> listening <input type="checkbox"/> speaking <input type="checkbox"/> eye <input type="checkbox"/> contact <input type="checkbox"/> body <input type="checkbox"/> language <input type="checkbox"/> observer	
2	To express opinions	<input type="checkbox"/> Discuss an aspect of school life which might need improvement eg. in the playground or dining hall. <input type="checkbox"/> Put 5 different recommendations or issues relating to school life (meetings) to the class. Which do they think are the most important? Children to hold up numbers 1-5 to represent whether they: strongly agree (1), agree (2), not sure (3), disagree (4), strongly disagree (5). Can use smiley/sad faces. <input type="checkbox"/> As a class agree on one issue that they would like to feed back to the Headmaster	<input type="checkbox"/> cooperati <input type="checkbox"/> on <input type="checkbox"/> opinion <input type="checkbox"/> conflict <input type="checkbox"/> voting <input type="checkbox"/> agree <input type="checkbox"/> disagree	
3	To know right and wrong and make choices	<input type="checkbox"/> Thought shower: what kind of choices have you made recently? Eg. food/games/TV/what to wear. What influences that choice? <input type="checkbox"/> Set up 4 stations/tables for children to move around. Each station has a set of objects eg. table 1 – variety of healthy and unhealthy foods – which would they choose? Why? Table 2 – recycling objects. Table 3 – various exercise equipment eg. skipping rope/football. Table 4 – £5. Give a variety of options for spending it eg. sweets/share with siblings/give to charity? <input type="checkbox"/> Extension activity: in groups write a list of the un/healthy choices or dis/advantages involved and discussed on each table.	<input type="checkbox"/> right <input type="checkbox"/> wrong <input type="checkbox"/> decision <input type="checkbox"/> choices <input type="checkbox"/> healthy <input type="checkbox"/> unhealth <input type="checkbox"/> y <input type="checkbox"/> advantag <input type="checkbox"/> es <input type="checkbox"/> disadvant <input type="checkbox"/> ages	
4	To know what living things need	<input type="checkbox"/> Thought shower: what do we need to be healthy and happy people? <input type="checkbox"/> Introduce three or four different toy animals. Ask the children to identify the needs of each animal. <input type="checkbox"/> Group work: make a list, with words or pictures, of the similarities and differences between animals' and humans' basic needs.	<input type="checkbox"/> I <input type="checkbox"/> know that <input type="checkbox"/> all humans <input type="checkbox"/> and animals <input type="checkbox"/> have needs	

5	To develop a sense of responsibility	<input type="checkbox"/> Thought shower: which animals would make suitable pets? Use pet care accessories to show how different pets need to be looked after. <input type="checkbox"/> Individual activity: draw a pet animal and surround it with words and pictures to illustrate the needs of the animal and our responsibilities towards it. <input type="checkbox"/> Extension activity: think of all the wild animals living near the school grounds/local countryside. Children identify simple rules for behaviour in these areas eg. putting litter in bin, leave birds nests alone.	<input type="checkbox"/> I know how to take care of an animal	
6	To understand that people look after animals as a job	<input type="checkbox"/> Thought shower: what does volunteering mean? Why do people volunteer? What groups do children know of? Who looks after animals when they are ill? Tell children it against the law to mistreat an animal. <input type="checkbox"/> Focus on the work of an animal welfare group eg. RSCPA, WWF and discuss the work they do. Visit websites, investigate eg. European pet passport scheme, unfamiliar pets around the world, endangered species, zoos <input type="checkbox"/> Group work: discuss/role-play or interview. What make a good home for a pet? Give the children a selection of pets that need a home and a number of different families that are looking for a pet. Which pet would suit which family?	<input type="checkbox"/> I understand what good animal welfare is	