

SUBJECT: PSHE

UNIT: Health and Wellbeing

TERM: 5 YEAR GROUP: 1

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
<b>SESSION 1</b>	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	Talk about what makes them special Describe personal strengths and attributes Set simple targets	Active listening Set challenging goals for self Recognise distorted thinking Affirm self and others	Who am I? How am I special? What can I do for myself? What am I getting better at? What do I need help with?	Stories where characters achieve a goal; have their own special strength or attributes, such as <i>Ruby</i> by Maggie Glen
<b>SESSION 2</b>	To learn about change and loss and the associated feelings (including losing toys or keys)	Talk about different kinds of loss that they or others may have experienced Describe how people behave when they lose things Talk about how losing things can make people feel Talk about what they can do to be kind to others who may be feeling unhappy about a change or loss	Empathy, Self-reflection Communication of ideas and views to others Resilience	What are the things that we treasure the most? How do we take care of them? How do we feel/ behave if we lose them or they get ruined? How do people that we know behave when they lose things? What do we do to help someone who has lost something feel better?	Stories where characters lose and find things, or lose and learn to live with the loss of the object; where characters share their feelings and help each other, such as <i>Elmer and the Lost Teddy</i> by David McKee
<b>Session 3</b>	To understand that household products, including medicines, can be harmful if not used	Identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin) Give reasons why we need medicines Identify some household products that can be harmful if misused	Managing risk and personal safety Analysing and evaluating situations	What goes <i>onto</i> our bodies and who puts it there? What goes <i>into</i> our bodies and who puts it there? How does it get in and how does it make me feel?	Stories where characters visit the doctor or the vet, such as <i>Six Dinner Sid</i> by Inga Moore.  Invite local health professional in to talk to the children about the role of medicines in helping to keep them well.

	properly	<p>Talk about health professionals who can give us medicines</p> <p>Identify people we trust to tell us to put things onto and into our bodies</p> <p>Talk about how we know we can trust these people</p> <p>Talk about how to keep safe when taking medicines</p> <p>Examples: what goes on to our bodies – soap, water, shampoo, dirt, paint, cream, plasters, suntan lotion, sun, clothing, shoes.</p> <p>What goes into our bodies – food, drink, tablets/pills, medicine, air, dust, smoke, smells.</p>		<p>Where do we think it goes?</p> <p>Who and what helps us to get better when we are ill?</p> <p>Where do medicines come from that make us better?</p> <p>Why must we be careful with medicines?</p>	<p>Pictures of medicines and household products so that pupils can recognise the difference between the two.</p>
<b>Session 4</b>	To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract their attention, ways that pupils can help these people who look after them.	<p>Identify the people who take care of them in their immediate family and wider family networks</p> <p>Talk about whom they can go to if they are worried</p> <p>Identify ways of asking for help</p> <p>Talk about how they can be of help to people who look after them</p>	<p>Making decisions and choices</p> <p>Empathy</p> <p>Resilience</p>	<p>Who are my special people?</p> <p>What do they do to care for me and make me feel safe and happy?</p> <p>How can people tell how we are feeling?</p> <p>Who and what can help us when we feel worried or unsafe?</p> <p>How can we help the people who look after us?</p>	<p>Use stories about characters being helped and looked after, and those where characters responsible for themselves.</p>
<b>Session 5</b>	To learn rules for and ways of keeping physically and	<p>Demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside'</p>	<p>Making decisions and choices</p> <p>Resilience</p>	<p>What do we think we have to keep safe from and how do we do this?</p> <p>Who are the people who keep us</p>	<p>Stories where characters go out into the world and recognise and cope with dangers by their own skills.</p>

	<p>emotionally safe, including road safety and the difference between secrets and surprises and understanding not to keep adults' secrets</p> <p>Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p>Identify emotions for when they are feeling safe and unsafe</p> <p>Describe ways of keeping safe in familiar situations, such as crossing the road</p> <p>Talk about being safe inside and outside home</p> <p>Identify the adults in school, at home and in the wider environment who can keep them safe</p> <p>Talk about what they can say and do to help these people to keep them safe.</p> <p>Talk about whom to go to if they are feeling worried, how to attract their attention what they could say and the importance of keeping saying it.</p> <p>Discuss privacy for themselves and others (toileting, dressing, knocking on doors)</p> <p>Talk about the difference between a surprise and a secret and that we should not keep adults' secrets, only surprises that everyone will find out about</p>	<p>Analysing and evaluating situations</p> <p>Recalling and applying knowledge and skills</p>	<p>safe and what do they do to keep us safe?</p> <p>How can we help them to keep us safe?</p> <p>What do we do that can make other people feel unsafe?</p> <p>What makes us feel not so safe? Nervous? Upset? Scared?</p> <p>Do we always have to keep secrets?</p> <p>Which secrets are good to keep? (See notes below)</p> <p>Who can we ask for help and if we tell, will we get into trouble?</p>	<p>Questions raised by <i>Not Now Bernard</i> by David McKee can aid discussion, for example: who is looking after Bernard? Are his parents keeping him safe? What could Bernard do to attract his parents' attention?</p>
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<p><b>Session 6</b></p>	<p>to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>Describe the things they do in class to keep themselves and others safe</p> <p>Demonstrate responses (language and strategies) they can give in situations (including dares) that may compromise their safety or that of others</p> <p>Talk about how they might feel when they consider themselves or others to be in unsafe situations and how to manage these feelings</p> <p>Describe when it is important to listen to these feelings, and when we might want to try to overcome them (see Additional Guidance)</p> <p><a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a></p> <p><i>First Aid</i></p>	<p>Making decisions and choices</p> <p>Self-reflection</p> <p>Team working</p>	<p>How do we keep ourselves safe in school?</p> <p>How do we help keep others safe in school?</p> <p>What does unsafe feel like? In our bodies? In our minds?</p> <p>What do we need to do if we feel unsafe?</p> <p>Who can we ask for help?</p>	<p>Role-play scenarios where pupils can try to overcome feeling unsafe, for example: being frightened to go into a party because of feeling shy and taking a deep breath and giving it a go.</p>
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