

| Lesson No. | Lesson Title | Learning Outcomes | Content | Key Vocabulary |
|------------|--------------|---|---|----------------|
| 1 | Healthy me | <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>Start the lesson with some key questions on the theme of being healthy, for example:</p> <p>What sort of things do you think we can all do to stay healthy? [Have a good night’s sleep; eat healthy meals and snacks; do exercise every day; wash hands before eating meals and after going to the toilet; cleaning teeth before leaving for school etc.]</p> <p>Why is it important to have a good night’s sleep? [Because our bodies rest and grow when we’re asleep.] Why is it important to exercise regularly? [To keep the body as fit as possible and to make us feel good.]</p> <p>Why is it important to eat healthy food? [To give the body all the special things it needs to grow strong and healthy. NB: see 'I can eat a Rainbow' lesson plan for more in-depth work on healthy foods.] Why is it important to have a wash and to brush our teeth? [To keep the body clean and reduce germs, to keep the teeth strong and healthy and to help stop them decaying.]</p> <p>Healthy Me - Play Harold the healthy giraffe's <i>Different Foods Song</i> (the children may have heard this in their Reception/P1 class). Perform the actions as the lyrics suggest (see Y1/P2 SCARF lesson <i>I can eat a rainbow</i> for the lyrics and actions to print out). Activity: In pairs or small groups, give the children a copy of the two <i>Healthy me!</i> Activity sheets. Children work in pairs/groups to decide: Which of the things illustrated on the first sheet they need to stay alive; Which of the things they need to be healthy; Which of the things they might like to have occasionally as a treat. They should cut out the different foods on the first sheet and then arrange them in the correct space on the <i>Sorting board</i> Activity sheet.</p> | |

PSHE – Growing and Changing

Year 1

Summer 2

| | | | | |
|---|-----------------------|--|---|--|
| 2 | Then and now | <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>Discuss how people grow and change since they were a baby. What can children do now which they couldn't do? Why couldn't they do that when they were a baby? What did they need to do to be able to do it now? What are they still learning?</p> <p>Watch a clip of 'Harold performing things he can do'. Can the children do these things? Explain that everyone learns at different rates and everyone has different things which they are good at and things they find more difficult</p> <p>Activity- Sort things they could do then and now and what help they had to achieve these things.</p> | Change Growing |
| 3 | Taking care of a baby | <ul style="list-style-type: none"> • Understand some of the tasks required to look after a baby. • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding. | <p>Discuss what babies can do, who looks after them, what are their needs? Discuss how a baby needs to be looked after and look at items needed in which to do this. Discuss that some things are not objects/ items but helps their emotional needs.</p> <p>Activity- Sort things which babies do and do not need. Discuss reasons as to why babies do or do not need these things.</p> | Caring Love Attention |
| 4 | Who can help? (2) | <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>Define unkindness, teasing and bullying. Discuss what the differences are between these. Give examples of some things which could happen and discuss if it is unkindness, teasing or bullying.</p> <p>What is bullying and how does it feel?</p> <p>What can someone do if they are being bullied? Who could they talk to?</p> <p>Activity- Draw a picture of what to do if someone was being bullied.</p> | Unkind / unkindness Tease/ teasing Bully/ bullying Witness Experience Getting help |

PSHE – Growing and Changing

Year 1

Summer 2

| | | | | |
|---|--------------------------|---|--|--|
| 5 | Surprises and secrets | <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>Discuss what it feels like to have a surprise. Is it always the same feeling? Examples of different surprises, are they good surprises or not? Discuss that some secrets are for good surprises but some secrets can be bad. Discuss how feelings can help tell if it is a good secret or not.</p> <p>Read Harold’s story, discuss whether Harold should keep the secret or not.</p> <p>Activity- Sort examples into 2 piles: surprise and secret. Share answers and discuss.</p> | Surprise Secret Uncomfortable |
| 6 | Keeping privates private | <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>How do people change from being a baby to starting school? Discuss what a 5 year old can do which a baby cannot. Look at pictures of the process of learning to use the toilet. Who helps a person learn to use the toilet? Who helps a child to wipe before they can do it themselves?</p> <p>Activity- Order drawings related to learning to be toilet trained. Discuss names used for private parts which are wiped when someone goes to the toilet and teach the scientific names.</p> <p>Explain, these parts should be private. What does private mean? When might we need to talk to someone about our privates, why? E.g. doctor</p> <p>Show NSPCC Pantosaurus clip. http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ Who can someone talk to if they are worried?</p> | Privates Private Penis Vulva Hygiene |