

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Super Sleep	<ul style="list-style-type: none"> <li>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle.</li> <li>Identify simple bedtime routines that promote healthy sleep.</li> </ul>	<p>Ask the children;                      Why do you think we all need a good night's sleep?                      How do we know when our body is tired?                      How much sleep do you think children should get?                      Why do babies and children need more sleep than adults?                      What do you do before you go to bed?                      What helps you to sleep well?                      How might you feel the next day if you haven't had enough sleep?                      Discuss as a class, the key things the children should do before going to bed.                      Show Harold the healthy giraffe's bedtime routine.                      Is their bedtime routine the same or different? How?                      Activity- Children to cut out the pictures of bedtime routine activities from the <i>Super Sleep</i> Activity sheet and stick them onto a blank sheet of A4 paper in the correct order for their <i>own</i> bedtime routine.</p>	<p>Sleep                      Rest                      Grow                      Tired</p>
2	Who Can Help?	<ul style="list-style-type: none"> <li>Recognise emotions and physical feelings associated with feeling unsafe.</li> </ul>	<p>Discuss how might we feel if:                      Your best friend comes round to play                      You're going to a party</p>	<p>Feelings                      Worried                      Nervous</p>
		<ul style="list-style-type: none"> <li>Identify people who can help them when they feel unsafe.</li> </ul>	<p>You're asked to tidy up your toys / games                      You can't go out and play because it's raining                      You've got no-one to play with at playtime                      Explain to the class that sometimes we can experience different feelings depending on what we are doing. For example, going somewhere we haven't been before might make us feel scared or anxious.                      Explore as a class what happens to our bodies when we feel this way. For example, we feel butterflies in our belly, might feel sick or become hot/clammy.                      Activity-Children to draw on a copy of the Gingerbread Man all the ways they can think of that the body shows us when we are feeling nervous or worried or scared.                      Discuss as a class, someone who they could go to if they felt this way. Model to the children the stem sentence 'When I am worried about something I talk to...'                      Record the names children suggest.                      Return to the Gingerbread Man. Children to write the names of the people they could go to around the outside.</p>	<p>Scared                      Support                      Unsafe</p>

<p>3</p>	<p>Good or bad touches</p>	<ul style="list-style-type: none"> <li>• Understand and learn the PANTS rules.</li> <li>• Name and know which parts should be private. Explain the difference between appropriate and inappropriate touch. Understand that they have the right to say “no” to unwanted touch. Start thinking about who they trust and who they can ask for help.</li> </ul>	<p>Introduce the PANTS rules to the class. Go through each of the rules explaining what each of them mean.</p> <p>P – privates are private.  A – always remember your body belongs to you.  N – no means no.  T – talk about secrets that upset you.  S – speak up, someone can help.</p> <p>As a class, discuss the difference between appropriate/ ‘good’ touch, and inappropriate/ ‘bad’ touch.</p> <p>Teacher to lead a discussion about positive and negative feelings linked to ‘good’ touch/ ‘bad’ touch. Say that ‘good’ touch should make you feel positive – like hugs and kisses from family members. Talk about why people might touch you:</p> <ul style="list-style-type: none"> <li>• to show affection (hugs, kisses, cuddles)</li> <li>• to keep you safe (holding your hand when you cross the road)</li> <li>• if you’re ill or hurt (doctors and nurses).</li> </ul> <p>• Then talk about touch which maybe doesn’t feel good but is necessary such as:  grabbing you to stop you running into a busy road, or other danger</p> <ul style="list-style-type: none"> <li>• examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present).</li> </ul> <p>Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no and should never be forced to keep secrets that make them feel worried or uncomfortable.</p> <p>Give this example: A parent’s friend comes into your room and gives you a hug and a kiss, then they tell you it’s a secret and you shouldn’t tell anyone.</p> <p>Explain to pupils that if they are being asked to keep secrets by people and don’t understand why, they should talk to someone they trust about them.</p> <p>Ask the children to think of different types of helpful people. These could include a parent, a sibling, a friend’s parent, a teacher, a police officer etc.</p> <p>As a class, create a list of people they trust most.</p>	
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4	Sharing pictures	<p>How to stay safe online</p> <p>What is personal information</p> <p>Who is a trusted adult</p> <p>How internet and digital devices may be used safely</p>	<p>Begin the lesson by asking some questions to help children think about benefits and risks of the internet:</p> <ul style="list-style-type: none"> <li>• What is the internet?</li> <li>• How do we get onto the internet? (E.g. smartphones, smart TVs, tablets, computers)</li> <li>• How can it help people? (With children's input, create a list of benefits - e.g. find out information, keep in touch with people, play games - and other types of entertainment - shopping, selling things, donating (giving) to charities etc.)</li> <li>• Is everything that we see or read on the internet true? (Sometimes people make up stories and make them appear real, sometimes people show pictures that have been changed, to make something or someone look better, for example, and sometimes people on the internet pretend to be something that they are not - for example, pretending they are children when they are actually adults.)</li> <li>• How can we keep safe if we use the internet - now and as we get older?</li> <li>• Tell us about any risks you've heard about the internet (give children time to think about this and share their ideas or experiences).</li> </ul> <p>Explain that today we're going to be thinking about keeping safe when using the internet and that one of the risks of the internet is when people - children or grown-ups - share pictures of themselves or of others. Sometimes these can go to people that weren't meant to see them and we're going to find out how this can be harmful.</p> <p>Sharing pictures <b>Follow the Sharing Pictures plan.</b></p> <p>Summing up</p> <p>Ask the children to recap the main points about keeping safe when using the internet, as discussed at the start of the lesson.</p>	<p>Media influence</p> <p>Safeguarding</p> <p>Internet safety</p> <p>Relationships education</p> <p>Online safety</p>
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			<p>Remind the children that there are a lot of benefits of the internet, but there are also risks and we need to think carefully when using it.</p>	
5	<p>What would Harold do?</p>		<p>Begin the lesson with some key questions about medicines and their use:</p> <ul style="list-style-type: none"> <li>• What is a medicine? (Something which can be given to help make somebody feel better. NB: A medicine often only helps treat the symptoms of an illness, rather than the illness itself. The body is pretty good at recovering from most illnesses by itself!)</li> <li>• How do people take medicines? (Tablets that are swallowed, liquids that are measured in a special spoon and swallowed, creams or ointments that are rubbed onto the skin. Less commonly inhaled - breathed in.)</li> <li>• How would someone feel if they took too much medicine? (They could feel very poorly.)</li> <li>• How would someone feel if they took the wrong medicine? (Again they could feel very poorly.)</li> <li>• Why do adults need to look after medicines? (To make sure they were kept in a safe place and taken properly.)</li> <li>• Who would normally look after your medicine at home? (Parent/carer.)</li> <li>• Who would normally look after medicine if it was needed at school? (A member of staff - may be kept safely in the office.)</li> </ul> <p>Activity - What could Harold do?</p>	

Now discuss these questions about being ill and getting better:

- What sort of illnesses have you had?
- How did you feel when you were ill?
- Did you need any medicine to make you feel better?
- What medicines have you heard of?
- How did the medicine get into your body [e.g. as a liquid, tablet, inhaler, injection etc.]
- Who gave you the medicine?
- Where did they get it from?
- Where did they put it to keep it safe?
- How did they know how much to give you? [It was on the prescription/on the medicine label.]
- What else can we do to help us feel better when we're ill? [e.g. stay in bed, stay warm, drink plenty of water/fluids, sleep etc.]

Introduce the children to the character of Harold - the happy, healthy giraffe - and show children the IWB slides: *'What could Harold do?'*.

Read the story and ask the class the suggested questions below. You can either discuss these questions as a whole class or children could work with talking partners.

**Picture 1:** One day Harold found some things on the table. What do you think Harold found?

- What different things might be in the packet? [Medicine/tablets. If the children don't give these responses suggest them yourself.]

**Picture 2:** Harold thought they looked like sweets, but he wasn't sure. What should Harold do?

- Would it be OK for someone to eat something if they didn't know what it was?

			<ul style="list-style-type: none"> <li>• Why is this not safe?</li> <li>• What do you think Harold could do? [e.g. leave the packet where it is, ask a grown up what it is, not touch something if he's not sure what it is.]</li> </ul> <p><b>Picture 3:</b> Harold decided to ask someone. Who could he ask?</p> <ul style="list-style-type: none"> <li>• Who can we ask when we have a problem, are worried about something, or don't know what to do? [A parent/carer, grandparent, teacher etc.]</li> </ul> <p><b>Picture 4:</b> Harold asked his mum. His mum said, 'Oh, Harold! You've found my medicine. I should have put these away safely!' Where is a safe place for Harold's mum to keep her medicines?</p> <ul style="list-style-type: none"> <li>• Why do you think Harold's mum has a medicine? [To help her feel well.]</li> <li>• Where is a safe place for her medicines to be stored? [E.g. locked cupboard, high shelf, fridge etc.]</li> <li>• Why are these places safer than others? [So that children can't reach them and take them by mistake.]</li> <li>• Why is it important not to take anyone else's medicine? [It could be harmful if they don't need it and aren't supposed to take it.]</li> <li>• Who gives medicines and how? [A doctor's prescription which is taken to a pharmacy, direct from the pharmacy or from a supermarket.]</li> <li>• Are medicines helpful or harmful? [Both – it depends on how they are used and whether they are needed.]</li> </ul> <p><b>Picture 5:</b> 'I'll put them in the medicine cupboard,' said Harold's mum.</p> <ul style="list-style-type: none"> <li>• Where might the medicine cupboard be? [In Harold's mum's bedroom, in the bathroom.]</li> </ul>	
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			<ul style="list-style-type: none"> <li>• What other things in the home should be kept in a safe place like this, or out of reach of children? [e.g. solvents – spray cans, aerosols etc. bleach and other harmful substances, tools, sharp knives, electrical appliances etc.]</li> <li>• Why is this important? [To reduce the risk of injury.]</li> </ul> <p><b>Picture 6:</b> Harold’s mum put her medicine in a special locked cupboard. The cupboard was high up on the bathroom wall.</p> <ul style="list-style-type: none"> <li>• Why is the medicine cupboard so high up? [So it is out of reach of children. And giraffes are tall!]</li> </ul> <p><b>Picture 7:</b> Harold’s mum said, ‘Well done, Harold, you did the right thing. We should never put things into our body unless we know they are safe.’</p> <ul style="list-style-type: none"> <li>• Why is it risky/unsafe to put unknown things into our bodies? [Because they might hurt us or make us very ill.]</li> <li>• What do you think about what Harold and his mum did? [Take and acknowledge all responses positively, reinforcing the key concepts outlined above.]</li> </ul> <p>Summing up:          Over the following week children can play the game on the <i>Help Tania get better</i> Activity sheet in small groups with you or a classroom helper.          After the game discuss which things made Tania feel better and which things didn’t make her feel better.</p>	
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6	Harold Loses Geoffrey	<ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with loss.</li> </ul>	<p>Ask the children if they have seen the circle time object. Tell them you have looked everywhere but can't find it. Is there anything else we could use as a circle time object. Take suggestions and agree on a different object to use. Using your new circle time object children can use the following prompt sentence stem to speak.</p> <p><i>"When I lost my XXXX I felt XXXX"</i></p> <p>Discuss the following questions:          Why is it upsetting to lose something?          Have you ever lost anything but then found it later? How did it feel to find it again? Have you ever lost anything but never found it again? How did that feel? Were you able to replace the item?          Sometimes we lose things and find them again and sometimes we lose things forever. Read the 'Harold Loses Geoffrey' story.</p> <p>Activity- On one half of a piece of paper, children to draw a picture of themselves when they have lost something, making sure they draw their face to show how they feel. Then on the other half of the paper, children to draw a picture of themselves when they have found something, making sure they draw their face to show how they feel.</p> <p>Ask pupils to share their drawing and key feelings words.</p>	<p>Feelings          Emotions          Loss          Lost</p>
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PSHE – Keeping Myself Safe

Year 1

Spring 1

5	What Could Harold Do?	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill.</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>	<p>Discuss;</p> <ul style="list-style-type: none"> <li>• What is a medicine?</li> <li>• How do people take medicines?</li> <li>• How would someone feel if they took too much or the wrong medicine?</li> <li>• Why do adults need to look after medicines?</li> <li>• Who would normally look after your medicine at home?</li> <li>• Who would normally look after medicine if it was needed at school?</li> </ul> <p>Activity-Introduce the children to the character of Harold the happy, healthy giraffe and show children the IWB slides: <i>What could Harold do?</i> Read the story and ask the class;          What do you think Harold found?          What different things might be in the packet?          What should Harold do?          Would it be OK for someone to eat something if they didn't know what it was? Why not?          Who can we ask when we have a problem, are worried about something, or don't know what to do?          Where is a safe place for Harold's mum to keep her medicines? Why is this important?          Why is it risky/unsafe to put unknown things into our body?</p>	Medicine Safe Harmful Responsibility
6	Good Or Bad Touches	<ul style="list-style-type: none"> <li>• Understand and learn the PANTS rules.</li> <li>• Name and know which parts should be private.</li> <li>• Explain the difference between appropriate and inappropriate touch.</li> <li>• Understand that they have the right to say "no" to unwanted touch. Start thinking about who they trust and who they can ask for help.</li> </ul>	<p>Introduce the PANTS rules to the class.Go through each of the rules explaining what each of them mean.</p> <p>P – privates are private.          A – always remember your body belongs to you.          N – no means no.          T – talk about secrets that upset you.          S – speak up, someone can help.</p> <p>As a class, discuss the difference between appropriate/ 'good' touch, and inappropriate/'bad' touch.</p> <p>Teacher to lead a discussion about positive and negative feelings linked to 'good' touch/ 'bad' touch. Say that 'good' touch should make you feel positive – like hugs and kisses from family members.</p>	Private Trust Privates

PSHE – Keeping Myself Safe

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		<ul style="list-style-type: none"> <li>• grabbing you to stop you running into a busy road, or other danger</li> <li>• examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present).</li> </ul> <p>Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no and should never be forced to keep secrets that make them feel worried or uncomfortable.</p> <p>Give this example: A parent’s friend comes into your room and gives you a hug and a kiss, then they tell you it’s a secret and you shouldn’t tell anyone.</p> <p>Explain to pupils that if they are being asked to keep secrets by people and don’t understand why, they should talk to someone they trust about them.</p> <p>Ask the children to think of different types of helpful people. These could include a parent, a sibling, a friend’s parent, a teacher, a police officer etc.</p> <p>As a class, create a list of people they trust most.</p>	
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