

TERM: Autumn 2		YEAR GROUP: Year 1		SUBJECT: PSHE – Health and wellbeing	
WEEK 1 DATE: 04.11.24	WEEK 2 DATE: 11.11.24	WEEK 3 DATE: 18.11.24	WEEK 4 DATE: 21.11.24	WEEK 5 DATE: 2.12.24	WEEK 6 DATE: 9.12.24
<p><b>LO:</b> To describe and understand their feelings To develop simple strategies for managing them <b>Success Criteria:</b> I can describe how I feel I can recognise what might cause these feelings I can identify different ways of responding to emotions I can plan appropriate action to manage my feelings <b>Main Event:</b> As a class read the story 'Where are you, Blue Kangaroo?'. Children to get into pairs and role play different parts of the story saying what Lily and Blue Kangaroo might say/think/feel at different points in the story. Children to fold a piece of paper in half and choose one positive and negative emotion and draw situations that may make them feel this way. <b>Support:</b> May need images from the story in front of them to help them think how the characters were feeling. <b>Challenge:</b> Should describe and show how their character feels but also to articulate how the other characters feel.</p>	<p><b>LO:</b> To recognise and celebrate their strengths and set simple but challenging goals <b>Success Criteria:</b> I can describe what I am like/what qualities I have I can identify my strengths I can think of things I would like to get better at I can set myself small, achievable goals <b>Main Event:</b> Read 'Quick as a cricket' or watch the video. Discuss what the different animals are like. Children need to discuss what they are good at. Discuss what they are like. Think about the words that describe what someone is like as a person. What animal would they be. This animal should reflect their personality. Describe the animals qualities. Children to draw themselves as an animal and label pictures with words to describe themselves. <b>Support:</b> They should be given examples of why they might be considered a good listener, focused, happy etc. <b>Challenge:</b> Should be encouraged to use a range of vocabulary to describe what they are like.</p>	<p><b>LO:</b> To understand the benefits of physical activity and rest <b>Success Criteria:</b> I can understand the importance of sleep I know that I can affect the quality of sleep that I get I can think of ways to get ready for sleep <b>Main Event:</b> Explain the importance of sleep. Ask children how they feel when they haven't had enough sleep. Discuss how sleep has great effects on our body and energy. Sleep makes you more alert and helps you memory. Not enough sleep causes us to be poorly and moody. In pairs, children need to act out their bedtime silently and their partner needs to guess what they are doing. Discuss bedtime routines as a class. As a class create a good bedtime routine. <b>Support:</b> Look at the <i>Bedroom image</i> to help discuss what they might find in their rooms at home, as well as how these things can help them get a good night's sleep. <b>Challenge:</b> Should articulate the effects of getting a good night's sleep vs a bad night's sleep and relate that to their own experiences</p>	<p><b>LO:</b> To know how to relax in different ways <b>Success Criteria:</b> I know that there are different ways of relaxing I can recognise when relaxation might help me I can focus on tensing and relaxing different parts of my body to relax I can use laughter to help me relax if I am nervous or have lots on my mind <b>Main Event:</b> Looking at different techniques of relaxation. Progressive muscle relaxation – get children to close their eyes and to get comfortable. They can sit or lie. Show the GoZen! Video. Follow the activity and ask children how they feel and whether it helped them to relax. Laughter – explain laughter has positive effects on the body. Children need to explore ways to make their partner laugh. <b>Support:</b> Position closer to the teacher so that they can watch as the teacher models. Might need more time to think of examples of things that make them laugh. <b>Challenge:</b> Understands that relaxation is not always about being calm and quiet.</p>	<p><b>LO:</b> To begin to understand how germs are spread and how we can stop them spreading <b>Success Criteria:</b> I understand why I need to wash my hands I can explain how to wash my hands properly <b>Main Event:</b> Tell pupils that there are different types of germs, they are so small that you can't see them without a microscope. Not all germs are bad but some are. If they get into our bodies, they can make us ill. We must clean our hands so that we do not spread or take in germs. Supervise the children with their hand washing to see if they followed the actions that they have learnt from the video. Children to complete the hand washing sequence. <b>Support:</b> Use Activity: <i>Hand washing sequence 1</i>, which has pictures and words. <b>Challenge:</b> Use Activity: <i>Hand washing sequence 2</i>, which has pictures only so that pupils can add their own text.</p>	<p><b>LO:</b> To begin to understand the risks associated with the sun <b>Success Criteria:</b> I understand that sunshine can be good for me • I can explain the things I need to do to keep myself safe in the sun <b>Main Event:</b> Ask the children what they know about keeping safe in the sun. Watch the animated story. Ask the children what the 5's mean. Children are going to be sun safe superstars and share the five S's with the rest of their school. Children can create a sun safety poster. <b>Support:</b> Create pictures for the display. <b>Challenge:</b> Create a presentation using PowerPoint to use in an assembly.</p>

TERM: Autumn 1		YEAR GROUP: Year 1		SUBJECT: PSHE – Family and relationships	
WEEK 7 DATE: 16.12.24	WEEK 8 DATE:				
<p><b>LO:</b> To begin to understand allergies</p> <p><b>Success Criteria:</b> I understand that people can be allergic to things in food or things around them • I can explain what to do if I have an allergic reaction or one of my friends does</p> <p><b>Main Event:</b> Allergies aren't something we chose to have, they just happen. People can be allergic to lots of different things including things we eat and things around us. Our bodies are designed to fight things that make us ill such as bugs and germs. Sometimes our bodies think something is bad for us and will fight that, causing an allergic reaction. Discuss ways that people can react to allergies. People need a special medicine and to get help straight away. We can help our allergies by keeping the allergic things away from us. You must always check the ingredients of foods. Ask children to find allergens on the food label activity.</p> <p><b>Support:</b> Help with finding the allergens on the food packaging and using the Activity: Allergens in food 2, which has a list of allergens for them to choose from</p>	<p><b>LO:</b> To understand that there are people in the local community who help to keep us healthy</p> <p><b>Success Criteria:</b> I understand that some people have jobs which help to keep us healthy I can explain how these people help to keep us healthy</p> <p><b>Main Event:</b> Children will be making a book about people who keep us healthy. Give each pupil a copy of the <i>Activity: Book template</i> and, for pupils needing support, a copy of the <i>Activity: Images and text for book creation</i> which can be cut out and stuck into the book instead of writing and drawing their own images.</p> <p><b>Support:</b> Should use the <i>Activities: Images and text for book creation</i>.</p> <p><b>Challenge:</b> Should write their own information and draw their own pictures. They could also add other people/roles to their books.</p>				

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<b>Challenge:</b> Should be given more challenging packaging to work with and use the Activity: Allergens in food 1					
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