

PSHE at THE DOWNLEY SCHOOL
 RELATIONSHIPS EDUCATION
 TOPIC – FAMILIES AND FRIENDSHIPS
 Year 1 – Autumn

What I will learn in this topic: Roles of different people; families; feeling cared for - PSHE Association PoS Refs: R1, R2, R3, R4, R5

RESOURCES

Medway Private Health Directorate

KS1 Primary RSE Lessons; Lesson 1

'My Special People' Resource A spider-gram



Medway Year 1 and
2.pdf

<https://www.1decision.co.uk/>

AFL – survey/questions and answers

VOCABULARY	DEFINITION
roles	jobs or parts play
worry	to feel anxious or troubled
family	group of people living together
friend	a person who you can rely on
roles	jobs or parts play
relative	a person connected by blood or marriage
special	better or greater
acquaintance	a person you know slightly
person/people	a human being/s
help	support, make easier for someone
thanks	expression of gratitude

REFLECTIVE QUESTIONS

Who cares for me? How do I know?

Who would I speak to if I am worried about anything?

CIRCLE TIME GAMES – J. Moseley



Free-Circle-Time-Book (1).pdf

LOC

CLASS CHARTER

Picture of a scroll



Lesson 1

L.O. I know about people who care for me e.g. parents, siblings, grandparents, relatives, friends, teachers

R1. To learn about the roles of different people (e.g. acquaintances, friends and relatives) play in our lives

Activity

Draw their families and special people in their life(spider-gram)

To talk about the roles that people play in my life. Who are these people? Are they acquaintances, friends or relatives? Group them.

Lesson 2

L.O. I can understand about the role these different people play in children's lives and how they care for them

R2. To identify the people who love and care for me and what they do to help me feel cared for

Activity

How do these people care for you? How do they show that they care for you?

Make a list of things that they do for you – read a story, collect you for school etc. Draw pictures

Lesson 3

L.O. I recognise what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.

R3. To learn about different types of families including those that may be different to their own

Activity

Discussion of families; draw pictures of your family members

Lesson 4

L.O I understand about the importance of telling someone — and how to tell them — if I am worried about something in my family

R4. To identify common features of family life

Activity

What might I feel worried about, draw worried faces next to their worries - (1decision free posters)

Lesson 5

L.O I understand the importance of speaking to someone if I feel worried.

R5. To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Activity

Create a mind map of people I could talk to

PSHE
 RELATIONSHIPS EDUCATION
 TOPIC – SAFE RELATIONSHIPS
 Year 1 – Autumn

What I will learn in this topic: Recognising privacy; staying safe; seeking permission - PSHE Association PoS Refs: R10, R13, R15, R16, R17

RESOURCES

What makes me, me?

https://youtu.be/wbpQSI95k6I?list=PLcvEcrsF_9zIGMiridqGjN7y-Id_wj2O5

NSPCC The Underwear Rule resources (PANTS)

NSPCC PANTOSAURUS SONG AND ANIMATION

https://youtu.be/wbpQSI95k6I?list=PLcvEcrsF_9zIGMiridqGjN7y-Id_wj2O5

Lesson plan for PANTS

<https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf>

AfL

PANTS - What does this stand for?

VOCABULARY	DEFINITION
hurt/hurtful	causing distress to someone
private	belonging to or for the particular use of someone
online	controlled by or connected to a computer
respect	deep feeling of admiration for someone, their abilities, qualities or achievement
privacy	not disturbed by observed by other people
safe/unsafe	protected from or not exposed to danger or risk
touch	come into or be in contact with
physical	relating to body as opposed to the mind
comfortable/uncomfortable	providing physical ease or relaxation
permission	action of allowing someone to do a particular thing

CIRCLE TIME GAMES

LOC

CLASS CHARTER



REFLECTIVE QUESTIONS

What does feeling safe mean?

Do I know what to do or who to talk to if I feel unsafe?

Lesson 1

L.O. I recognise situations when someone's body or feelings might be hurt and whom to go to for help

R10. To understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

Lesson 2

L.O. I know what it means to keep something private, including parts of the body that are private

R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

Lesson 3

L.O. I can identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)

R15. To understand how to respond safely to adults they don't know

Lesson 4

L.O. I understand how to respond if being touched makes me feel uncomfortable or unsafe

R16. To understand how to respond if physical contact makes them feel uncomfortable or unsafe

L.O. I understand how to ask for and give/not give permission

R17. To learn about knowing there are situations when they should ask for permission and also when their permission should be sought

PSHE
RELATIONSHIPS EDUCATION
TOPIC – RESPECTING OURSELVES AND OTHERS
Year 1 – Autumn

What will I learn in this topic? How behaviour affects others; being polite and respectful - PoS Refs: R21, R22

RESOURCES

<https://www.1decision.co.uk/resources/free-trial-5-to-8-year-olds>

AfL

Demonstrate 3 ways to show that you are polite and respectful to others?

VOCABULARY	DEFINITION
kind/unkind	of a good nature
behaviour	way in which one conducts oneself
affect	make a difference
polite	having behaviour that is considerate of others
courteous	considerate in manner

REFLECTIVE QUESTIONS

Does my behaviour affect others?

What does it mean to be polite and respectful? How can I show this?



Lesson 1

L.O. I understand what kind and unkind behaviour means in and out school
R21. To learn about what is kind and unkind behaviour, and how this can affect others

Lesson 2

L.O. I recognise how kind and unkind behaviour can make people feel
R21. about what is kind and unkind behaviour, and how this can affect others

Lesson 3

L.O. I recognise what respect means
R22. To learn about how to treat themselves and others with respect; how to be polite and courteous

Lesson 4

L.O. I recognise the importance of class rules, being polite to others, sharing and taking turns
R22. To learn about how to treat themselves and others with respect; how to be polite and courteous



LESSON - KS1 Home
learning - Relationsl



Resource 1 - My
special people spide



Resource 2 - Ways
we care for special p

TARGET TRACKER LINKS - Personal and Social

Identify the importance of having friends

Listen to advice

Understand the importance of family

Share a view or opinion