

This document gives an overview of the learning covered in Year One PSHE sessions

YEAR 1	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Why we have classroom rules	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these.
How are you listening?	<ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
Thinking about feelings	<ul style="list-style-type: none"> • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).
Our feelings	<ul style="list-style-type: none"> • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these.
Feelings and bodies	<ul style="list-style-type: none"> • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt.
Good friends	<ul style="list-style-type: none"> • Identify simple qualities of friendship; • Suggest simple strategies for making up.
Valuing Difference	

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Same or different?	<ul style="list-style-type: none"> ● Identify the differences and similarities between people; ● Empathise with those who are different from them; ● Begin to appreciate the positive aspects of these differences.
Unkind, tease or bully?	<ul style="list-style-type: none"> ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare.
Harold's school rules	<ul style="list-style-type: none"> ● Explain some of their school rules and how those rules help to keep everybody safe.
It's not fair!	<ul style="list-style-type: none"> ● Recognise and explain what is fair and unfair, kind and unkind; ● Suggest ways they can show kindness to others.
Who are our special people?	<ul style="list-style-type: none"> ● Identify some of the people who are special to them; ● Recognise and name some of the qualities that make a person special to them.
Our special people balloons	<ul style="list-style-type: none"> ● Recognise that they belong to various groups and communities such as their family; ● Explain how these people help us and we can also help them to help us.
Keeping Safe	
Super sleep	<ul style="list-style-type: none"> ● Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ● Identify simple bedtime routines that promote healthy sleep.
Who can help? (1)	<ul style="list-style-type: none"> ● Recognise emotions and physical feelings associated with feeling unsafe; ● Identify people who can help them when they feel unsafe.
Good or bad touches?	<ul style="list-style-type: none"> ● Understand and learn the PANTS rules; ● 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.
Sharing pictures	<ul style="list-style-type: none"> ● Start thinking about how to stay safe online, including safety around sharing images; ● Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
What could Harold do?	<ul style="list-style-type: none"> ● Understand that medicines can sometimes make people feel better when they're ill;

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	<ul style="list-style-type: none"> ● Explain simple issues of safety about medicines and their use.
Harold loses Geoffrey	<ul style="list-style-type: none"> ● Recognise the range of feelings that are associated with loss.
Rights and Respect	
Harold has a bad day	<ul style="list-style-type: none"> ● Recognise how a person's behaviour (including their own) can affect other people.
Around and about the school	<ul style="list-style-type: none"> ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment.
Taking care of something	<ul style="list-style-type: none"> ● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that belong to themselves or to others.
Harold's money	<ul style="list-style-type: none"> ● Explain where people get money from; ● List some of the things that money may be spent on in a family home.
How should we look after our money?	<ul style="list-style-type: none"> ● Recognise that different notes and coins have different monetary value; ● Explain the importance of keeping money safe; ● Identify safe places to keep money; ● Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
Basic first aid	<ul style="list-style-type: none"> ● See link to external resources for further information.
Being My Best	
I can eat a rainbow	<ul style="list-style-type: none"> ● Recognise the importance of fruit and vegetables in their daily diet; ● Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
Eat well	<ul style="list-style-type: none"> ● Recognise that they may have different tastes in food to others; ● Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; ● Recognise which foods we need to eat more of and which we need to eat less of to be healthy.

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Harold's was up and brush up	<ul style="list-style-type: none"> ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order.
Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> ● Understand how diseases can spread; ● Recognise and use simple strategies for preventing the spread of diseases.
Harold learns to ride his bike	<ul style="list-style-type: none"> ● Recognise that learning a new skill requires practice and the opportunity to fail, safely; ● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
Pass on the praise!	<ul style="list-style-type: none"> ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel.
Inside my wonderful body! (OPTIONAL)	<ul style="list-style-type: none"> ● Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ● Understand and explain the simple bodily processes associated with them.
Growing and Changing	
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.
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.
Taking care of a baby	<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.
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.
Suprises 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.

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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.

