

PSED - Year 1 – Autumn 1 – Me and My relationships

Teachers to use weekly outline to create their own lesson using 7 step lesson plan- in alignment with School's Teaching and Learning Policy. Teachers to adapt and provide appropriate scaffolding for SEND						
Week	Key Question	Resources	Learning intentions	Outline of activities	AFL	Assessment criteria
1	Why do we need rules? What are our school rules? What are our classroom rules?	Large sheet of card with drawn out margin all the way around (big enough for hand prints all the way round), mixed colour paints (on plates for hand printing).	<i>Understand that classroom rules help everyone to learn and be safe;</i> <i>Explain their classroom rules and be able to contribute to making these.</i> British Values – The Rule of Law: All people should follow the laws in Britain. These laws are designed to protect everybody in the country. RSE - Practical steps they can take in a range of different contexts to improve or support respectful relationships; The conventions of courtesy and manners. <i>PSHE Association Learning Opportunities;</i> - H28. About rules and age restrictions that keep us safe. - R22. About how to treat themselves and others with respect; how to be polite and courteous. - L1. About what rules are, why they are needed, and why different rules are needed for different situations.	Intro – Why do we need rules? Why do we need laws (in our country?) What would happen if we didn't have rules? (<i>Introduce the rule of law as a British Value</i>). Talk about our school rules- Be Safe, Be Kind, Be Ready. In each of the three rules: - Talk about some good examples of each with your talk partner. - Talk about some examples of breaking the rules. Talk about what would happen if you break the rules in school? Break the rules in the real world? How could you support someone making poor choices? Main activity – Work in small groups (e.g. 2x2 talk partners) and write some simple ideas of more specific rules for the classroom (e.g. looking after resources, hand up to talk, sitting quietly on the carpet etc). Share your ideas and teacher to record these on a large piece of paper (card if poss) in bullet point form. Children to 'sign' their handprint around the outside for display in class. Summary – Thumbs up and down.....can we do this.....can we do that? Examples of rules and breaking rules.	What are rules? Why do we need rules? What happens when rules are broken? What would I do if someone breaks the rules?	WT With support, I can tell you some of the school and class rules. WA I can tell you some of the school and class rules and why we need them. GD I can tell you some of the school and class rules and talk in detail about why we need rules e.g. in society.
Whole class follow up		Re-visit and read the school rules and talk about the importance of rules. I Can Follow The Rules Song Music For Classroom Management Children Song - YouTube Look at "Why we have rules" powerpoint and discuss.				
Key Vocab		Rules, values, British Values, relationship, law, society, safe, kind, ready.				
2	Why do we need rules? What are our playground rules?	Social stories (in sharepoint).	<i>Understand that classroom rules help everyone to learn and be safe;</i> <i>Work together to make a list of playground rules.</i> British Values – The Rule of Law: All people should follow the laws in Britain. These laws are designed to protect everybody in the country. RSE - Practical steps they can take in a range of different contexts to improve or support respectful relationships; The conventions of courtesy and manners. <i>PSHE Association Learning Opportunities;</i> - H28. About rules and age restrictions that keep us safe. - R22. About how to treat themselves and others with respect; how to be polite and courteous. L1. About what rules are, why they are needed, and why different rules are needed for different situations.	Intro – What would happen in the playground if we didn't have rules? (<i>Introduce the rule of law as a British Value</i>). Main activity – Recap school rules – relate be safe, be kind, be ready to our playground. Talk to partner – which rules keep us safe? Which rules keep us ready? Which rules help us to be kind? Discuss as a whole class. Choose some of the social story cards. Work in small groups to discuss what you would do (and why) in each scenario. Summary – Summarise key rules and what to do if they are broken.	What are rules? Why do we need rules? What happens when rules are broken? What would I do if someone breaks the rules?	WT With support, I can tell you some of the playground rules. WA I can tell you some of the playground rules and why we need them. GD I can tell you some of the playground rules and why we need them, in more detail.

Whole class follow up		Think of any ideas to help make our playground behaviour even better, or to make sure people follow the rules – could we make posters? Have buddies?					
Key Vocab		Rules, values, British Values, relationship, law, society, safe, kind, ready, playground, buddies, poster.					
3	Thinking about feelings What different feelings can we feel? How do these feelings look to others?	Colour monster worksheet (in sharepoint).	<p>Children will be able to:</p> <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.) <p>RSE</p> <ul style="list-style-type: none"> - How to recognise and report feelings of being unsafe or feeling bad about any adult. - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <p>PSHE Association-</p> <ul style="list-style-type: none"> -H14. How to recognise what others might be feeling. - H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things. -H16. About ways of sharing feelings; a range of words to describe feelings. –H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. 	<p>Introduction: On a flipchart, poster or whiteboard, make a list of different feelings in a table under the headings comfortable and uncomfortable.</p> <p>State that we have different feelings in different places. We might feel different at home, at school, at swimming lessons.....</p> <p>Main activity – Watch THE COLOR MONSTER (ANIMATED) #readaloud for children #storytime #animatedstories #kindergarten - YouTube and discuss.</p> <p>By looking at body language, we can tell people how we feel. Ask how else can we show what we are feeling. Take some suggestions including the look on your face. How does each feeling feel? How does our body language change?</p> <p>Activity-Feelings charades</p> <p>One child will mime a feeling, without speaking – just using their face and body to show the feelings. Others to identify it and say how they recognised it and to suggest a reason for this feeling. (E.g. a child smiles, the second child says the feeling is happy because they are smiling, last child says they are happy because they have just scored a goal.)</p> <p>Activity – Write what makes us feel like the colour monster (worksheet – please stick in books).</p> <p>Summing up - Summarise by saying that we can show our feelings even without speaking and that others can tell how someone is feeling by looking at their face or body. Explain that this is sometimes called Body Language. Being able to 'read' a person's Body Language is a useful skill as it helps us to understand how they are feeling and respond to them in a suitable way.</p>	Name different feelings – comfortable and uncomfortable.	<p>WT With support, I can talk about my feelings.</p> <p>WA I can identify the feelings of myself and others.</p> <p>GD I can identify and name several of the feelings of myself and others, and explain them in some detail.</p>	
							What do different feelings feel like? Look like?
							What can I do if I have uncomfortable feelings? What can I do if I see someone else have uncomfortable feelings?
Whole class follow up		Can you guess how I am feeling? Teacher to show different expressions. Repeat this activity by covering your mouth – can they tell from your eyes? Ask children how they feel inside when they are sad, happy, worried etc. (feel sick, tummy ache, pain in forehead, butterflies in tummy, about to burst).					
Key Vocab		Feelings, emotions, uncomfortable/comfortable, sad, angry, worried, disappointed, scared, tired, guilty, shy, overwhelmed, frustrated, happy, excited, lonely, calm, body language.					
4	Comfortable and uncomfortable feelings Who will help me with uncomfortable feelings?	A3 sized Colour monster "Which colour monster am I today?" for display.	-H16. About ways of sharing feelings; a range of words to describe feelings. –H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.	<p>Intro – Which colour monster do we feel like today? Show the new display "Which colour monster am I feeling today?" Give each child a mini laminated Colour Monster strip. Show your feelings. Teacher to give those children who are feeling uncomfortable feelings a chance to speak later if they want to. Share the comfortable feelings publicly.</p> <p>Main activity - Activity – People who can help me</p> <p>Explain that there are different people we can talk to about our feelings, and that these people can help us too. Why is it important to</p>	I can identify my feelings.	<p>WT With support, I can name my feelings and know people who can help me with uncomfortable feelings.</p> <p>WA I can name my feelings and know people who can help me</p>	
							<p>What are comfortable and uncomfortable feelings?</p> <p>Why is it important to share uncomfortable feelings?</p>

		laminated, enough per child)		share your uncomfortable feelings? (and comfortable ones). Each child to make a person chain, draw the faces and write the names of 4 people they can talk to about their feelings. Summary – Recap the importance of sharing uncomfortable feelings with a trusted grown up.	Who can I share my feelings with?	with uncomfortable feelings. GD I can name my feelings in detail, know people who can help me with uncomfortable feelings and why this is important.
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Whole class follow up [My Feelings and Me: Kids books read aloud by Books with Blue - YouTube](#)

Key Vocab Feelings, uncomfortable, comfortable

5	What do feelings feel like? What do feelings look like?	Feelings powerpoint (on Sharepoint) How would you feel if...? cards	Children will be able to: - Identify a range of feelings; - Identify how feelings might make us behave: - Suggest strategies for someone experiencing 'not so good' feelings to manage these. RSE - How to recognise and report feelings of being unsafe or feeling bad about any adult. - That mental wellbeing is a normal part of daily life, in the same way as physical health. - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. PSHE Association: - H11. About different feelings that humans can experience. - H12. How to recognise and name different feelings. - H13. How feelings can affect people's bodies and how they behave. - H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.	Intro – Recap some of the comfortable and uncomfortable feelings from last week. Start with a circle time. Pass round a teddy and say "I am feeling ____ today because....." Main activity – Look at the feelings powerpoint, how do you know how each child is feeling? Look at their body language e.g. - Worried or nervous: sweaty hands, need toilet, feel sick, sore tummy, going red. - Angry: body feels tight, fists clenched, feel hot, red in face, stamping, shouting, say things that upset people. - Happy: feel like dancing or jumping up and down, smiling. Emotions drama - Shuffle the "How would you feel if...?" cards. Pick one – show the face/body language for each scenario. Group activity – For each emotion, what could you do if YOU feel that way AND what could you do to help SOMEONE ELSE feeling that way? (e.g. one group for each uncomfortable emotion - angry, sad, lonely, shy, worried, scared). Summary -Share group work ideas.	How am I feeling? What are the body language signs of each feeling? I can think how people might feel in different scenarios. I can read the body language of others.	WT With support, I can identify some body language which shows the feelings of others. WA I can identify some body language which shows the feelings of others. GD I can identify lots of body language which shows the feelings of others, in some detail.
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Whole class follow up [🎵 Feelings Song | Learn Feelings and Emotions for Kids | Educational Videos & Songs - YouTube](#)

Key Vocab Scenarios, different feelings and emotions, comfortable, uncomfortable, body language

6	What can hurt my feelings? What can I do when I am hurt? (injured or feelings).	Hurt feelings and bodies cards	Children will be able to: - Recognise that people's bodies and feelings can be hurt; - Suggest ways of dealing with different kinds of hurt. RSE: - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and	Intro - Ask the children: When was the last time you hurt yourself? What happened? How did you feel? Is it just our bodies that get hurt? [feelings can be hurt] Think of a time when your feelings were hurt. How did this make you feel? State that if you cut yourself you can put a plaster on it and it heals. Next, ask: Can you put a plaster on a hurt feeling? What can you do to heal that hurt feeling? [talk to someone neutral about it, talk to the person who hurt your feeling.]	What makes me feel hurt? What can I do when I am hurt? Who can I talk to? What can I do if I have hurt someone?	WT With support, I can talk about what to do if my feelings are hurt. WA I can talk about what to do if my feelings are hurt. GD I can talk articulately about what to do if my
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		<p>scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>-Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>-Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>Ask: Who can you talk to if you hurt your body? [nearby adult, friend, parent/carer] Who can you talk to if your feelings are hurt? Emphasise that it is important to keep telling/talking until someone takes notice and acts. Sometimes adults are very busy. Sometimes they don't hear and sometimes they don't seem to want to listen. If this happens, tell someone else.</p> <p>Main activity – Pick a hurt feeling and body card. Teacher or child reads it out loud and in talk partners, talk about how they would deal with that situation/who they would involve/how they would begin to feel better about it. If the child isn't sure, they can ask for ideas from the other children.</p> <p>Watch this Kindness is My Superpower Read Aloud by Reading Pioneers Academy - YouTube</p> <p>Summary - Make it clear that hurt feelings aren't always so easy to see, but that it's important we deal with them to make them better, just as we do with hurt bodies.</p>		feelings are hurt.
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Whole class follow up	The Not-So-Friendly Friend: How To Set Boundaries for Healthy Friendships by Christina Furnival - YouTube
Key Vocab	Kindness, friendship, boundaries, feelings, hurt, respectful.

7 Good friends	What makes a good friend?	Good and bad friend sorting cards.	<p>Learning Outcomes: Children will be able to: -Identify simple qualities of friendship; -Suggest simple strategies for making up.</p> <p>RSE -How important friendships are in making us feel happy and secure, and how people choose and make friends. -The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. -That healthy friendships are positive and welcoming towards others, and do not</p>	<p>Intro – Talk about what is a friend? Why is it nice to have a friend? Why is it nice to be a friend? Circle time – why am I a good friend? (pass teddy round). CBeebies House Songs The Friendship Song - YouTube</p> <p>Main activity – A recipe for friendship: Ask the children to discuss in pairs or threes the 'ingredients' that make a good friendship. Each pair or three then gives one ingredient which you can write on a flipchart or whiteboard e.g.</p> <ul style="list-style-type: none"> • Share • Take turns • Be kind • Don't leave people out • Look out for someone who's feeling lonely • Play together <p>Take care to note these in positive language. For example, if a child says 'Don't be mean to your friends,' acknowledge and praise this response and translate it into something like '... be kind to your friends.'</p> <p>In small groups, sort the good and bad friend sorting cards.</p> <p>Now ask the children to discuss another recipe – a recipe for making up. As before they discuss this in pairs or threes, reporting back to the class with you making a list of the ingredients e.g.</p> <ul style="list-style-type: none"> • Say sorry • Shake hands • Have a hug 	What makes a good friend?	<p>WT With support, talk about what makes a good friend.</p> <p>WA I can talk about what makes a good friend and how I can solve a problem.</p> <p>GD I can talk about what makes a good friend and how I can solve a problem in more detail.</p>
	How can I resolve a friendship problem?				What can I do if I have made a mistake?	
					What can I do to make a new friend? How can I be a better friend?	

		<p>make others feel lonely or excluded.</p> <p>PSHE Association Learning Opportunities:</p> <p>-R6. About how people make friends and what makes a good friendship.</p> <p>-R7. About how to recognise when they or someone else feels lonely and what to do.</p>	<ul style="list-style-type: none"> • Invite someone to join in (a game or a conversation) • Do something special to show you really want to be their friend again <p>Summary – Share this The Little Book Of Friendship: The Best Way to Make a Friend Is to Be a Friend Read Aloud - YouTube</p>		
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Whole class follow up	Say something nice about the person next to you in the circle.
Key Vocab	Resolve, friendship, respect, boundaries, share