



TERM: Autumn 1		YEAR GROUP: Year 1		SUBJECT: PSHE – Family and relationships	
WEEK 1 DATE: 02.09.24	WEEK 2 DATE: 09.09.24	WEEK 3 DATE: 16.09.24	WEEK 4 DATE: 23.09.24	WEEK 5 DATE: 30.09.24	WEEK 6 DATE:
<p><b>LO:</b> To begin to understand what PSHE education (or the name used in your school) is and how we can learn effectively in these lessons.</p> <p><b>Success Criteria:</b> I understand what PSHE education is. I can explain some rules to help everyone learn.</p> <p><b>Main Event:</b> Children will listen to a story about a classroom at another school and they need to think about the rules that might have helped in this classroom. Children will identify what went wrong in the class and how the children in the story might have felt. Children will be invited to suggest rules and these need to be recorded.</p> <p><b>Support:</b> Children may need greater discussion around the feelings experienced by the children in the stories.</p> <p><b>Challenge:</b> Children can be challenged to contribute to the rules more and explain the consequences of not adhering to them.</p>	<p><b>LO:</b> To understand that families look after us.</p> <p><b>Success Criteria:</b> I understand that families can include different people I know the correct names for different relations I understand that certain information about me and my family is personal I can explain how members of a family show respect to each other.</p> <p><b>Main Event:</b> Children will share information about their families. Children will state how they show respect to their families. Children will draw a picture of themselves and their family. They will label their family members and write a positive trait about how they are respectful.</p> <p><b>Support:</b> Provide family words for children to copy or cut out and stick on their picture.</p> <p><b>Challenge:</b> Children could create their picture as a simple family tree. They could identify ways people are related to each other e.g. grandparents are the parents of mum or dad.</p>	<p><b>LO:</b> To begin to understand the importance and characteristics of positive friendships.</p> <p><b>Success Criteria:</b> I can explain what I like about my friends I understand some characteristics of a good friend.</p> <p><b>Main Event:</b> Children will identify what traits create a good friend. A good friend is someone who makes us feel safe, happy and secure.</p> <p><b>Support:</b> Children require additional support to read the friendships cards.</p> <p><b>Challenge:</b> Children could be challenged to write down why they have chosen the order they have.</p>	<p><b>LO:</b> To recognise how others show feelings and how to respond.</p> <p><b>Success Criteria:</b> I can recognise when other people might feel sad, worried or angry I can show that I care by listening and thinking about what they say I can offer advice I understand that people can feel differently from me.</p> <p><b>Main Event:</b> Children will discuss how they can tell when someone is sad. Children will discuss how they could help a friend who was feeling sad because they wanted to play a different game than their friends.</p> <p><b>Support:</b> Children might need extra examples of each scenario. It may be useful to create a comic strip conversation about one of the scenarios to embed the idea that other people can think and feel differently from us.</p> <p><b>Challenge:</b> Should suggest a range of different ways of responding to someone who seems upset, angry, worried.</p>	<p><b>LO:</b> To begin to understand how friendships can make us feel.</p> <p><b>Success Criteria:</b> I understand the feelings we may have about working with different people. I can work with people I don't know very well.</p> <p><b>Main Event:</b> Children will work in groups to build the tallest tower with the materials that they are provided with. Children need to communicate well and respectfully during this task in order to build the tallest tower.</p> <p><b>Support:</b> May need some support with reading the questions, either from peers or adults.</p> <p><b>Challenge:</b> Should be challenged to explain the benefits of working with people whom we don't know very well.</p>	<p><b>LO:</b> To begin to understand that friendships can have problems but we can overcome them.</p> <p><b>Success Criteria:</b> I understand that friends can sometimes fall out I can explain ways I can overcome problems with my friends I know that sometimes I might need an adult to help solve the problem</p> <p><b>Main Event:</b> Children will think of things that may have made the character upset. Ask the children what they should do when they feel uncomfortable with someone's behaviour – tell them to stop. Explain that sometimes children might not realise they are making us uncomfortable so it is important for us to share our feelings.</p> <p><b>Support:</b> Select a suitable problem for these children and ensure that they understand it.</p> <p><b>Challenge:</b> Should be challenged to come up with a greater range of solutions and identify when they might need to involve an adult.</p>



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WEEK 7 DATE: 07.10.24	WEEK 8 DATE: 14.10.24				
<p><b>LO:</b> To begin to understand that being friendly to others makes them feel welcome and included.</p> <p><b>Success Criteria:</b> I understand the difference between a friend and friendly behaviour I can explain what friendly behaviour is I can explain how being unfriendly can affect other people</p> <p><b>Main Event:</b> Children will listen to the 'Healthy friendship story' and will discuss a range of questions. The children will then decide what will happen next in the story. Children will work in groups to act out the next part of the story.</p> <p><b>Support:</b> May need additional support for the role play such as assigning them to particular characters and giving ideas about what their character might do.</p> <p><b>Challenge:</b> Should be challenged to describe a greater depth of understanding of the feelings and motivations of each character.</p>	<p><b>LO:</b> To begin to understand what is meant by a stereotype.</p> <p><b>Success Criteria:</b> I understand that stereotypes about boys and girls exist I can explain why these are often incorrect I can challenge stereotypes</p> <p><b>Main Event:</b> Children will be in mixed groups of girls and boys. Children need to work together to sort cards into whether it would be more likely to be done by a boy or girl. At the end of the activity discuss with the children what they came up with and why. At the end of the activity the children should have all of their word cards in the 'everyone' zone. This is because we have overcome the stereotypes and it doesn't matter if you are a girl or boy.</p> <p><b>Support:</b> Give examples to demonstrate that stereotypes are not correct e.g. children in the class who don't conform to the stereotype or adults the children know well.</p> <p><b>Challenge:</b> Could add their own ideas into the boy and girl categories during the initial sorting activity.</p>				



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## MEDIUM TERM PLAN

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