


PSHE Unit Plan – Year 1

Relationships					
How can we keep ourselves safe?					
Links to previous learning	Trusted adults				
Links to future learning	Permission/consent Asking for help				
Be mindful of/ misconceptions	Children who have been physically or emotionally hurt at home Misconceptions around what children call their private body parts				
Key vocabulary	Physically- relating to the body Emotionally- relating to your feelings Private- belonging only to you Permission- allowing someone to do something				
Key knowledge	I go to a trusted adult if I am hurt Being hurt physically means my body is hurt Being hurt emotionally means my feelings are hurt I can keep things private to me such as information and my private body parts If someone touches me and makes me feel uncomfortable or unsafe, I can say no and tell a trusted adult I will ask permission to touch others and can say yes or no when that question is asked				
What do I do if I am hurt?	<p><u>Retrieval activity</u> Look in Ambition for Excellence book to help: Tell me someone that cares for you- discussion</p> <p><u>Activate Task</u> Discussion- have you ever been hurt? (physically or emotionally)</p> <p><u>Main lesson</u> Discuss the differences between hurting your body and hurting your feelings and the difference in how this might hurt. Explain physically- relating to the body/emotionally- relating to your feelings. Link back to trusted adult conversation from last unit. Who are your trusted adults? As a class come up with a suggested list of people children can tell if they are hurt and discuss the importance of them sharing this information. Add this to Ambition for Excellence book.</p>				
<u>Teacher assessment</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;"><u>Still need more depth of learning</u></th> <th style="width: 33%;"><u>Shows strong understanding</u></th> </tr> </thead> <tbody> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </tbody> </table>	<u>Still need more depth of learning</u>	<u>Shows strong understanding</u>		
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<p>What does private mean?</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p> <p>Please share this link with parents on dojo to enable them to continue this conversation at home.</p> 	<p><u>Retrieval activity</u> Look in Ambition for Excellence book for help: Tell me a way families are different- discussion</p> <p><u>Activate Task</u> Sing heads, shoulders, knees and toes and discuss how this song helps us to name our body parts. Explain that some parts of our bodies are private which means- belonging only to you.</p> <p><u>Main lesson</u> Use the website below to discuss with children which parts of their body are private. Listen for any misconceptions around what children might call their private parts. Explain to children that your private parts are in your pants. Watch the video with the pantosaurus song https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p> <p>Circle time- Discuss meaning of the word private. What might you keep private? Children share some information they do not have to keep private (maybe what they had for tea or their favourite pet etc.). Make comparison between information children would or would not keep private. Stick a picture of the pants rules in Ambition for Excellence book with a picture of pantosaurus.</p>				

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How do I keep my body safe?	<p><u>Retrieval activity</u> Look in Ambition for Excellence book for help: Tell me who you can talk to if you are worried</p> <p><u>Activate Task</u> https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ Use the same site to recap which parts of bodies are private.</p> <p><u>Main lesson</u> Discuss different types of touches, as a class compile a list (hitting, kicking, tickling, hugging, holding hands etc). Sort the list into categories of how they might make people feel (happy/ sad/worried/scared/excited).</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ Now discuss the other headings on the site that cover safe and unsafe touch and giving permission.</p> <p>Children to role-play asking each other "Please can I hold your hand? Please can I hug you? Please can I tickle you? Children to use hot shot massaging with a focus on children asking for permission to massage first.</p>	
<u>Teacher assessment</u>	<u>Still need more depth of learning</u>	<u>Shows strong understanding</u>

Common strengths	Common weaknesses	Notes for subject leader	Pupils who still need more depth of learning	Shows strong understanding