

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PSHE/RSE Year Group: Year 1		Area of learning: Me and My Relationships	
Links to previous work/Remember when	<ul style="list-style-type: none"> ● Talk about similarities and differences. ● Name special people in their lives. ● Describe different feelings. ● Identify who can help if they are sad, worried or scared. ● Identify ways to help others or themselves if they are sad or worried. ● Talk about similarities and differences. ● Name special people in their lives. ● Describe different feelings. ● Identify who can help if they are sad, worried or scared. ● Identify ways to help others or themselves if they are sad or worried. ● Talk about similarities and differences. ● Name special people in their lives. ● Describe different feelings. ● Identify who can help if they are sad, worried or scared. ● Identify ways to help others or themselves if they are sad or worried. ● Talk about similarities and differences. ● Name special people in their lives. ● Describe different feelings. ● Identify who can help if they are sad, worried or scared. ● Identify ways to help others or themselves if they are sad or worried. ● Talk about similarities and differences. ● Name special people in their lives. ● Describe different feelings. ● Identify who can help if they are sad, worried or scared. ● Identify ways to help others or themselves if they are sad or worried. 		
Term	Key Skills to be taught		
Autumn 2024 What the children should know at the end of this series of lessons	<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. ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel. ● 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.) ● Recognise that people's bodies and feelings can be hurt; ● Suggest ways of dealing with different kinds of hurt. ● Identify simple qualities of friendship; 		

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	<ul style="list-style-type: none"> Suggest simple strategies for making up.
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Vocabulary

Rules, feelings, hurt, safe, body language, behaviour, safe, emotions, responsibility, heal, safe, support.

Sequence of learning	Learning Objectives/outcomes	Suggested lesson outline
1	<ul style="list-style-type: none"> To understand that classroom rules help everyone to learn and be safe; To explain their classroom rules and be able to contribute to making these. 	<p>* Lessons 1-4 Zones of Regulation</p> <p>* Complete start of unit assessment</p> <p>* Why we have classroom rules</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-we-have-classroom-rules</p> <p>Set up the zones of regulation interactive displays in the classroom. Decided on rules for our classroom and why they are important.</p>
2	<ul style="list-style-type: none"> To demonstrate attentive listening skills; To suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. 	<p>How are you listening?</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-you-listening-1</p> <p>Teacher asks members of the class some simple questions, e.g.</p> <ul style="list-style-type: none"> What did you have for breakfast this morning? What did you do at school yesterday? <p>Teacher does not display any active listening skills when answers are given. They look</p>

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		<p>away, yawn, interrupt. Ask the children whether you were giving the person speaking your full attention. What did they notice about your behaviour?</p> <p>How did it make them feel when you were behaving like that?</p> <p>Activity 1-Listening skills</p> <p>Activity 2 -Playground rules</p> <p>Sum up - Tell story</p>
3	<ul style="list-style-type: none"> To recognise how others might be feeling by reading body language/facial expressions; To understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) 	<p>Thinking about feelings</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thinking-about-feelings</p> <p>Talk about feelings</p> <p>Activity 1 – Feelings charades</p> <p>Activity 2 – People who can help me</p> <p>Summarise and recap</p>
4	<ul style="list-style-type: none"> To recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. 	<p>Feelings and bodies</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/feelings-and-bodies</p> <p>How do you feel when you hurt yourself?</p> <p>Activity 1 - activity cards</p> <p>Sum up</p>
5	<ul style="list-style-type: none"> To identify simple qualities of friendship; Suggest simple strategies for making up. 	<p>Good friends</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/good-friends-</p> <p>What do we mean by 'being friends'?</p> <p>Think of a friend you have. Don't say their name out loud but put your hand up if you can tell us</p>

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		something that makes you want to be friends with that person. Watch clip and discuss
6	End of unit task	

Learning Outcome/product

Skills:

- I can name different feelings and how they might make me behave.
- I can suggest ways of dealing with 'not so good' feelings and how to help others.
- I can recognise when I need help and who to ask.
- I can listen to others and wait my turn to speak.
- I can tell you which trusted adults at home and school keep me safe.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

Start by explaining to the children that this is not a test – it's just finding out about their thoughts and ideas. It's important not to prompt the children too much as the pre unit activity establishes their existing awareness of the subject/issues.

Hand out the Pupil Assessment activity sheet (saved in our drive) then follow the script:

Ask the children to look at the three faces showing ok or good feelings (1 to 3).

Ask them to write (or tell an adult, if more appropriate):

1. What feelings do these faces show? (Range of feelings might include: happy, calm, gentle, excited, funny etc.)
2. How can you tell that they are feeling that way? (Ask for details that reveal understanding or 'reading' of facial language.)

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Next, ask the children to look at the second row of faces – showing not so good feelings.

Ask them to write (or tell an adult):

1. What feelings do these faces show? (Range of feelings might include: sad, worried, anxious, afraid, shocked, scared, angry, cross, mad etc.)
2. How can you tell that they are feeling that way? (Again, ask for details that reveal understanding or 'reading' of facial language.)

Finally, ask the children to draw or write (or talk to a grown up) about what they could do if they experience not so good feelings. Ask them to write (or say) all the things they can think of.

Post unit assessment instructions:

Hand out the same pupil assessment activity completed previously, then repeat the same instruction as before (above).

Children use a different colour pencil or pen to record their answers this time.