



Key Stage 1 PSHCE Curriculum

The following programme of study for Key Stage 1 has been created using the Education for Safeguarding (E4S) curriculum builder. It encompasses the statutory objectives for Relationship Education and Health Education (July 2026), as well as the non-statutory cornerstones of Digital Media and Literacy, Physical Health and Wellbeing and Emotional Health and Wellbeing.

These objectives have been placed alongside our Brook Values. The Brook Values are based around the children and community of the Brook and the unique character of our school. The PSHCE curriculum is therefore a bespoke curriculum that suits the needs of our school and pupils.

Under the umbrella of our school values, sits the PSHCE curriculum and our Behavioural Curriculum. These two curriculums are closely woven together. Like our PSHCE curriculum, our Behavioural Curriculum is unique to Brook Infant School and Nursery. Our half termly focuses for behaviour are decided by the school, including staff and children, and target areas of behaviour that we would like to improve or revisit.

The Brook Values form the focus of what is taught throughout the school, through stand-alone classroom lessons, circle times and assemblies, each half term.

Although, the concepts covered under each sparkly right have a dedicated half terms focus, this does not mean that the other areas should not be taught or discussed. All values are embedded in school life and should needs arrive within individual classrooms, then the focus for each term can be flexible.

There are three further areas: 'Keeping Healthy Through Hygiene', 'Our Emotions' and 'Digital Safety'. These areas will continually be taught and revisited as they become embedded into school life at Brook Infant School and Nursery.

Keeping Healthy Through Hygiene

Due to the impact of Covid-19, keeping healthy through hygiene will be embedded in life at Brook Infants. Children will continually be taught about the importance of handwashing and staying safe through hygiene. This will be a practise that is taught, modelled by staff and will become a way of life.

Our Emotions

This important area will need to be regularly revisited, throughout all year groups. It will be an area that is taught through classroom lessons, assemblies, circles times and will be

embedded in school life. Children are introduced to and use the Zones of Regulation throughout the school. Following Covid-19, we very much see the emotional needs of our staff and children as a high priority.

The learning outcomes for each half term are listed, alongside a collection of key questions. Some learning outcomes are revisited in Year 2, this is due to the highly important message and teachings that this particular value may cover, for example, the NSPCC PANTS rule. There are some objectives that are more suitable for Year 2 and are therefore only covered in Year 2. However, should these objectives be appropriate to deal with issues within Year 1 then they can also be introduced in Year 1.

Suggested lesson materials and teacher resources for each Sparkly Right and for Online Safety, Keeping Healthy through Hygiene and My Emotions, can be found within the PSHCE folder in the Teacher Shared File.

Key for Cornerstones
DM - Digital Media and Literacy PHW - Physical Health and Wellbeing RE - Relationship EHW - Emotional Health and Wellbeing
Even though much of PSHCE 'Living in the Wider World' is not included in statutory requirements, the theme, as a whole, remains vitally important for pupils' personal development and wellbeing, some important elements of this are incorporated in the Brook curriculum.
L - Living in the Wider World

The following concepts are embedded into life at Brook Infants. These objectives are to form part of school life, assemblies, circles times and specific events and organised days, such as Online Safety Day.

Keeping Healthy through Hygiene
Key Texts/links to Support (Quality Mark- PSHE Association):
 PHW -How can germs be passed from one person to another? PHW - What can we do to stop germs and diseases from spreading? PHW - When in the day so we have to think about keeping clean? PHW - What are the benefits of good oral hygiene?

My Emotions
Key Texts/links to Support (Quality Mark- PSHE Association):
 The Colour Monster

EHW - What are the different ways we can 'feel'? How do they fit into the 4 colour zones?

EHW - What are feelings and how do we recognise them?

EHW – What vocabulary can I use to describe how I'm feeling?

RE - What makes me happy?

EHW - How do feelings affect us and the way we behave?

EHW - How can we manage the feelings we are unsure of?

RE - What do we look like when we feel different ways?

RE - How can I cope with strong feelings?

RE - What can I do to help me feel differently?

EHW - Who makes choices about our behaviour? What are the consequences of our behaviour (pro and antisocial)?

RE - Who can help us?

EHW - What can we do about different feelings we have? What tools can we use?

Online Safety

Key Texts/links to Support (Quality Mark- PSHE Association):

NSPCC- Techosaurus Saves the School
Teaching the Play, Protect, Ask and Say messages
NSPCC advice for online safety

DML - What do you do online?

DML - What activities are classed as being online or on the internet?

DML - What information do you access online?

DML - How does the internet and being 'online' have a positive impact?

DML - Why is it important to keep personal information private?

DML - What information should not be share online? What type of information is safe to share online?

RE- Who and what can help us when we feel worried or unsafe?

DML - Where/who do I go to if I was affected by something someone said to me online?

DML - Why do some games and content have an age-rating?

DML - Why is it important to protect what others can see when they look at your profile?

DML - How do you ensure you safely search for information?

DML - When does spending time online become unhealthy and why?

DML - What would you do if you came across information that worried or upset you?

DML - How do I make sure I am safe when communicating with others online?

Extension into Year 2:

DML - How do you decide if you should post something about someone else online?

DML - How could negative actions make people feel?

DML - How do we consider the consequences of our online actions on ourselves and others?

DML - What are the different online platforms that I use to communicate with people?

DML - What are privacy settings? How do you use them? Where can I get help about how to use them on your devises and applications?

RE - How do we keep things private?

DML - What happens to the information I put online?

DML - Do people ever pretend to be someone online that they are not really?

Year 1 Curriculum:

We Belong (Autumn 1)

At Brook Infant School and Nursery, we want all of our children to feel a sense of belonging and to know they are safe and valued.

These objectives encourage children to feel connected and to recognise the different places and groups where they belong.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: Where do I belong? What does it mean to belong?

Behavioural Curriculum focus (links between the two curriculums are shown in the below PSHCE Key Questions and Learning Outcomes, where they are highlighted in blue):

Marvellous Manners

Precious Possessions

Fabulous Four

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

Key Questions:

RE - Who are our special people?

RE - What makes them special to us?

EHW - What groups do we belong to? (friendships, places of worship, clubs etc)

RE - What relationships do I have in my life?

RE - What is appropriate behaviour in different relationships?

RE - Who looks after us?

RE - What does family mean to me?

RE - How do I like to be treated by people in my family?

PHW - Why do we need rules in the classroom and in school?

PHW - Why is it important that we make up our own rules?

PHW - What could happen if rules were not followed?

EHW - How does it feel to do the right/wrong thing?

EHW - What are our classroom rights?

EHW - What do we do at school that shows we can be responsible?

EHW - How does it feel when responsibilities are not carried out?

EHW - Describe how it feels when everyone works together?

Learning Outcomes:

RE - Consider why families are all different

RE - Know that different types of families can have different features and functions.

RE - Know the different people that look after them and their different roles and responsibilities.

RE - To be able to say when they feel cared for.

RE - To be able to identify special people in their lives.

RE - To know the people who are important to them.
EHW - Identify a range of groups they belong to (friends, class, faith) and what is special about them.
EHW - Describe how it feels to be a member of a group.
EHW - Describe the different rights and responsibilities they have in the group they belong to.
EHW - Explain what happens if our responsibilities are not being carried out.
PHW - Explain how class/group rules help them to learn and make the classroom safe.
PHW - Understand how to make classroom rules.

We Imagine (Autumn 2)

At Brook Infant School and Nursery our children imagine a world of endless possibilities where they have the confidence and self-belief to dream big.

These objectives encourage children to have self-belief, celebrate their achievements and be ambitious- imagining a world of endless possibilities.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: How can I get better at something I find hard?

Behavioural Curriculum focus (links between the two curriculums are shown in the below PSHCE Key Questions and Learning Outcomes, where they are highlighted in blue):

Magnificent Mindset Sharing Success

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

Key Questions:

EHW - What do I like doing?
EHW - Am I good at it? How do I know?
EHW - How does it feel to be good at something?
EHW - How do we get better at things we want to achieve?
EHW - What could I achieve?
EHW - What can I do when I find something difficult?
EHW - Who gives us support and encouragement at home or at school? How does it feel?
EHW - When have we given others encouragement and support?
EHW - Who helps me?

Learning Outcomes:

EHW - Be able to give support to others when they are trying something new.
EHW - Consider how this makes us feel.
EHW - Recognise how to give and receive praise.
EHW - Recognise how helping others makes us feel.

We Explore (Spring 1)

At Brook Infant School and Nursery, we want all of our children to become explorers of the world who will confidently question, take risks and creatively problem solve in their thinking. They will be open to challenges and new experiences and will seize opportunities to have fun and make connections.

These objectives encourage children to explore differences. What are our differences and why should they be celebrated? The children will explore what makes them different and the same and explore the meaning of the word 'unique.'

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: How are we the same and different to others? Why is this a good thing?

Behavioural Curriculum focus (links between the two curriculums are shown in the below PSHCE Key Questions and Learning Outcomes, where they are highlighted in blue):

Understanding Uniqueness
Nurturing Nature

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

Key Questions:

RE - How am I different and similar to other people?

EHW - How are we different to others?

RE/EHW - How are we similar to others?

RE/EHW - In which ways are we all equal?

EHW - What is special about everybody?

RE - What is equity? How does equity help us all achieve? What might it look like in the classroom?

RE - What are the correct words for external parts of the body?

Learning Outcomes:

EHW - Consider how we can celebrate differences.

EHW - Consider the ways in which we are the same as others.

RE - To be able to name the main external parts of the body.

EHW - Recognise that this means that every single person is special and valuable just as they are.

EHW - Understand the importance of similarities and differences.

We Believe (Spring 2)

At Brook Infant School and Nursery, we want all of our children to believe in themselves. Being resilient will enable them to find the courage and strength to take risks, learn from their mistakes and celebrate their success. They will show perseverance in their learning and to go on to make a difference in the world.

These objectives encourage children to believe in themselves and to be brave. To know that they have a voice, and they have the right to be heard.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: When is it ok to say no?

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

NSPCC - Pantasaurus book

NSPCC - PANTS <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

NSPCC - Speak Out Stay Safe Programme

Key Questions:

EHW - How does it feel in our bodies when we feel happy, sad, nervous, excited etc?

RE - Who can I talk to if I am unhappy or worried?

PHW - How can I ask for help if I am worried about something or someone?

RE - How does my body help me to know how I feel?

RE - How do I keep my body to myself?

RE - How else can we say 'no' to being touched?

EHW/RE - Who can we tell if we feel uncertain, uncomfortable or worried?

PHW - How do we feel when something is wrong and what can we do?

EHW - What could we say and do to attract the attention of an adult when we want to tell them something?

EHW - Do we keep promises or secrets if someone says so?

Learning Outcomes:

RE - Know that they have rights over their body.

RE - Say 'no' when subject to pressure when something feels wrong.

RE - To be able to name body parts and know which parts should be private.

RE - Recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked not to).

RE - Identify different types of touch (cuddles, kisses, pinches, pokes, tugs, strokes)

RE - Know the difference between appropriate and inappropriate touch.

RE - Explain why it is very important to tell someone if they are worried about something.

PH - To know and be able to explain body 'warning signs.'

We Care (about ourselves) (Summer 1)

Caring is all about showing love and respect for ourselves, each other and the world around us.

These objectives encourage children to think about how they can look after their own body and mind, through physical activity, physical health, diet, hygiene and understanding our emotions.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: How can I stay healthy?

Behavioural Curriculum focus (links between the two curriculums are shown in the below PSHCE Key Questions and Learning Outcomes, where they are highlighted in blue):

Safe Surroundings
Planet Protectors

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

Think.gov- Road Safety Guidance and resources <https://www.think.gov.uk/education-resources/>

Change For Life.gov- Activities and guidance - <https://www.nhs.uk/healthier-families/activities/>

Dental Health Guidance and plans- PSHE Association - [Dental Health - teacher guidance, lesson plans & resources, KS1-2.pdf](#)

Royal Life Saving Society Uk – Water Safety Code
<https://www.rlss.org.uk/listing/category/the-water-safety-code>

Clever Never Goes - <https://clevernevergoes.org/>

Key Questions:

PHW - What do we know about healthy eating and how it keeps our bodies healthy?

PHW - How can we keep active to keep healthy?

PHW - What does it mean to be healthy and active and what can we do to keep this way? (in and out of school)

PHW - What might happen if you are not physically healthy?

PHW - Which things are safe, not so safe or dangerous?

PHW - Who are the people who keep us safe and what do they do?

PHW - How do these people keep us safe?

PHW - Who helps us to stay safe in different places (e.g. roads, bikes, traffic etc)?

PHW - What does it feel like to be safe/unsafe?

PHW - How do we know whom to ask for help?
PHW - What is an emergency/not an emergency?
PHW - When might someone dial 999?

Learning Outcomes:

PH - Recognise food which need to be eaten to keep them healthy and which ones should be eaten in moderation.
PH - Recognise how food choices affect our bodies and minds.
PH - Recognise that they have choices about what they eat and drink.
PH - Identify a range of behaviours and actions that keep ourselves and others in a range of familiar and unfamiliar situations (e.g. sun, roads, water, near fires etc)
PH - Be able to identify whom they can ask for help from and identify how this might keep us safe.
PH - Identify a range of jobs in the community for people who keep us safe and what it is that they do.
PH - Know a range of people who can help keep them safe in a wider range of situations.
PH - Identify the benefits of being active, taking rest, eating healthily, and looking after their teeth.
PH - Know about some things that keep our bodies healthy.
PH - Describe what being healthy means.

We Care (about our world and the people we share it with) (Summer 2)

At Brook Infant School and Nursery, we want our children to build strong friendships through being kind, compassionate and empathetic towards one another.

These objectives encourage children to explore the importance of kindness and consideration. Children will explore how they can show kindness to people, animals and our planet.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: How can I show I care?

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

Key Questions:

RE - What makes a good friend?
EHW - What does a good friend look like?
RE - How do I like to be treated by my friends?
RE - How do I know how other people are feeling?
EHW - What do people look like when they feel happy, sad, nervous, excited etc?
RE - How do I affect how other people are feeling?
EHW - What behaviours show our friends how we feel about them?
PHW - When is something fair/unfair?
PHW - How do we choose what is right/wrong/fair/unfair?

- L** - Do all living things have the same needs?
- L** - What steps can I take to look after my environment?

Learning Outcomes:

- EHW** - Describe a range of ways to behave that show friends that we care about them.
- EHW** - Describe a range of ways the behave that show people we value them.
- EHW** - Describe what fair/unfair, right/wrong means to them.
- EHW** - Identify feelings associated with fair/unfair, right/wrong.
- RE** - Be able to identify and describe different feelings.
- RE** - Consider the feelings of being a friend and having friends.
- RE** - Understand how to be a friend and that friendships change.

Year 2 Curriculum:

We Belong (Autumn 1)

At Brook Infant School and Nursery, we want all of our children to feel a sense of belonging and to know they are safe and valued.

These objectives encourage children to feel connected and to recognise the different places and groups where they belong.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: Where do I belong? What does it mean to belong?

Behavioural Curriculum focus (links between the two curriculums are shown in the below PSHCE Key Questions and Learning Outcomes, where they are highlighted in blue):

Marvellous Manners
Precious Possessions
Fabulous Four

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

The Growing Story - Helen Oxenbury & Ruth Krauss
(<https://www.youtube.com/watch?v=Jm74y-MoD2c>)

Grandfather and I – Helen Buckley
(<https://www.youtube.com/watch?v=J7xOUtYdsi4>)

The Invisible String- Patrice Karst

Key Questions:

EHW - What groups do we belong to? (friendships, places of worship, clubs etc)

RE - What relationships do I have in my life?

PHW - Why do we need rules in the classroom and in school?

PHW - Why is it important that we make up our own rules?

PHW - What could happen if rules were not followed?

EHW - How does it feel to do the right/wrong thing?

EHW - What are our classroom rights?

EHW - What do we do at school that shows we can be responsible?

EHW - How does it feel when responsibilities are not carried out?

RE - How have I changed since I was a baby?

RE - How do I feel about growing up?

EHW - What changes might I or other children experience in their lives?

EHW - What changes can be positive and might be something to look forward to?

EHW - What emotions and changes are associated by change?

EHW - How do I feel when things change?

EHW - What makes it hard to change even though we know it is right?

EHW - How do I feel about and manage new beginnings?

EHW - Who could I go to if I need help with change?

Learning Outcomes:

RE - Be able to identify when people go through change.

RE - Be able to use words to identify these feelings.

RE - Describe ways to help themselves, and others, if they are feeling worried or nervous about change or loss (including bereavement).

RE - Know how they have grown and changed since they were a baby and know that they will go on changing as they become adults.

RE - To know the stages of human life, including birth.

EHW - Understand that change is a normal part of life.

EHW - Describe how some change can be positive.

EHW - Identify a range of groups they belong to (friends, class, faith) and what is special about them.

EHW - Describe how it feels to be a member of a group.

EHW - Describe the different rights and responsibilities they have in the group they belong to

EHW - Explain what happens if our responsibilities are not being carried out.

PHW - Explain how class/group rules help them to learn and make the classroom safe.

PHW - Understand how to make classroom rules.

We Imagine (Autumn 2)

At Brook Infant School and Nursery our children imagine a world of endless possibilities where they have the confidence and self-belief to dream big.

These objectives encourage children to have self-belief, celebrate their achievements and be ambitious- imagining a world of endless possibilities.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: How can I get better at something I find hard?

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

Gender Stereotypes Ppt idea- [KS1 Stereotypes PPT.pptx](#)

Gender stereotype Lesson plan Idea- [KS1 Stereotypes Lesson Plan ideas .doc](#)

Key Questions:

EHW - What do I like doing?

EHW - Am I good at it? How do I know?

EHW - What can I do when I find something difficult?

EHW - Who gives us support and encouragement at home or at school? How does it feel?

EHW - When have we given others encouragement and support?

L - What strengths and interests may be needed to do different jobs?

L - What different jobs do people do?

RE - What is a stereotype?

EHW - How do we recognise stereotypes and why do we need to challenge stereotypes?

EHW - What stereotypes do we regularly encounter on TV and the internet? How does the media, advertising and popular culture reinforce stereotypes?

Learning Outcomes:

EHW - Recognise how to give and receive praise.

EHW - Recognise how helping others makes us feel.

EHW - Give a simple definition of what is meant by a stereotype.

EHW - Recognise some different types of stereotypes (such as gender)

EHW - To be able to recognise and challenge stereotypes.

We Explore (Spring 1)

At Brook Infant School and Nursery, we want all of our children to become explorers of the world who will confidently question, take risks and creatively problem solve in their thinking. They will be open to challenges and new experiences and will seize opportunities to have fun and make connections.

These objectives encourage children to explore differences. What are our differences and why should they be celebrated? The children will explore what makes them different and the same and explore the meaning of the word 'unique.'

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: How are we the same and different to others? Why is this a good thing?

Behavioural Curriculum focus (links between the two curriculums are shown in the below PSHCE Key Questions and Learning Outcomes, where they are highlighted in blue):

Understanding Uniqueness

Nurturing Nature

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

Lesson 3 from Growing Up and Changing [Growing Up and Changing Year 1-2.pdf](#)

Key Questions:

EHW - What does it mean to say something is 'unique'?

EHW - In which ways are you all 'unique'?

EHW - Is every person unique?

EHW - How can we show that we value and respect different lifestyles?

EHW - Is it true only boys do some things and girls do others?

RE - What are the differences between boys and girls?

RE - What are the differences between boys' and girls' bodies?

Learning Outcomes:

EHW - Describe some of the ways in which people are different or the same

EHW - Recognise some different kinds of stereotypes, such as gender

RE - To recall the physical differences between girls and boys, including names for external body parts, such as penis and vagina.

EHW - Identify things they think are unique or special about themselves

EHW - Understand being 'unique' means that there is only one of something and not one thing exactly the same exists anywhere in the world

We Believe (Spring 2)

At Brook Infant School and Nursery, we want all of our children to believe in themselves. Being resilient will enable them to find the courage and strength to take risks, learn from their mistakes and celebrate their success. They will show perseverance in their learning and to go on to make a difference in the world.

These objectives encourage children to believe in themselves and to be brave. To know that they have a voice, and they have the right to be heard.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: When is it ok to say no?

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

NSPCC- Pantasaurus book

NSPCC- PANTS <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

NSPCC- Speak Out Stay Safe Programme

Ruby's Worry- Tom Percival

Key Questions:

EHW - How does it feel in our bodies when we feel happy, sad, nervous, excited etc?

RE - Who can I talk to if I am unhappy or worried?

PHW - How can I ask for help if I am worried about something or someone?

RE - How does my body help me to know how I feel?

RE - How do I keep my body to myself?

RE - How else can we say 'no' to being touched?

EHW/RE - Who can we tell if we feel uncertain, uncomfortable or worried?

PHW - How do we feel when something is wrong and what can we do?

EHW - What could we say and do to attract the attention of an adult when we want to tell them something?

EHW -Do we keep promises or secrets if someone says so?

EHW -What sorts of things might people keep private?

RE - Should we keep everything private?

EHW - When should we tell someone else?

EHW - How can someone say 'no' if they are asked to keep a secret and they feel unsure about it?

Learning Outcomes:

RE - Know that they have rights over their body.

RE - Say 'no' when subject to pressure when something feels wrong.

RE - To be able to name body parts and know which parts should be private.

RE - Recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked not to).

RE - Identify different types of touch (cuddles, kisses, pinches, pokes, tugs, strokes).

RE - Know the difference between appropriate and inappropriate touch.
RE - Explain why it is very important to tell someone if they are worried about something.
PH - To know and be able to explain body 'warning signs.'
RE - Identify when people might want (or need) to keep something private.
RE - Know when to keep a secret and when to tell.
RE - know where to get help and the people who can help them.

We Care (about ourselves) (Summer 1)

Caring is all about showing love and respect for ourselves, each other and the world around us.

These objectives encourage children to think about how they can look after their own body and mind, through physical activity, physical health, diet, hygiene and understanding our emotions.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: How can I stay healthy?

Behavioural Curriculum focus (links between the two curriculums are shown in the below PSHCE Key Questions and Learning Outcomes, where they are highlighted in blue):

Safe Surroundings
Planet Protectors

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

Think.gov- Road Safety Guidance and resources <https://www.think.gov.uk/education-resources/>

Network Rail- Rail Safety <https://switchedonrailsafety.co.uk/3-6-years/>

Think.gov- Road Safety Guidance and resources <https://www.think.gov.uk/education-resources/>

PSHE Association – KS1 Drug and Alcohol -Teacher Guidance ([Drugs and Alcohol Teacher Guidance.pdf](#))

PSHE Association – KS1 Drug and Alcohol - Lesson Plan Ideas ([KS1 Drug and Alcohol-lesson plans ideas.pdf](#))

PSHE Association - KS1 Health Education- Lesson Plan Ideas ([KS 1 Health Education - lesson plan ideass .pdf](#))

Change For Life.gov- Activities and guidance - <https://www.nhs.uk/healthier-families/activities/>

Dental Health Guidance and plans- PSHE Association - [Dental Health - teacher guidance, lesson plans & resources, KS1-2.pdf](#)

Sun Safe School - <https://www.sunsafeschools.co.uk/sun-safety-teaching-resources-for-primary-schools>

Clever Never Goes - <https://clevernevergoes.org/>

British Red Cross- [First Aid Champions](#)

Clever Never Goes - <https://clevernevergoes.org/>

Key Questions:

PHW - What do we mean by well/unwell?

PHW - Who is able to give us medicine?

PHW - How do I decide when to take medicines?

PHW - How do I know what is safe/unsafe to put in my body?

EHW - What is mental health and how do we keep our minds healthy?

EHW - How does our mental health affect your physical health and visa versa?

EHW - How do feelings affect us and the way we behave?

EHW - How can we manage the feelings we are unsure of?

RE - What do we look like when we feel different ways?

RE - How can I cope with strong feelings?

RE - What can I do to help me feel differently?

PHW - What sort of things other than foods, do people put in their bodies?

PHW - What are the safety rules for medicines? School rules?

PHW - Why do some people have to take medicine?

PHW - What is a drug (in relation to medicines)?

PHW - What are some basic first aid procedures?

PHW - How do we know whom to ask for help?

PHW - What is an emergency/not an emergency?

PHW - When might someone dial 999?

Learning Outcomes:

PH - Be able to demonstrate basic first aid for common injuries.

PH - Be able to recognise benefits of medicines.

PH - Consider the health benefits of medicines.

PH - Know that people take medicines for different reasons.

PH - Know how to access emergency services.

PH - Know ways of seeking help in different situations.

PH - Know what an emergency is and be able to identify an emergency situation from a non-emergency situation.

PH - Recognise that household products (including medicines) can be harmful if not used correctly.

PH - Identify a range of behaviours and actions that keep ourselves and others in a range of familiar and unfamiliar situations (e.g. sun, roads, water, near fires etc)

PH - Be able to identify whom they can ask for help from and identify how this might keep us safe.

We Care (about our world and the people we share it with) (Summer 2)

At Brook Infant School and Nursery, we want our children to build strong friendships through being kind, compassionate and empathetic towards one another.

These objectives encourage children to explore the importance of kindness and consideration. Children will explore how they can show kindness to people, animals and our planet.

Remember to recap Keeping Healthy through Hygiene, My Emotions and Online Safety.

Baseline and end of half term assessment question: How can I show I care?

Suggested Key Texts/links to Support (Quality Mark- PSHE Association):

Key Questions:

RE - What makes a good friend?

EHW - What does a good friend look like?

RE - How do I like to be treated by my friends?

RE - How do I know how other people are feeling?

EHW - Why would people feel lonely or isolated? What would that feel like?

EHW - How can we get help when we are worried about teasing or bullying?

EHW - What are the differences between joking, hurtful teasing and bullying and how do they make people feel?

L - Do all living things have the same needs?

L - What steps can I take to look after my environment?

Learning Outcomes:

RE - Consider the feelings of being a friend and having friends.

RE - Understand how to be a friend and that friendships change.

EHW - Describe feelings that people may have if being bullied.

EHW - Identify how someone's behaviour can affect how they feel and how others feel.

EHW - Identify that hurtful teasing and bullying can happen in different ways (physical or with words)

EHW - Identify what is meant by bullying and why it is wrong.

RE - Think about why bullying is unacceptable.