

Subject: PSHE Year 1, Spring Term – Living in the wider world

Key vocabulary: Rule , Different, Animals, food, shelter, water, care, environment, hobbies, job, people, skills, Need, baby, child, care, same , different, unique, group, coins ,earn, money, pocket-money, value, money box, notes, purse, safe, wallet, choice ,save ,spend, job, skill

National Curriculum including the PSHE association’s Programme of study	Week	NC - Coverage	Skills Taught	Knowledge	Activity Outline
<p>The national curriculum for PSHE aims to ensure that all pupils:</p> <ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals, and other living things in different ways how they can look after the environment, e.g. recycling about the different, groups they belong to about the different roles and responsibilities people have in their community 	<p>1</p>	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling 	<ul style="list-style-type: none"> Recognising why rules are necessary. 	<ul style="list-style-type: none"> To know the rules in the school. 	<p>Kapow Primary lesson -Rules- 1 lesson</p> <p><u>Activity Outline</u> Ask the children why we have rules in the classroom. Discuss their ideas, which might include:</p> <ul style="list-style-type: none"> To keep people safe. To help us learn. To help people get on together. <p>Ask if there are any additional rules in school beyond the classroom. Make a note of any suggested and discuss where these rules apply, for example, in the playground, in corridors, at assembly, at lunchtime.</p> <p>Ask the children why different rules might be needed at different times or in different places. Answers might include:</p>

<ul style="list-style-type: none"> to recognise the ways, they are the same as, and different to, other people about different jobs that people they know or people who work in the community do. about some of the strengths and interests someone might need to do different jobs. <p>• <u>Cross Curricular Links</u></p> <p>Maths</p> <p>English</p> <p>Geography</p> <p>History</p>		<ul style="list-style-type: none"> about the different groups they belong to to recognise the ways they are the same as, and different to, other people 			<ul style="list-style-type: none"> Because there are more children about. Because activities have different purposes. Because different people are in charge. <p>Ask the children to imagine what might happen if there were no rules in school. Would they like school if there were no rules?</p> <p>The children may all have different ideas and they can discuss and debate this question. Try to make sure that everyone can see the positives of rules.</p> <p>Ask children to write a sentence using the following structure:</p> <p>I think the rule to _____ is a good idea because _____.</p> <p><u>Key Vocabulary:</u></p> <p><i>Rule ,Different</i></p>
<p>Design</p> <p>Computing</p> <p>Science</p>	<p>2</p>		<ul style="list-style-type: none"> To understand why it is important to look after the environment. 	<ul style="list-style-type: none"> To learn how to care for the environment and why this is important 	<p><u>Environment agency-caring for the environment and careers- Everyone is responsible - PSHE association resource</u></p> <p><u>Activity Outline</u></p> <p>Core activities Introduction [5 mins] Use slides 4-5, to explain what the word 'environment' means and that all living</p>

<p>School Context:</p>					<p>things need food, water and shelter. Use the example of the otter on slide 5. The environment is where people, animals and plants live. Matching pairs [5 mins] Ask the pupils to name the animals on slide 6 and talk about the different types of environments they might live in. Answers: • Top row from left: hedgehog, bee, bat • Bottom row from left: beetle (Stag beetle), butterfly (Tortoiseshell butterfly), bird (House Sparrow) Organise pupils into small groups of about three or four. Give out Resource 1: Animal environment cards to each group. Ask pupils to match the animal to their environment, then bring the class back together to check their answers.</p> <p>Key Vocabulary: <i>Animals, food, shelter, water</i></p>
	<p>3</p>		<ul style="list-style-type: none"> To recognise and name different kinds of jobs. 	<ul style="list-style-type: none"> To learn about some of the jobs people do to protect the environment 	<p>Environment agency-caring for the environment and careers- People and jobs - PSHE association resource</p> <p><u>Activity Outline</u> Core activities Guess my job [10 mins] Show slide 6 which gives a brief description of the Environment Agency and its work.</p>

					<p>Explain that pupils are going to find out more about people who work for the Environment Agency and what they do.</p> <p>Note: The Environment Agency: creates better places for people, wildlife and the environment; improves and protects the quality of our air, land and water; works together with others including the government, local councils, businesses and local communities; works hard to do the right thing for people, wildlife and environment. People work in all sorts of different jobs at the Environment Agency. They are all interested in protecting and helping people, places, and wildlife. The Environment Agency employs people all over the country. Show pupils slides 7-13, pausing at each slide so they can look carefully at the photograph. Explain that these are all photographs of people doing their job at the Environment Agency and ask them to guess what the person is doing. Ask pupils to share their ideas with the class. Click on each slide to reveal the name of the person and the task they are doing.</p>
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					<p><u>Key Vocabulary:</u></p> <p><i>care, environment, hobbies, job, people, skills</i></p>
	4		<ul style="list-style-type: none"> Discussing how to meet the needs of others. 	<ul style="list-style-type: none"> To understand the needs of younger children and that these change over time. 	<p><u>Kapow Primary lesson- The needs of others- 1 lesson</u></p> <p><u>Activity Outline</u></p> <p>Today, the children will think about how younger children need to be cared for. Some of the things that younger children need might be things the children can do or help with, but other things are for adults to do to care for the younger child.</p> <p>Ask the children what types of things babies and children need? (Ideas could include food, somewhere to sleep, clothes, being kept clean, and entertainment).</p> <p>Show the <i>Presentation: Babies and children</i>, which features pictures of younger children. Explain that the care these babies and younger children need changes as they grow and develop.</p> <p><u>Key Vocabulary:</u></p> <p><i>Need, baby, child, care</i></p>

	5		<ul style="list-style-type: none"> Exploring the differences between people. 	<ul style="list-style-type: none"> To understand that people are all different. 	<p>Kapow Primary lesson- similar yet different- 1 lesson</p> <p><u>Activity Outline</u></p> <p>Explain that for the rest of the lesson the children are going to find out more about each other.</p> <p>The children are going to use the <i>Activity: All about me</i>, which they have just completed in the Attention grabber, and the <i>Activity: The same but different</i> to find out similarities and differences between themselves and their peers. <i>The Activity: The same but different</i> has a table to complete to identify similarities and differences. The children use their completed <i>Activity: All about me</i> to help them with this exercise.</p> <p>Model to the class yourself first to show how to ask the questions and record the answers. Then hand out the <i>Activity: The same but different</i> and give</p>

					<p>the children time to walk around and talk to peers and complete their worksheet.</p> <p>Bring the children back together and ask them to share some of the things they found out were the same. You could ask if there is anyone else in the class who also has that thing in common.</p> <p>Move on to discuss the differences between people.</p> <p>Questions</p> <ul style="list-style-type: none"> • What is the same about us? • What is different about us? <p><i>Key Vocabulary:</i></p> <p><i>Same, different, unique</i></p>
	6		<ul style="list-style-type: none"> • Recognising a range of groups that we belong to. 	<ul style="list-style-type: none"> • To understand that people are all different. 	<p>Kapow primary lesson- Belonging- 1lesson</p> <p><u>Activity Outline</u></p> <p>Put the children into mixed ability groups and explain that they are going to be looking at the characters they have each created to discover which things the characters have in common, and which</p>

					<p>things are different.</p> <p>Give the children a few minutes to introduce their characters to the rest of the group. You could also give the children the <i>Activity: Character example</i> cards as well so they have more characters to look at.</p> <p>Once the children know a bit about each other's characters, explain that they need to use things that the characters have in common to group the characters together.</p> <p>Start by asking the children to group the characters into boys or girls. This will help you to see if the children understand groupings.</p> <p>Then, ask the children to create their own groups to sort the characters.</p> <p>Take some feedback on the groups the children have created and the process that they went through to decide the groupings.</p> <p>Question</p> <ul style="list-style-type: none">• What groups can we create? <p><u>Key Vocabulary:</u></p>
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					Different, group, same
<p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p> <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	7	<ul style="list-style-type: none"> • how people find things out and communicate safely with others online 		<ul style="list-style-type: none"> • I know how and why people use the internet. 	<p>BBFC-Helping to make good viewing choices KS1 resource</p> <p><u>Activity Outline</u></p> <p>Use Resource 1: Safety rules to show some everyday images which identify rules that may be familiar to children. Explain that some of these rules are put in place by our families, whilst some are put in place by other people. Talk through some of the images and ask: • Why do we have these rules? Suggested answer: To keep us safe</p> <p>Working in table groups, provide each group with a copy of Resource 1: Safety rules with the images cut out, along with 3 tubs/pots/sorting rings. Pupils should put the image in their choice of tub/pot/sorting ring, to identify which rules might be put in place by: 1. families 2. other people 3. any that they are unsure of Suggested answers: 1. Family rules = using stair gates / wearing sun cream / wearing a safety helmet for cycling or scooting. 2. Other people's rules</p>

					<p>= trac lights / no cycling / film age-ratings</p> <p>Gather pupils together and discuss their choices, addressing any misconceptions.</p> <p>Remind pupils that we have these rules and others in place to keep us safe. Some, like road safety signs we have to follow as they are the law, and some, even though they aren't the law, are there to help guide our grown-ups to keep us safe, or are put in place by our families such as using a cycle helmet or holding hands when we cross the road. Further explain that children can also use some of these rules to help keep themselves safe.</p>
<p>Money and Work</p> <p>Strengths and interests; jobs in the community</p> <ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community 	<p>8</p>	<ul style="list-style-type: none"> what money is; forms that money comes in; that money comes from different sources that people make different choices about how to save and spend money 	<ul style="list-style-type: none"> Discuss how to keep money safe. 	<ul style="list-style-type: none"> To know that coins and notes have different values. 	<p><u>Kapow Primary lesson- Introduction to money</u></p> <p><u>Activity Outline</u></p> <p>Hand out the pretend money and ask the children to identify the value of the coins.</p> <p>Then ask the children to put the coins in order of value, from the lowest to the highest. Pupils often order coins by reference to size, so correct any misconceptions here.</p> <p>Ask the children what they like about money. They might say, for example, that they can spend it on</p>

<ul style="list-style-type: none"> • about different jobs and the work people do • what money is; forms that money comes in; that money comes from different sources • that people make different choices about how to save and spend money • . about the difference between needs and wants; that sometimes people may not always be able to have the things they want • that money needs to be looked after; different ways of doing this • that jobs help people to earn money to pay for things • different jobs that people they know or people who work in the community do 		<ul style="list-style-type: none"> • that money needs to be looked after; different ways of doing this • that jobs help people to earn money to pay for things • different jobs that people they know or people who work in the community do 			<p>things for themselves, or can save it or can buy things for other people.</p> <p>Ask the children if they have ever had any money of their own. Ask how they got the money and write down their answers (for example, pocket money, presents or being paid for doing jobs at home). Discuss some of these as some of these concepts may be new to some of the children. If the children suggest ways such as stealing, have a discussion about why this is not right.</p> <p>Ask the children to write a short story about a child getting some money. They should include how or why the child got money and what they are planning to do with it. Give each pupil a copy of either the <i>Activity: Writing frame</i> or the <i>Activity: Writing frame – support version</i>.</p> <p>Ask some of the children to read out their stories and highlight again how the children got the money.</p> <p>Key questions</p> <ul style="list-style-type: none"> • How do children get money? <p>Key Vocabulary:</p> <p><i>Coins, earn, money, pocket money,</i></p>
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					<i>value</i>
	9		<ul style="list-style-type: none"> Discussing what to do if we find money. 	<ul style="list-style-type: none"> To know why it is wrong to steal money. 	<p>Kapow primary lesson- looking after money <u>Activity Outline</u></p> <p>Ask the children who has had money as cash? (Check they understand the term cash). Ask them what they do to keep it safe? (For example, keep in a money box, purse/wallet, pocket, bag or put it in a bank).</p> <p>Explain that the children are going to think about how they can keep cash safe that they might spend soon (that is, they do not want to put it in the bank).</p> <p>Give each pupil a copy of the <i>Activity: Story response sheet</i> and read the class the story from <i>Activity: Cash story</i>. At certain points in the story, the children will be asked where Billy could put his money to keep it safe. Pupils record their answers on the <i>Activity: Story response sheet</i>. Pupils needing additional support can also use the <i>Activity: Support cards</i>.</p> <p>Take feedback from the children on their answers and include the following discussion points:</p>

					<ul style="list-style-type: none">• Box 1 – money box, wallet, a bag kept somewhere in the house. The important thing is that Billy knows where the money is and it won't get lost with other things.• Box 2 – wallet, purse or pocket. Discuss keeping this safe, the risks of holding the money and making sure there are no holes in the pocket. You might want to discuss why it might not be a good idea to take out with you your money box or more money than you actually need.• Box 3 – back in the same place as box 1 or possibly leaving it in a purse or wallet. Leaving it in a pocket is not a good idea as it could end up in the washing machine.• Box 4 – wallet or might give it to an adult to look after. Stress that notes are worth more so they are more important to keep safe.• Box 5 – in Billy's school bag or bookbag in a marked envelope and he should give it to his teacher or another adult in school as soon as possible. <p>Afterwards, discuss how Billy might have felt if he had lost his money, particularly the money he took to the museum and the money for the school trip.</p>
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					<p>Key question</p> <ul style="list-style-type: none"> • How can we keep cash safe in different situations? <p>Key Vocabulary:</p> <p><i>Cash, Coins, Money, Moneybox, Notes, Purse, Safe, Wallet</i></p>
	10		<ul style="list-style-type: none"> • Exploring choices that people make about money. 	<ul style="list-style-type: none"> • To know some of the ways children can receive money. 	<p>Kapow primary lesson- saving and spending <u>Activity Outline</u></p> <p>Discuss with the children the options they gave to the character and decide if they were spending or saving? Make sure children understand the difference between these.</p> <p>Ask the children if they save any money and how do they do this. For example, do they put it in a moneybox or purse, do they give it to parents to look after, or do they put it in a bank or building society? Recap some of the children's learning from the previous lessons from 'Relationships and Sex Education, Year 1, Economic wellbeing, Lesson 3: Banks and building societies'.</p> <p>Explain that the children are going to listen to you read out the <i>Activity: Spend or save scenarios</i>. After each scenario, they will discuss with a partner what</p>

					<p>they think is the best thing for the person in the story to do with their money.</p> <p>Afterwards, discuss what the children decided. Bring out the advantages and disadvantages of each choice. For example:</p> <ul style="list-style-type: none">• Spending money gives you something you want or need.• Saving money at home means it is easily available when needed.• Using the bank makes sure the money is safe and you earn interest. <p>Reflect back on the scenarios and discuss the fact that people make different decisions about money. Lots of things can influence this decision. For example, Amelie in scenario 4 might not have had a new toy for a long time, or she might get something new every week. How might these facts influence her decision? Callum in the third scenario, might find it difficult to save and might just go out to spend the money just because he has it.</p> <p>Ask what the children themselves think about when they are deciding what to do with their money.</p>
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					<p>Key questions</p> <ul style="list-style-type: none"> • What can we do with the money we have? • Why do different people make decisions about what to do with money? <p>Key Vocabulary:</p> <p><i>Choice, save, spend</i></p>
	11		<ul style="list-style-type: none"> • To know what skills I need to get a job. 	<ul style="list-style-type: none"> • To know some jobs in schools. • To know that different jobs need different skills. 	<p>Kapow primary lesson- jobs in school</p> <p><u>Activity Outline</u></p> <p>Explain that there are lots of different jobs in school and that people need different skills to do different jobs. Explain that they are going to think about what skills people might need to do the different jobs they have identified. If possible, ask people in your school what skills they think they need for their job. If this is not possible, use the <i>Activity: Jobs and their skills</i> sheet provided.</p> <p>Ask the children to match the skills against the roles. Explain that some skills will apply to more than one job.</p> <p>Discuss and check childrens' answers using the <i>Activity: Jobs and their skills answer sheet</i>.</p> <p>Explain that at the end of the lesson the children will talk to someone who works in school about</p>

					<p>their job. Tell them who this person is. Get the children to think of a question they might ask that person about their job, for example, why they chose that job, what qualifications they have, what they like about the job.</p> <p>Ask children to share some of their questions.</p> <p>Key question</p> <ul style="list-style-type: none">• What skills do people need for different jobs in school? <p><u>Key Vocabulary:</u></p> <p><i>Job, skill</i></p>
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