



## **Relationships and Health Education Resources: Year One**

In this pack you will find examples of lesson plans and resources used when teaching Health and Relationships education in Year One at St Mary's School. Please note, lessons and activities will be appropriately adapted and differentiated by class teachers to suit the needs of the learners in their class.

The resources are categorised under the SCARF units of **Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best** and **Growing and Changing**. The associated Department for Education units are listed in **red**.



## Me and My Relationships

### *Mental Wellbeing*

**Lesson Title:** Feelings and Bodies

<b>Learning Outcomes</b>
Children will be able to: Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.
<b>Introduction</b>
Ask the children: When was the last time you hurt yourself? What happened? How did you feel? Is it just our bodies that get hurt? [feelings can be hurt] Think of a time when your feelings were hurt. How did this make you feel? State that if you cut yourself you can put a plaster on it and it heals. Next, ask: Can you put a plaster on a hurt feeling? What can you do to heal that hurt feeling? [talk to someone neutral about it, talk to the person who hurt your feeling]. Ask Who can you talk to if you hurt your body? [nearby adult, friend, parent/carer] Who can you talk to if your feelings are hurt? Emphasise that it is important to keep telling/ talking until someone takes notice and acts. Sometimes adults are very busy. Sometimes they don't hear and sometimes they don't seem to want to listen. If this happens, tell someone else.
<b>Activity</b>
Take the pack of 12 cards with 12 different situations on them. Ask a child to take a card from the pack. Teacher or child reads it out loud and child tells the rest how they would deal with that situation/ who they would involve/ how they would begin to feel better about it. If the child isn't sure, they can ask for ideas from the other children. Repeat with all the other cards, asking a different child to choose a card each time.
<b>Plenary</b>
Teacher calls out "body" or "feelings" and children suggest ways in which to make themselves and others feel better or comfortable e.g. "body" – go to the First Aid spot in the playground. "feelings" – tell the person who called you a name how it made you feel. Review the difference between the two different types of feelings. Make it clear that hurt feelings aren't always so easy to see, but that it's important we deal with them to make them better, just as we do with hurt bodies.



### Activity sheet

### Hurt feelings and bodies cards



<p>You fall over in the playground and cut your knee.</p>	<p>In a football game you are in goal. You let in a goal. Your team make fun of you.</p>
<p>Your best friend says "Don't throw the ball to her. She can't catch."</p>	<p>You want to take part in the Christmas play but you are chosen to hold up a star. You really want to say something during the play.</p>
<p>When running around the playground, you bump into someone and bump heads.</p>	<p>You fall off the slide at the park and hurt your elbow. It really hurts!</p>



## Valuing Difference

### *Caring friendships, Respectful Relationships and Mental Wellbeing*

**Lesson Title:** Unkind, tease or bully?

<b>Learning Outcomes</b>
Children will be able to: Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.
<b>Introduction</b>
Introduce this lesson with the following activity: Teacher and TA stand next to each other and look at each other. They say out loud, taking it in turns, things that make them the same as each other. Put children into pairs and get them to do the same. Repeat but this time they say what is different about each other, also alternating turns. Ask the children 'What is a good friend like?' and they take it in turns to reply 'A good friend is ....' Teacher asks if friends are always kind or caring? Friends can sometimes be unkind, can tease or say hurtful things and very occasionally even bully. Sometimes people do this to others because they look or are different to them. The children and class decide together what it means to be unkind, to tease, or to bully. Here are some definitions that might be useful for this: Definitions Unkind: when someone says something that is not nice, or hurtful but they do this only once (a one-off). Tease: when someone makes fun of or jokes about someone but only once (a one-off). Bully: when someone is repeatedly and deliberately unkind or hurtful to another person (it's ongoing, not a one-off).
<b>Activity</b>
The children have one of these words - UNKIND, TEASE, BULLY- written on a piece of paper or on a white board. The teacher then reads out the situations on the Unkind, Tease or Bully? Activity sheet and the children hold up their paper or whiteboard depending on which they think the situation shows. Teacher can then explain why it is one thing and not necessarily the others. You could also have a 'not sure' area for those that seem to fit more than one category. When a situation is 'Bully', the teacher asks the children how might that person feel when they are being bullied? How might they then act?
<b>Plenary</b>
Without using anyone's names ask the children to think of any times when someone was unkind to them or teased them. Emphasise that it is never acceptable to bully someone or behave in a hurtful way, because it hurts their feelings. Also emphasise that most children do not bully and do not get bullied. It is not normal or usual for this to happen. Remind them that if they know that someone is being bullied, or they are being bullied themselves then it is important to get help from someone. You can review the people who they might turn to for help, using the fingers and thumb of one hand to show five different people. Children use their own hand to think of five different people they can turn to for help



## Activity sheet

### Unkind, tease or bully?



1. "Big Ears! We always call Sam Big Ears"
2. "Sam can be the Elephant in the play because he has got such big ears."
3. "I am going to push you every time I see you playing football."
4. "Miss! Mariam just said I was rubbish at running and I couldn't join in their game."
5. "Josh has got long hair. He must be a girl"
6. "Amelie's hair is so short, she looks like a boy."
7. "Jessica always pinches me when we line up for dinner."
8. "I don't like your backpack. It looks silly."
9. "You dropped the ball Butter Fingers!"
10. "Your painting doesn't look like a cat. It is just big splodges."



## Keeping Myself Safe

### *Families and People who care for me, Being Safe and Respectful Relationships*

**Lesson Title:** Good or bad touches?

*Please note: this lesson is part of the SCARF scheme of learning but uses resources from the NSPCC.*

# Lesson plan

**Learning objectives**  
Children will be able to:

- understand and learn the PANTS rules
- name body parts and know which parts should be private
- know the difference between appropriate and inappropriate touch
- understand that they have the right to say "no" to unwanted touch
- start thinking about who they trust and who they can ask for help.

**Resources**

- A PowerPoint presentation
- Lesson plan\*
- Pants template\*
- Body parts puzzle\*
- PANTS fill in the gaps\*
- Pantosaurus film

\*included within this document

**P** RIVATES ARE PRIVATE

**A** LWAYS REMEMBER YOUR BODY BELONGS TO YOU

**N** O MEANS NO

**T** ALK ABOUT SECRETS THAT UPSET YOU

**S** PEAK UP. SOMEONE CAN HELP

**NSPCC** EVERY CHILDHOOD IS WORTH FIGHTING FOR



# Running the lesson



Time required: 60 minutes  
Open the **Powerpoint presentation**

## Slide 1: Talk PANTS (10 minutes)

1. Introduce the PANTS rules to the class.
2. Show the Talk PANTS poster or image. You can also show a film featuring our friendly mascot Pantosaurus. His catchy song covers the main points of PANTS and is a good way to introduce the topic.
3. Show children the PANTS acrostic to explain the main messages. Use the PANTS posters or show our web resources on the whiteboard.
4. Take each sentence in turn and explain what each letter of PANTS stands for. Check that the children understand each phrase. Encourage them to say it out loud as a chant, if they are familiar with this learning method, and depending on their age. This might be harder for younger or lower ability students.

## Slide 2: Design your own pants (10 minutes)

1. Provide a variety of arts materials so that the class can design their own pants. This can include sheets of plain paper, wrapping paper, tissue paper, colouring pencils, pens and paints.
2. **Task: Making pants** Working in pairs/small groups ask children to design and make their own pants using the **pants templates** or by designing their own pants shapes. Each pair can use one of the PANTS letters so that there are multiple complete versions of PANTS to display or use later in task two.
3. Display the pants in the classroom as part of the ongoing objective to reinforce the PANTS rules.

## Slide 3: Labelling parts of the body (10 minutes)

1. **Task: Body parts puzzle** Create a large representation of the human body so that the children can help to label key body parts and identify what area is covered by pants (use the pants from task one for this). Options include:
  - Use the **body parts puzzle**.
  - Have a teacher draw a body shape on the whiteboard (or a large piece of paper), or ask for a child to volunteer to do this.
2. Ask the children to help you label each part of the body. Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina. Introduce this vocabulary in measured terms when explaining that the pants region shouldn't be touched. Say that there are special circumstances when touching is OK, which you will cover next.



#### Slide 4: 'Good' and 'bad' touch

(10 minutes)

1. As a class discuss the difference between appropriate/'good' touch, and inappropriate/'bad' touch. Explain that touch can be good, bad or unwanted.
2. Move on to a teacher-led discussion about positive and negative feelings linked to 'good' touch/'bad' touch. Say that 'good' touch should make you feel positive – like hugs and kisses from family members.

Talk about why people might touch you:

- to show affection (hugs, kisses, cuddles)
- to keep you safe (holding your hand when you cross the road)
- if you're ill or hurt (doctors and nurses).

3. Then talk about touch which maybe doesn't feel good but is necessary such as:
  - grabbing you to stop you running into a busy road, or other danger
  - examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present).

Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no, and should never be forced to keep secrets that make them feel worried or uncomfortable.

4. Make sure the children understand that they should not be asked to keep secrets that involve touch. Give this example:

A parent's friend comes into your room and gives you a hug and a kiss, then they tell you it's a secret and you shouldn't tell anyone.

Explain to pupils that if they are being asked to keep secrets by people and don't understand why, they should talk to someone they trust about them.

5. Finally – 'bad touch'. Again, this needs to be teacher-led. Avoid discussions about abuse, reinforce that if they feel uncomfortable about touch they can talk to someone they trust.

#### Slide 5: People you can trust

(10 minutes)

1. Lead a discussion and ask the children to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people and could include a parent, a sibling, a friend's parent, a teacher, a police officer etc.
2. **Task: Trust list** Pupils write a list of people they trust most. You should offer guidance on who this might be but make sure this does not include generalised statements of people who can definitely be trusted. Each child should create their own individual list. Encourage them to make it more personal. Ask them to think of people in their life who they feel they could confide in and trust.
3. Encourage the children to write their own list and keep it somewhere safe.

#### Slide 6: Plenary

(10 minutes)

1. Review and reinforce the PANTS acronym. See if the children can remember it.

Working in small groups, give each group one letter from PANTS, and ask them to say it to the class. Ask the children to call out key words from PANTS, eg: 'private', 'your body', 'no', 'secrets', 'help'. Encourage the children to use the pants they designed earlier to consolidate their understanding.

2. **Task: Fill in the gaps (Optional, for older pupils)**

Complete the PANTS fill in the gaps. Give pupils a worksheet with the five letters of PANTS on it, and encourage them to write the sentences that complete the acronym. This could be done individually or in groups.

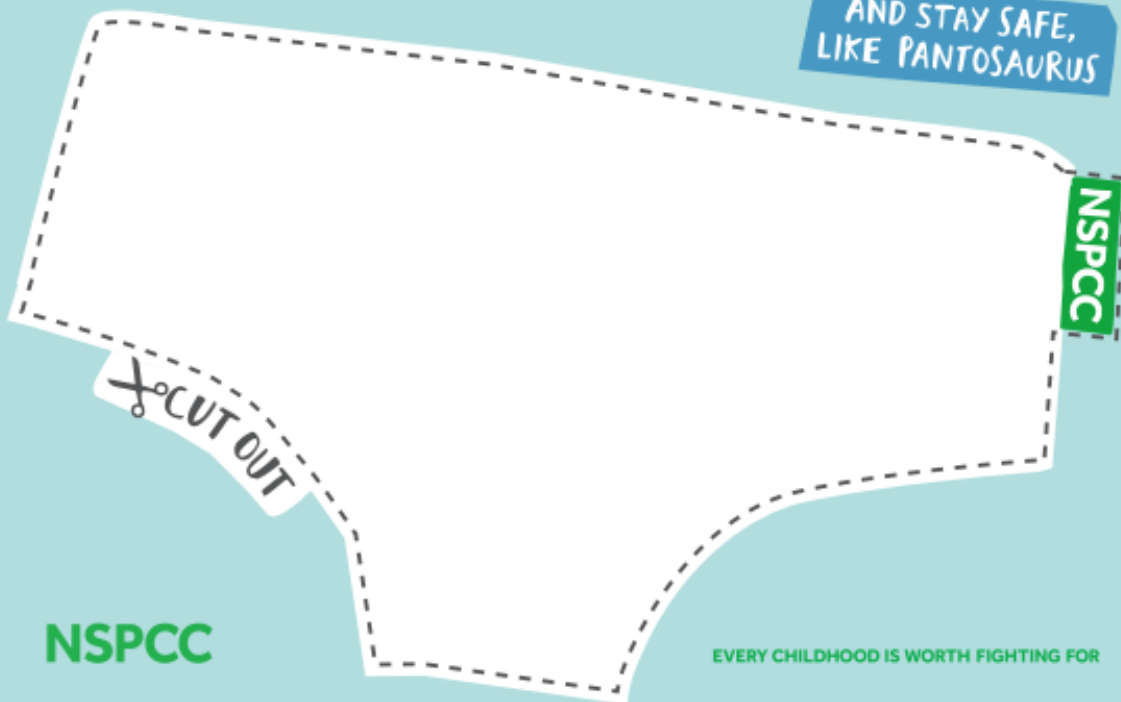




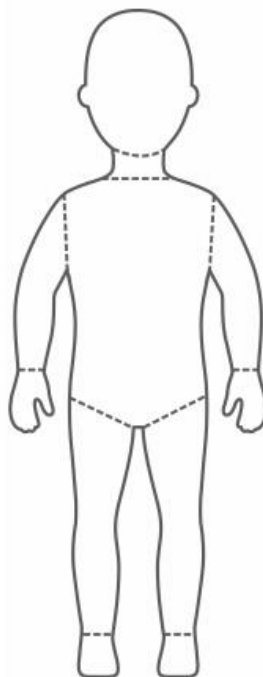


## Pants template

TALK PANTS  
AND STAY SAFE,  
LIKE PANTOSAURUS



## Body parts puzzle



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR



## Rights and Responsibilities

### Health and Prevention

**Lesson Title:** Harold's wash up and brush up

<b>Learning Outcomes</b>
Children will be able to: Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.
<b>Introduction</b>
Start by telling the children a funny story about your morning routine. For example: <i>"Every morning, as part of my daily routine I set my alarm to wake me up, I get up, have a shower, get dressed, brush my teeth, have my breakfast - I always have toast and orange juice, then put on my muddy outdoor shoes and I walk my dog. On week days, when I get home I change out of my muddy shoes and put on my shoes for school; I always leave these at the back door of my house. Then I come to school. But this morning, just as I was changing my shoes, the doorbell rang. It was the postman delivering a parcel that was too big to fit through my letter box. I had a quick chat with the postman and then realised the time... I was going to be late for school! I quickly put on my coat and left straight away. It was only once I got to school and the other teachers were giving me funny looks that I realised what I had done...I had only changed one of my shoes!"</i> This story can lead to the fact that there are some things that we do every day and that we are responsible for doing. Encourage the children to chat with others around them about things that they do every day. "Why do you think it so important that we have daily hygiene routines?" If the children haven't heard of Harold the giraffe before, explain that he is a very healthy, happy giraffe. Play the audio of Harold's daily morning routine. You can model good practice - e.g. correct hand washing and tooth brushing techniques - and the children can join in. <i>There is an audio clip of morning activities, e.g. flushing the toilet, brushing teeth and eating breakfast.</i>
<b>Activity</b>
Give out the Harold's morning routine Activity sheet and the long strips of paper. Encourage children to try to remember the order of Harold's routine then cut out each of the 6 squares, sequence them and stick them onto the long strips of paper. Ask the children to draw 2 additional things that Harold might do before he goes to school. e.g. choose something for his lunch box or get his schoolbag ready. Children can add things that they do in the morning.
<b>Plenary</b>
Share some of the finished sequencing sheets. Allow children to tell the class about the other routine items they added. Ask the children if they have any ideas why it is important to wash their hands, brush their teeth, eat breakfast etc. Remind the children that these are things that they are now old enough to take responsibility for doing themselves. Extension (optional) Puppets You could use a puppet to reinforce the ideas. Tell the children that (name of puppet) is going to school. Ask the puppet if she is ready? Puppet nods her head. Ask the puppet if she has brushed her teeth, Puppet shakes her head. Puppet whispers to you that she doesn't want to brush her teeth. She wants to play instead. Share this with the children and ask if they can tell puppet why it is important to look after our teeth. Puppet asks if one of the children will help her to brush her teeth. The other routine activities could also be reinforced this way.

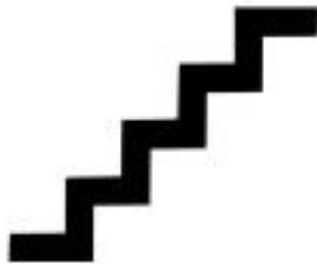


Activity sheet

## Harold's morning routine



After going to the toilet I go down stairs.



If I sneeze, I wash my hands again.  
I wash the germs away!



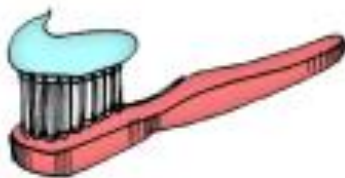
After breakfast I have a wash. Then I get dressed.



I get up. I go to the toilet.  
Then I wash my hands.



I clean my teeth.



I eat a healthy breakfast.





## Being my Best

### Healthy Eating

**Lesson Title:** I can eat a rainbow

#### Learning Outcomes

Children will be able to:

Recognise the importance of fruit and vegetables in their daily diet;

Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

#### Introduction

Start the lesson with some key questions about healthy eating such as:

What sort of foods do you think are healthy for our body? Are there any foods we need to avoid eating lots of? Explain that different foods do different jobs for the body which is why we need to eat lots of different types of food to keep our body as healthy as possible.

Show the starchy / carbohydrate foods image on your whiteboard.

What sort of foods are shown in the picture? [bread, pasta, cereal, rice]

What is the person in the picture doing? [Running]

These foods give our body extra energy. To help the children remember this ask them to wave their arms in the air and shout out 'ENERGY'!

Show the dairy foods image on your whiteboard.

What do we normally pour on cereal? [milk]

All these foods are made from milk - we call them dairy foods. What are the other foods on the picture made from milk? [cheese, yogurt]

What is the person in the picture doing? [Cleaning their teeth]

Dairy foods help to keep our teeth and bones strong and healthy. To help the children remember this and ask them to show a big 'cheesy' grin and, whilst doing a brushing teeth action, say 'CHEESE'!

Show the protein foods image on your whiteboard.

What foods can you see in this picture? [meat, fish, beans, nuts]

What is the person in the picture showing us [his muscles]

These foods all contain something called protein. Protein helps our muscles and body to grow, work and repair itself.

To help the children remember this ask them to feel the muscle in their upper arm and say in a big, strong voice, 'PROTEIN'.

Show the fruit and vegetables foods image on your whiteboard.

What foods can you see here?

What do we call these sorts of foods? [Fruit and vegetables]

How many portions of fruit and vegetables should we eat each day (at least five)

How healthy does the person look in the picture? How can you tell?

Fruit and vegetables help to keep us 'glowing with health'.

To help the children remember that they should try and eat at least five portions of fruit and veg each day ask them to hold one hand up in the air and say 'HEY, HEY, FIVE A DAY!!'

NB A portion is roughly equal to the amount you can hold in the palm of your hand e.g. half a grapefruit, an apple, a handful of grapes etc.

Different Foods Do Different Jobs

Play the song 'Different Foods'. Ask the children to listen out for the different foods that you discussed in the introduction and do the action that you learnt when you hear the different food groups mentioned. You might also like to teach the children the words to the chorus so that they can sing along. The words are provided for you to be displayed on your whiteboard.

**Activity**

*Choose from the following activities:*

- 2a. Fruit and vegetable tasting – followed by making a bar chart of children’s favourite fruit or vegetable
- 2b. Make fruit kebabs
- 2c. Make fruit faces
- 2d. Each child draws round their hand and cuts out a hand shape (with 4 fingers and thumb), challenge children to fill in fingers and thumb with their 5 portions of fruit and vegetables they eat during the day. Ask the children to fill in 1 finger after morning fruit snack – write fruit name along the finger, could also draw fruit in palm. After lunch ask children to complete more fingers on the paper hands. Children take hand home to complete and bring back to school next day. Make a display of completed hands.

Extension activity

Create a whole class rainbow of fruits and vegetables. Make a rainbow from different coloured strips of paper. Children can draw or paint fruits and vegetables to stick on each coloured stripe e.g. strawberries for the red stripe, peas for the green.

**Plenary**

Discuss the different colours of the fruit and vegetables. Explain that eating lots of different colours is good for us – that the different vitamins in them help our bodies in different ways and that they all help us go to the toilet (fibre in fruit and veg). Ask the children to count the colours of fruits and vegetables in their next meal.



White Board Slides:

I can eat a rainbow

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I can eat a rainbow

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I can eat a rainbow

© copyright Coram Life Education SCARF resources

I can eat a rainbow

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**Different foods do different jobs**

Different foods do different jobs

You can always tell

If you give your body what it needs

You'll be fit and well!

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## Growing and Changing

### *Families and People who care for me, Respectful Relationships, Caring Friendships and Being Safe*

**Lesson Title:** Surprises and secrets

<p><b>Learning Outcomes</b></p> <p>Children will be able to:          Explain the difference between a secret and a nice surprise;          Identify situations as being secrets or surprises;          Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>
<p><b>Introduction</b></p> <p>Discussion:          Put up your hand if you like surprises?          What is a surprise? (when something you weren't expecting happens)          Can you think of a surprise you had that you liked?          What was it?          Harold has a surprise for his Mum. He has bought her some flowers for her birthday tomorrow. He is hiding them under his bed. He can't wait to give them to her and to see her face.          Hands up if you can tell us what a secret is? Take some ideas.          A secret can be like a surprise when someone asks us not to tell anyone about something, but unlike happy surprises, some secrets can be bad. Sometimes a person (including both children and adults) might say 'Keep it a secret' about something that our body tells us doesn't feel right.          Harold has a secret. He was playing football with his friend Alfie. Alfie kicked the ball and it broke the window in a neighbour's shed. Alfie told Harold to keep it a secret.</p> <p>Harold's Surprise and Secret story          Read the story in full, then ask these questions:          Why did Harold feel a bit unwell at the end of the story?          Should Harold keep this secret?          Who should he talk to about it?          Why do you think he might be worried about telling someone this secret?          Do you think he will get into trouble if he talks about this secret?          Sometimes grown-ups ask children to keep something a secret. If it is a nice secret, like a surprise that everyone will know about soon then that is ok. If the grown up asks a young person to keep a secret and never to tell anyone, then they should not keep the secret; they should definitely tell someone.          This is because it might be about something that the adult is doing which is harmful to a child and which the adult doesn't want other people to know about, because they know it's wrong. If other people found out, they would get into trouble</p>
<p><b>Activity</b></p> <p>Hand sets of cards to small groups of children who have to put cards into 2 piles, one of secrets and one of surprises.          Go through them all after and discuss their answers. Check any misunderstandings and help them to understand the difference between the two.</p>
<p><b>Plenary</b></p> <p>Ask the children: Who can they talk to in school if a grown up has asked them to keep a secret?          (Explore a range of staff, taking the children's lead on who they would want to talk to).</p>



What is that person is busy, or doesn't seem to be listening to them? (Keep trying; tell a different adult; don't stop trying until they have been properly listened to).

Who can they talk to at home if they have a secret?

What is that person is busy, or doesn't seem to be listening to them? (Keep trying; tell a different adult; don't stop trying until they have been properly listened to).

Is it ok to say NO when someone asks them to keep a secret?

How can they say NO?

Next, ask what they think Harold should do about his secret?

Summarise: some things are not ok to keep to ourselves. We shouldn't keep something to ourselves if we don't feel ok about it. Remember that our body has ways of telling us that something isn't right. Recap physical signs, e.g.

Butterflies in the tummy

Feeling hot

Feeling sweaty

Feeling sick

Hands might shake

Needing the toilet

Going red in the face

Other ideas

We need to think about who it is ok to talk to about these things. Emphasise that it's important always to keep trying even if at first no-one seems to be listening to them.





## Story sheet

# Surprises and secrets



Harold loves playing football in the school team. He loves running around the pitch, passing to his friends, cheering when they score a goal. He would love to play for a big football team one day!

But, he does have a problem. Because of his long giraffe legs, he is very fast but they also mean he can't always see when the ball is at his feet. He often misses when kicking it. He is getting really fed up with not scoring goals.

His friend Alfie is the top scorer in the team. Everyone thinks he is the best player. Harold wishes he was able to score goals like Alfie.

Alfie is a good friend so he said to Harold, "Why don't you come round to my house after school today and we can practise scoring goals in my back garden?"

"Oh that would be great. Thanks Alfie!" Harold replied.

Harold was so excited he couldn't concentrate during the lessons in the afternoon. He kept thinking what a lovely surprise it would be for the team if he could score a goal. He couldn't wait to give his parents a surprise when they came to watch him score. Then he could tell them all about the extra practice he had done.

At last it was home time and he went home with Alfie. In the garden, Alfie helped Harold to aim and kick the ball. He was getting better but still could not hit the net.

"Look Harold, you just run up, look at the corner of the net and kick it there. Like this," said Alfie.

Alfie ran, kicked the ball and it went over the fence into the next door neighbour's garden. Then there was a crash. Because Harold was so tall, he looked over the fence and saw the broken glass from the shed window lying on the lawn.

He told Alfie. Alfie looked really worried. He said "You mustn't tell anyone that I kicked the ball. You must keep it a secret."

Harold said that he would keep the secret because he didn't want Alfie to get into trouble. He went home then but was worried. He felt a bit sick in his stomach, didn't eat much of his tea, didn't enjoy his favourite cartoon and couldn't go to sleep.



## Activity sheet

### Secret and surprise cards



<p>Dad tells you he is planning a surprise birthday party for Mum and asks you to keep it a secret.</p>	<p>As you are walking home from school, your friend Jack hits a boy from your class then runs off. He tells you not to tell anyone.</p>
<p>You are at home with your big sister. You tell the rest of the family to keep out of the kitchen because you are both tidying up. What you are really doing is making pasta for everyone for tea.</p>	<p>A stranger says hello to you when you are waiting outside a shop for your Mum. They give you a sweet and tell you to keep it a secret.</p>
<p>You get 10 out of 10 in a spelling test. You ask your teacher not to tell your Mum at the end of the day because you want to tell her yourself.</p>	<p>A neighbour lets you walk his dog but tells you not to tell anyone about it.</p>