



Year 1 RSE/PSHE/SUMO Yearly Overview

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Autumn 1 SUMO Link: Change your t-shirt	<u>Change your T-Shirt lesson</u> <u>Watch video</u> T-shirt template, create a washing line?	<u>Change your T-Shirt lesson</u> Using role play and emojis to show the difference in T-Shirts. What can we do to help us change our T-Shirt?	<u>I am Unique</u> Watch Day one of Kester's adventure video. (Circle time before session start) Go through I am unique PowerPoint and discuss. SL – When has your special gift made someone else feel special?	<u>Link back to last week's lesson</u> -Create a special box for the classroom. -What makes them unique? e.g. "What makes me unique is..."	<u>Girls and Boys</u> Watch Day two of Kester's adventure video. (Circle time before session start) Go through the girls and boys PowerPoint (non-genitalia) -Create prayers? -Learn the song?	<u>Link back to last week's lesson</u> -Draw around body/give children a big cut out. -Children will label parts of the body. SL – How can we make sure everyone in our class is treated fairly?
Autumn 2 SUMO Link: Fruity Thinking	<u>Fruity thinking lesson</u> <u>Watch Video</u> Draw fruit (Positive thoughts in the fruit)	<u>Fruity thinking lesson</u> Create poster showing differences between fruity and faulty thinking. Reflection: When is a time you have felt faulty? How did you change that to fruity thinking?	<u>Clean and Healthy</u> Watch Day three of Kester's adventure video. (Circle time before session start) Go through the clean and healthy PowerPoint. SL: How does eating healthy/doing exercise make you feel fruity/think fruity?	<u>Link back to last week's lesson</u> -Split into 6 groups, each with a category. e.g. healthy plate, washing line, toothbrush, bed, bath and washing your hands. Differentiation – Verbal feedback from LA children.	<u>Feelings, likes and dislikes</u> Watch Day Four of Kester's adventure video. (Circle time before session start) Go through feelings, likes and dislikes PowerPoint. SL – When I'm thinking fruity this happens ...	<u>Link back to last week's lesson</u> -Emoji faces on paper plates. -Each group with draw a different emotion and complete sentences linking to that emotion. e.g. "I feel happy when..." "I feel angry when..."
Spring 1 SUMO Link: Hippo time is OK	<u>Hippo time lesson</u> <u>Watch video</u> Draw a time when we may need hippo time. Who can help us during this time?	<u>Hippo time lesson</u> How do I feel during hippo time? How can I use my SUMO skills to help me feel better?	<u>Feelings inside out</u> Watch Day five of Kester's adventure video (Circle time before session start) Go through the feelings inside out PowerPoint.	<u>Link back to last week's lesson</u> -Mix and match activities. -Role play the different emotions. e.g. "Show me what excited looks like."	<u>Super Suzie gets angry</u> Go through the Super Suzie gets angry PowerPoint. SL – How could hippo time help Suzie?	<u>Link back to last week's lesson</u> -Adapt appendix 1 sheet and put emojis in. -Link it back to the last lesson and allow the children to



Year 1 RSE/PSHE/SUMO Yearly Overview

			SL – If I am feeling sad it is ok to have hippo time because ...	SL Throughout – “If I’m feeling angry what could I do? How could hippo time help me?”		complete the activity.
Spring 2 SUMO Link: Remember the beachball	<u>Remember the beachball lesson</u> <u>Watch video</u> Use beachballs. What colours can you see when you’re holding the beachball? What colours can your partner see?	<u>Remember the beachball lesson</u> Why is it important that we see other people’s point of view?	<u>The cycle of life</u> Go through the PowerPoint. SL – Why is it important that we accept peoples’ decisions?	<u>Link to last week’s lesson</u> -Comparison – What can I do now that I couldn’t do in reception? -Appendix 1 activity.	<u>Continue the cycle of life</u> Preparing time capsule. -Create a fact file about themselves.	<u>Assessment Activity</u> This is me Activity
Summer 1 SUMO Link: Learn Latin	<u>Learn Latin</u> <u>Watch Video</u> Why do we put things off? What sort of things do you try and leave until later? Why do you leave them till later?	<u>Learn Latin lesson</u> Think about the things you put off. Make a poster. Think of things you could do to make you seize the day and do them anyway.	<u>HMHM</u> <u>Friendships</u> <u>Being a good friend (Lesson 1)</u> Starter: Form two lines. Walk towards your partner and say something nice about them with every step. Main: Create friendship robots. Children will write all the characteristics their robot would have to be a brilliant friend. SL: How could this robot help you to seize the day?	<u>HMHM</u> <u>Friendships</u> <u>Working together (Lesson 3)</u> Starter: (circle time) Children to give examples of times where they’ve worked as a team. Main: Complete the Lego activity from HMHM Lesson 3 of friendships. They can also play a role play game where they must work together. E.g. post office. SL: If you put off telling the person how to build the lego,	<u>HMHM</u> <u>Friendships</u> <u>Making things right (Lesson 5)</u> Starter: Introduce the concept of forgiveness. Main: Create a jigsaw. Children to be provided with a jigsaw template on card. Children will draw a picture of two friends having a conflict. Support them in cutting out their jigsaws. SL: Think of when you’ve had a conflict. Did you put off	<u>HMHM</u> <u>Belonging</u> <u>Ideal School (Lesson 1)</u> Starter: Give the children pictures, group them into like my school and not like my school. Main: Children will be asked to draw their own ideal school. Remind the children that they could have anything they want in this school. Why would their school be perfect?



Year 1 RSE/PSHE/SUMO Yearly Overview

				what would have happened?	saying sorry or did you seize the day?	Reflection: How is our school similar to your drawing?
Summer 2 SUMO Link: Ditch Doris Day	<u>Ditch Doris Day Lesson</u> <u>Watch Video</u> Write a proud diary. What have you achieved that you are proud of?	<u>Ditch Doris Day Lesson</u> How can we make a difference in school? Let's set some goals: What do we want to do to make a difference in school and how are we going to do it?	<u>HMHM Belonging Special People (Lesson 3)</u> Starter: Who is special to you? Children can draw the people special to them. Remind them it can be friends or animals as well. Main: Ask the children to bring in a photo of someone special to them before the lesson. "This person is special to me because..." SL: What can you do to help these special people at home?	<u>HMHM Belonging My Safe Place (Lesson 4)</u> Starter: What does it mean to be safe? Encourage the children to think of both emotional and physical answers. Teacher write these on the board. Main: Complete the activity from the HMHM booklet linking to this. Reflection: Draw someone, something or somewhere that makes you feel safe.	<u>HMHM Belonging Helping others to belong (Lesson 5)</u> Starter: Complete starter activity from HMHM booklet. Main: Pupils could draw a picture of one of the characters from the curriculum who looks sad in the playground and then a picture of the character looking happy. Working in pairs the pupils can then explain to their partner why the character was feeling sad and why they are now feeling happy. SL: Do we have to feel sad? What can we do to change that?	<u>HMHM My Wider World My Community (Lesson 1)</u> Starter: Pupils are introduced to the character of Wajid via a story about what he does for his birthday. After having listened to the story, pupils should be supported to make a list of all the places he visited. Explain to the children what all of the places are and what happens there. Main: Pupils are now asked to think about Wajid's community. They should draw a picture of Wajid and one of the places he goes to. Pupils should place a tick by it if they also go to that place.



Year 1 RSE/PSHE/SUMO Yearly Overview

						Reflection: Do you visit any places similar to Wajid?
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If modules are complete with time for further activities, please go back to HMHM and complete the wider community units that may not have been covered within the other units.