

unifrog

Year 1 PSHE

Key lesson information

Unifrog's primary PSHE curriculum

Unifrog's **primary PSHE Lesson Pack** has been designed to meet the following:

- [Department for Education's statutory guidance for relationships and sex education \(RSE\) and health education \(primary schools\) \(for teaching until 31 August 2025\)](#)
- [PSHE Association's Key Stage 1 and Key Stage 2 learning objectives](#)

Find out more here:

- [Unifrog's primary PSHE Lesson Pack: FAQs](#)

Unifrog's Year 1 curriculum

PSHE:

- How can I make friends?
- What is unkind behaviour?
- What do people use the internet for?
- Why is family important?
- Why are exercise and sleep good for us?
- Which foods are good for us?
- How can people stay safe and happy at home?
- How can people stay safe and happy out and about?
- What are the names of different feelings?
- What harms or helps people's bodies and minds?

Careers:

- Who can I trust to ask for help?
- Can we run a shop together?
- How can I volunteer?
- How are jobs in the past different to now?

Additional lessons coming soon!

How can I make friends?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain some ways they can make friends.
 - Explain what a friend is.
 - Explain what loneliness is and how to notice it.

Main student tasks

1. Discuss what a friend is.
2. Listen to a story and explore the options in the story about making friends.
3. Listen to a story and decide which characters are being good friends.
4. Listen to a story and decide which character is lonely and how they might be feeling.
5. Find someone in the class they don't normally play with and find out new things about them.
6. Optional: Think about new things they would consider trying to help them make friends.

Keywords

Friends, loneliness, group, help, direct.

What is unkind behaviour?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- List some unkind behaviours, online and offline.
 - Explain how unkind behaviour can make others feel.
 - Explain how they can get help when people are unkind.

Main student tasks

1. Discuss ways that Joaquin can help other children.
2. Listen to the story about Joaquin and answer the questions.
3. Listen to the scenarios about unkind behaviour online and discuss what unkind behaviours are happening, how they're making the person feel, and how they can get help.
4. Identify a kind and unkind behaviour and say how they can get support for unkind behaviour.
5. Optional: Discuss why kindness at work is important and some jobs which need to show kindness.

Keywords

Kind, unkind, internet, offline, behaviour, feeling, help, doctor, teaching assistant, builder.

What do people use the internet for?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- List some ways the internet is used in real life.
 - Explain how the internet could be used to find things out and communicate.
 - Outline how to make a safe choice when using the internet.

Main student tasks

1. Discuss objects which use the internet.
2. Identify where the internet might be used in pictures.
3. Evaluate whether statements about the internet are true or false.
4. Listen to a story about using the internet and answer questions.
5. Consider the safest option in a range of scenarios.
6. Draw or role-play making a safe choice online.
7. Optional: Identify how different jobs might use the internet.

Keywords

Internet, online, connecting, message, tablet, safe choice, app.

Why is family important?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain some of the reasons families are important.
 - Explain what families can do for us.
 - List some other people who are in our lives.

Main student tasks

1. Draw a picture of a family.
 2. Decide if the people in each scenario are families.
 3. Explore reasons why family members are important and identify these reasons within the scenarios about different families.
 4. Read the story and identify other people in our lives apart from family.
 5. Identify someone who cares for them in their lives.
 6. Decide if the family scenarios are safe or not and discuss who to talk to for support.
- Optional: Look at the two jobs that support families and decide what would happen if they didn't do their jobs.

Keywords

Family, relatives, friends, acquaintances, trusted adults, refuse collector, childminder, librarian, stability, food, clothes, warmth, happiness.

Why are exercise and sleep good for us?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Give reasons why sleep is good for us.
- Give reasons why being active is good for us.
- List ways we can make good choices to help us be more active and sleep better.

Main student tasks

1. Say which people can keep us healthy and explain how.
2. Explain what being active and exercise are.
3. Try physical activities and see what happens to their breathing and heartbeat.
4. Listen to a story and answer questions about it.
5. Discuss why we need sleep and how long we need to sleep for.
6. Decide whether examples on the slide are good or bad for sleep.
7. Reflect on healthy sleep habits they might want to try.
8. Practise calming breathing.
9. Make healthy choices for the characters to help them have better routines to be more active and sleep better.

Keywords

Sleep, active, exercise, bedtime, heart, breathing, happy, calm, relaxed, screen time, routine.

Which foods are good for us?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- List some foods that are good for our health.
 - List some ways that sugar can impact the body.
 - List some ways to look after teeth.

Main student tasks

1. Discuss what it means to be healthy.
 2. Discuss where the foods on the slide come from and whether they are healthy.
 3. Decide if example meals are balanced and healthy.
 4. Explore the impact that eating too much sugar has on the body.
 5. Explore the function of teeth and how to keep teeth healthy.
 6. Explore the impact that eating too much sugar has on teeth.
 7. Discuss ways to make the meal on the slide healthier.
- Optional: Explore the different jobs that keep people healthy.

Keywords

Healthy, fruits, vegetables, teeth, cavity, cavities, sugar, dentist, hygienist, dental nurse, toothbrush, fluoride, toothpaste, meal.

How can people stay safe and happy at home?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Recognise risks and hazards in the home.
 - Identify how to keep safe around common household hazards.
 - Be able to ask for help if they see a risk or hazard.

Main student tasks

1. State if something is safe or unsafe.
 2. Consider hazards that might be at home.
 3. Listen to a story and decide safe choices for the character.
 4. Suggest how to make risky situations safer.
 5. Practise asking for help when there is a risk.
- Optional: discuss a job that involves checking safety.

Keywords

Safe, unsafe, hazard, risk, dangerous, lighter, medicines, cleaning products.

How can people stay safe and happy out and about?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Identify safe ways to cross a road.
- Follow The Green Cross Code (some children may still need support doing this).
- Identify some safe strangers they can ask for help.

Main student tasks

1. Decide the safest choice when crossing a road.
2. Practise and recall The Green Cross Code for crossing roads.
3. Apply their knowledge of The Green Cross Code to teach someone how to cross the road.
4. Evaluate which choice is safest in a scenario.
5. Identify safe strangers.

Keywords

The Green Cross Code, crossing, safe choice, safe stranger, think, stop, look, listen, wait.

What are the names of different feelings?

Key lesson information

Objectives	<p>By the end of the session, children should be able to:</p> <ul style="list-style-type: none">• Name and recognise some emotions.• Explain that recognising and sharing feelings is helpful.• Explain that people can feel different emotions at different times.
Main student tasks	<ol style="list-style-type: none">1. Look at the pictures and decide how each person is feeling.2. Read the scenarios and decide which emotions the person is feeling and why they might feel that way.3. List some emotions which people can recognise.4. Practise recognising emotions within a role play.5. Listen to the scenarios and decide why they need help, who they could ask, and how they could ask.6. Listen to the story and decide on the emotions they are feeling, and who and how to ask for help. <p>Optional: practise a random act of kindness.</p>
Keywords	<p>Emotions, feelings, colleague, happy, sad, proud, nervous, scared, worried, down. kindness, nature, thankful, grateful, breathing.</p>

What harms or helps people's bodies and minds?

Key lesson information

Objectives	<p>By the end of the session, children should be able to:</p> <ul style="list-style-type: none">• List some things that can be helpful for bodies and minds.• List some things that can be harmful for bodies and minds.
Main student tasks	<ol style="list-style-type: none">1. Say whether the pictures are good or bad for our bodies and minds.2. Define what medicines are, how they make people feel, and how to safely use them.3. Explore which items are dangerous to put into/on different parts of the body.4. Read the scenarios and decide on the impact they have on the character.5. Read the scenarios and decide how each character should stay safe. <p>Optional: Explore the jobs that keep people safe and explain how.</p>
Keywords	<p>Harmful, helpful, medicines, ears, eyes, mouths, noses, skin, addiction, sugar, caffeine, tea, coffee, alcohol, bodies, minds.</p>

Who can I trust to ask for help?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Say who can help them at school.
 - Find help within the classroom.
 - Say how to contact emergency services.

Main student tasks

1. Discuss who helps them at school.
2. Explore the steps that can be taken when they need help in the classroom.
3. Explain how a character can receive help in the classroom.
4. Watch a video about the emergency services.
5. Explore the steps of what to do in an emergency and act out what to do if you see a fire.
6. Role play two scenarios about asking for help.

Keywords

Fire service, emergency call handler, police, ambulance, headteacher, teacher, teaching assistant, office staff, lunchtime supervisor, friends, emergency, manners, please, thanks.

Can we run a shop together?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Recognise language used by sales assistants and customers in shops.
 - Use language used by sales assistants and customers within a shop.

Main student tasks

1. Decide which jobs help to keep people healthy.
2. Watch a video and think of a question you could ask.
3. Practice using language that people would use in a shop.
4. Role play being in a shop and practise using the language practiced.
5. Reflect on which role they enjoyed more.

Keywords

Farmer, plumber, doctor, chef, teacher, parents, carers, stationery, sales assistant, customer, coworker, please, thank you.

How can I volunteer?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain what a volunteer is.
- Explain ways they can volunteer at school or at home.
- Explain how to stay safe when volunteering.

Main student tasks

1. Identify ways they can help in the classroom.
2. Watch a video about volunteering and explain what volunteers are.
3. Look at scenarios and say whether each person is volunteering.
4. Explore ways people can stay safe when volunteering.
5. Look at examples of how they can volunteer at school or at home and role play doing them.

Keywords

Volunteer, volunteering, chores, people, animals, the environment, librarian, paid, animal shelter.

How are jobs in the past different to now?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Identify that jobs are shown differently in stories.
 - Identify ways that technology can help people with their jobs.
 - Identify that jobs in the past are different to jobs now.

Main student tasks

1. Use the pictures to decide which of the jobs help people.
2. Listen to Peter's farm and identify the tools he used in his job.
3. Listen to Julia's farm and identify the tools she used in her job.
4. Discuss in pairs how the farms in the stories are different.
5. Discuss which story was set in the past and which was set in the present.
6. Decide which farmer had the easier job.

Keywords

Farm, farmer, milk, bucket, stool, udders, sickle, scythe, wheat, basket, fruit, pump, watering can, milking machine, combine harvester, robotic harvester, irrigation system.

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