

# PSHRE AT LYME

## 2022-23



# PUPIL VOICE IN KS1

When asked about what PSHRE is here are some of the things that the children said...

Y2 'It is about friendship and being a good friend.'

'It is about our mental health and feelings.'

# PUPIL VOICE IN KS2

When asked about what PSHRE is here are some of the things that the children said...

Y4 'It's about feelings and how other people feel.'

Y5 'We have just been learning about stereotypes.'

Y6 'It lets you explore diversity and how your body changes.'

# EYFS

Our Foundation Stage children enjoyed a spa day as part of Mental Health and well-being week.



# Y1 FLOOR BOOK

Tuesday 21<sup>st</sup> March, 2023

I can:-

- \* Say how we use money.
- \* Why we need to save money.

Today, we have been learning about how we use money and discussing how it helps us to pay for goods and services. Then, we have watched a video – all about saving and why it is important to save money for the things we need.

SparkleBox © Copyright 2016, SparkleBox Teacher Resources (www.sparklebox.co.uk)

Saving Money 21.3.23

I can save money by ...  
putting it in the bank or piggy bank

I would save money to buy ...  
a rug and furniture and a new house



Saving Money 21.3.23

I can save money by ...  
putting in a piggy bank

I would save money to buy ...  
a coat and shoes



Tuesday 23<sup>rd</sup> May 2023

Who helps us to keep safe?

People Who Help Us

Today, we have been learning about people who can help us to stay safe. We have looked at different scenarios and discussed what is safe / unsafe in these situations.



999

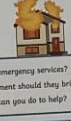
Emergency!  
A cat is stuck up a tree!  
Help is needed!

Which emergency services?  
What equipment should they bring?  
What can you do to help?



Emergency!  
A house is on fire!  
Help is needed!

Which emergency services?  
What equipment should they bring?  
What can you do to help?



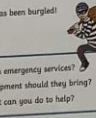
Emergency!  
A rugby player is hurt!  
Help is needed!

Which emergency services?  
What equipment should they bring?  
What can you do to help?



Emergency!  
A jewellery shop has been burgled!  
Help is needed!

Which emergency services?  
What equipment should they bring?  
What can you do to help?



People Who Help Us

Use the word bank to complete each sentence, explaining how each of the following people help us.

lunchtime supervisor	dentist	teacher	road worker	firefighter
doctor	vet	post deliverer	milk deliverer	lollipop person

- A teacher helps us to learn.
- A Vets takes care of our pets.
- A lollipop person helps us to cross the road safely.
- A Road worker mends the roads.
- A Post deliverer brings us our mail.
- A dentist helps us to take good care of our teeth.
- A milk deliverer brings us our milk.
- A fire fighter puts out fires.
- A doctor gives us medicine. ✓
- A lunchtime supervisor helps us at lunchtime.

7.3.23

I CAN learn about rules for keeping safe around medicines and other household products.

We played a safety rules quiz. We had to decide if the safety rule was TRUE or FALSE.

**true**

7. Always read the instructions before using a medicine or household product.

4. It is important to use (or take) the amount instructed on the bottle or packet.

2. Medicines and cleaning products must be kept out of reach of children.

**false**

5. If you see a syringe you should pick it up and put it in the bin.

6. All medicines should be taken twice a day.

3. If someone is ill any medicine will help them.

We discussed the safety rules scenarios.

A. Baby Kai is playing in the kitchen. Eli walks in...



Do not eat the tablets



Kaitlin

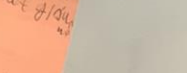
Don't leave bottles near a baby's play pen



Don't open it! It's dangerous! (Mia)



do not eat tablets



"Ooh they look like sweets!" thinks Billie. "I'd like to eat those."



Do not eat tablets



do not eat tablets



# Y2 FLOOR BOOK

16.5.23

I CAN understand why we need to brush our teeth

I CAN understand the differences between healthy and unhealthy choices.

## DENTAL HEALTH

BASELINE TASK

WE DISCUSSED THE FOLLOWING QUESTIONS

Why is it important to brush our teeth?

When should we brush our teeth?

How often should we brush our teeth?



We have to brush our teeth because we will have a filling.



brush your teeth because you might need to have a filling or a tooth pulled out



then you breathe isn't smelly.



so they stay healthy



If you don't brush your teeth you will have to get a tooth pulled out.

ORSGANO

Because you might get your teeth pulled out. (MIA)



If you don't brush your teeth you will get cavities and your teeth will fall out



# Y3 FLOOR BOOK

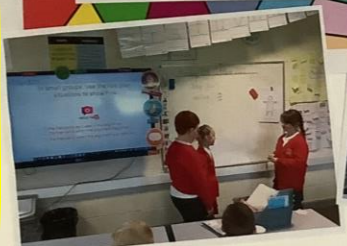
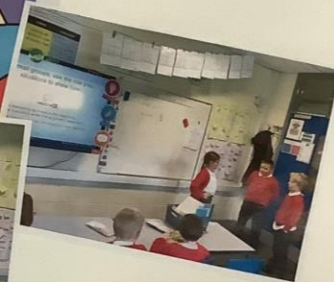
Monday 3rd October 2022

## I can talk about how to maintain good friendships.

We revisited our learning from last week and created 'freeze frames' to represent situations that may occur when we fall out with our friends. Our role play showed how:

1. the friendship as it was in the beginning
2. the friendship when the argument happened
3. the friendship when the argument was resolved

We learned that arguments can be resolved, that sometimes other people can help, that it takes one person to be sorry, that friends should listen to each other.



Monday 10th October 2022

## I can explain what makes a healthy friendship.

We used 'Yasmin and Tom' to help us to think about what kinds of things make a friendship healthy. Then we worked in pairs and in small groups to share our thinking.

### Key questions:

- What is a healthy relationship? • When does friendship feel good? • Can girls and boys be friends? • Can we still be friends with someone if we like different things?

Following on from this lesson, we will talk about how we have been a good friend during our PATHS compliments time at the end of each day.

**Growing up with Yasmin and Tom** I expect my friend to...

Ask pupils to fill out this worksheet individually. Then ask them to compare in pairs and then in fours. Ask groups to feedback the things they would 'never expect' from a friend. Remind pupils of the 'word lines on purpose' definition of bullying.

	Sometimes	Always	Never
Be honest with me	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Like the same things I like	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give me money if I need it	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do things outside of school with me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give me presents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Call me names	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shout at me	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tell other people my secrets	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hit me when they are angry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Help me with my school work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be kind to me	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Invite me to their house for tea	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Growing up with Yasmin and Tom** I expect my friend to...

	Sometimes	Always	Never
Do what I want to do	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Call me before they tag me or kiss me	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interested in me	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Be nice to me everyday	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phone me when I am upset	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PATHS: Unit 2 - Lesson 7  
Friday 21st October 2022

## RECOGNISING ANGER

### Recognising Anger

Today we have been reviewing our understanding of the Recognising Anger. We have discussed how we 'feel inside' and how these feelings 'show outside' - sometimes our feelings inside are closely linked to how we show outside by our behaviours. Then we created our own ANGRY MONSTERS.



My Angry Monster  
by [Name]



My Angry Monster  
by [Name]

### FEEL INSIDE

- face feels hot
- tight body
- fast breathing
- hard to talk
- wish to break things
- shaky voice
- trembling hands
- clenched teeth

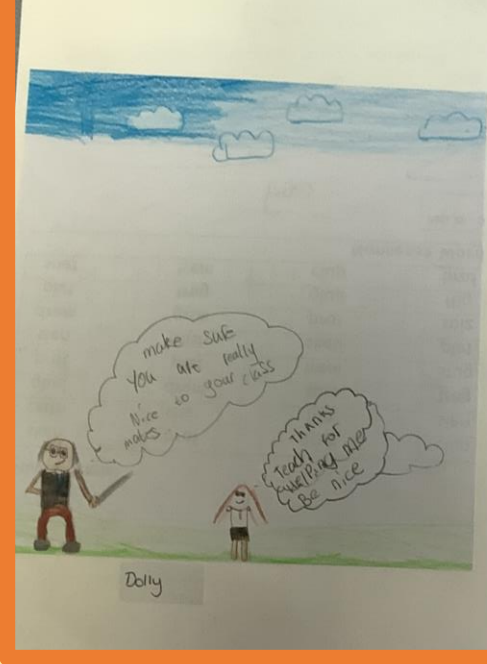
### SHOWS OUTSIDE

- fast breathing
- making fists
- yelling at someone
- hurting someone
- kicking someone / destroying property
- shaky voice
- trembling
- clenched teeth

# Y4 FLOOR BOOK

**How do we treat each other with respect?**

- Be kind to each other (Hallie)
- treat others how you would like to be treated. (Arthur)
- If someone hurts themselves, you help them. (Lola)
- If someone is talking, let them speak. (Mikaed)
- If you've made a mistake, you can apologise. (Ellie)
- Do not bully! (Keaton)
- Being nice... giving presents or compliments (Abel)
- Sharing (Fin)
- Someone's lonely, you can go and play with them. (Lou-Lou)



### Focus on Strength

Perhaps you'd like to know if there are ways in which you can use your strengths to help others. Use the table below to write down your ideas. The first one has been completed for you.

A strength of mine is...	I can use this strength to help others by...
Scoring goals in football	supporting others to improve their skills
Art class	help people to draw
being sunny	help people when they are sad
kindness	help people when they are in trouble
being organised	help people get things done quicker
good helper	helping people get things done
good singer	helping people when they are sad
happy all the time	helping people when they are sad
not a cheer	helping people when they are sad

Ellie

A strength of mine is...	I can use this strength to help others by...
Scoring goals in football	supporting others to improve their skills
nice friend	helping friends when they are sad
Goalkeeper	helping other people when they are in trouble
kind	helping other people when they are sad
hand writing	helping other people when they are sad

Mikaed

A strength of mine is...	I can use this strength to help others by...
Scoring goals in football	supporting others to improve their skills
Playing basket ball	to help people to go higher to score
Helping People	to say don't listen to them, you can do what ever you can do.
to stop bullying	Say you are a much better person than that.
make people happy.	1) make them laugh. 2) play with them. 3) incourg them.
Helping doing best that they can do	Say you can do the do whatever you want to do.
times tables	to help them after school on Maths
Be good at football	incourg them to score a goal

A strength of mine is...	I can use this strength to help others by...
Scoring goals in football	supporting others to improve their skills
hand writing	to help other people with their writing
kind	to help people that are sad
Maths	to help people that are stuck
Art	to help people to concentrate with art
listening	to help people that are talking too much
role model	to help people not to get in trouble
PSHE	to help people not to get in trouble
video games	to help people not to get in trouble



# Autumn 2 What decisions can people make with money?

**Dilemma:** Dale and Kyle have found a bundle of money in the street. They don't know who it belongs to and they are tempted to keep it but is it really "Finders Keepers"?

Discussion prompts:

- Who do you think the person was who lost the money? *The old people in the window*
- What were they doing with the money? *Dale was saying were rich.*
- Is it okay to keep the money if they don't know who it belongs to? *No*
- Is it okay to keep it, even if the person might be a bad person? *No*
- Does that make it okay (do two wrongs make a right?) *No*
- Is it okay to keep it if nobody knows and if they don't get caught? *yes*
- What if belonged to Bert and Ada? *yes*
- Would that be different?
- What if they found £5 or £10 - would that be different? *No*

Discussion prompts:

- Who do you think the person was who lost the money? *Bert and Ada.*
- What were they doing with the money? *Looking at it and picking it up.*
- Is it okay to keep the money if they don't know who it belongs to? *No it's not because you don't know who it is and you can't give it back.*
- Is it okay to keep it, even if the person might be a bad person? *No because the same reason as above.*
- Does that make it okay (do two wrongs make a right?) *No because wrongs are wrongs and rights are rights.*
- Is it okay to keep it if nobody knows and if they don't get caught? *No because it is classed as stealing.*
- What if belonged to Bert and Ada? *Probably not*
- Would that be different?
- What if they found £5 or £10 - would that be different?

Discussion prompts:

- Who do you think the person was who lost the money? *Ada and Bert*
- What were they doing with the money? *Looking at it*
- Is it okay to keep the money if they don't know who it belongs to? *No*
- Is it okay to keep it, even if the person might be a bad person? *No*
- Does that make it okay (do two wrongs make a right?) *No*
- Is it okay to keep it if nobody knows and if they don't get caught? *No*
- What if belonged to Bert and Ada? *Probably not*
- Would that be different? *Probably not*
- What if they found £5 or £10 - would that be different? *Probably not*

# Y5 FLOOR BOOK

## Spring 1: How can we help in an accident or emergency?

### Pre-learning assessment

Jacob / April **Injury Advice**

Choose one of the following types of injury to research and find out what first-aid advice is given. Create an information leaflet all about what to do when someone experiences this injury.

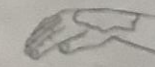
**Choking**

tap on there back/chest.



**Burns or scalds**

put ice on it.



**Injury Advice**

Choose one of the following types of injury to research and find out what first-aid advice is given. Create an information leaflet all about what to do when someone experiences this injury.

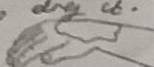
**Choking**

Pat them on the back or the hinton remover.



**Burns or scalds**

cream on it then hold an ice pack on it finally dry it.



# Y6 FLOOR BOOK

