

Year 1 RHSE Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Feelings and Emotions</u>	<u>Healthy Me</u>	<u>Personal Relationships</u>	<u>Staying Safe</u>	<u>All Around Us</u>	<u>Money Matters</u>

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Over the three sessions of Unit 3 – Emotional Well-Being, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.



DEAR GOD,

Thank you for making us individually, with different likes and dislikes.

Thank you for our feelings, they make life interesting and exciting!

Please help us to understand our feelings more,
and help us to communicate about them better.

Amen



Autumn 1 – Feelings and Emotions

Let the Children Come



What happens in the sessions?

Over five days, children will hear and experience the Gospel story of Jesus welcoming little children to Him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love.

What do children learn?

- We are created individually by God
- God wants us to talk to Him often through the day and treat Him as our best friend
- God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness
- We are created as a unity of body, mind and spirit: who we are matters and what we do matters
- We can give thanks to God in different ways

Suggested Home Activity

Look together at mementos of your child's baptism or babyhood. Perhaps they were given Christening or birth presents, a baptismal candle or a Christening dress that they wouldn't have been aware of at the time. Bring them out and talk about their birth and what they were like as a baby. If you don't have any mementos or photos, tell stories about their baby days.

Autumn 1 – Feelings and Emotions

Session 1 – Feelings, Likes and Dislikes



What happens in the sessions?

In this session, children will watch a video where our two film presenters, Zoe and Joey, are trying to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.

What do children learn?

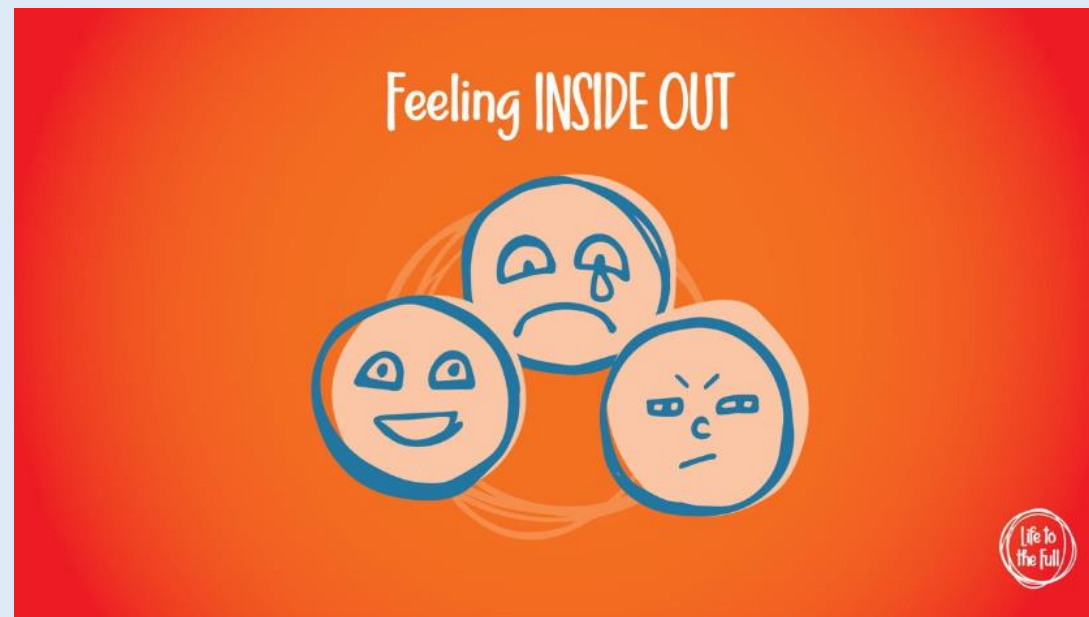
- That it is natural for us to relate to and trust one another
- That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)

Suggested Home Activity

Help your child to keep a feelings diary for a week. Using a mixture of drawings, symbols and words, chart how their feelings change. You might like to record feelings in the morning, on coming back from school and in the evening. Perhaps they can add a reason for their feeling, e.g. "I felt 😞 when I was hungry."

Autumn 1 – Feelings and Emotions

Session 2 – Feeling Inside Out



What happens in the sessions?

In this session, children will watch a video where our two film presenters, Zoe and Joey, are trying to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.

What do children learn?

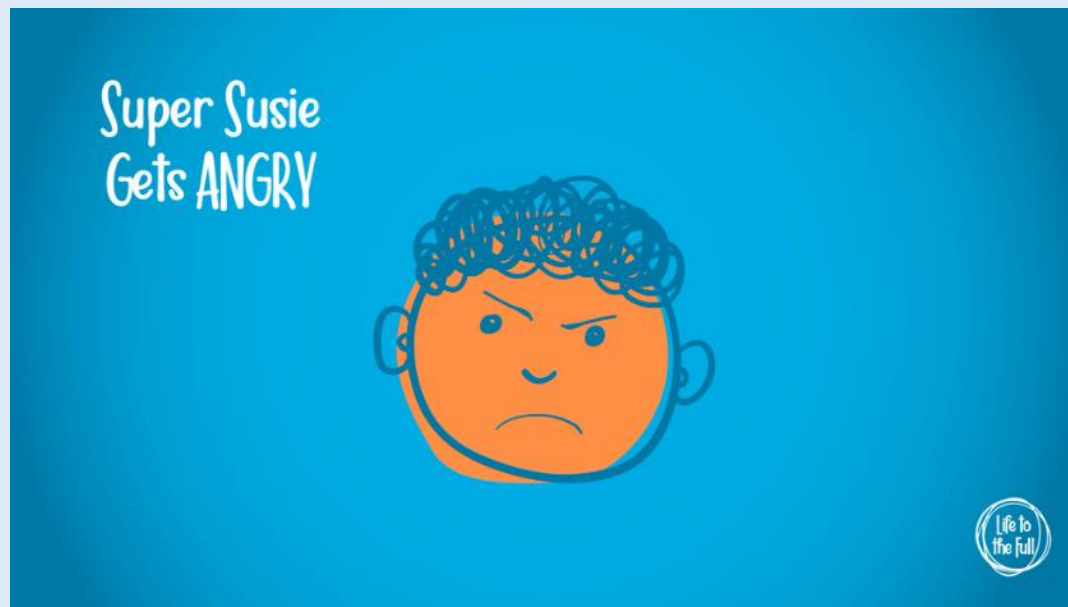
Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.

Suggested Home Activity

Watch [this clip](#) from the film Inside Out about the five emotions in Riley's head that control how she feels and how she acts. Talk about it with your child. Can they tell whether the things they choose to do are motivated by Joy, Sadness, Anger, Fear or Disgust? Can you give them examples from your day of things that you did that were motivated by any of these feelings?

Autumn 1 – Feelings and Emotions

Session 3 – Super Susie Gets Angry



What happens in the sessions?

Using knowledge gained over previous sessions, children will take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play. They will learn more about the consequences of choices and what to do when it all goes wrong.

What do children learn?

- Simple strategies for managing feelings and for good behaviour
- That choices have consequences: that when we make mistakes we are called to receive forgiveness and to forgive others when they do
- Jesus died on the cross so that we would be forgiven

Suggested Home Activity

Pray together as a family. Have a moment where each person asks forgiveness for something that they've done wrong today. Maybe you weren't as patient as you might have been with others, e.g. drivers/people in shops? Modelling admitting and saying sorry for doing the wrong thing is really important for children to see.

Session	Key Learning
1 – Keeping fit is fun!	Pupils have fun with exercise, and in the process they learn how a pumping heart helps to keep a body healthy
2 – Sweets	This lesson looks at health and dental health, focusing on sugar.
3 – How can being online be unhealthy?	Pupils revisit previous learning about the heart. They learn that too much rest is not healthy but some rest like sleep is really important.
4 – Keeping safe in the sun	Pupils learn about sunburn and heat exhaustion/heatstroke, looking at the symptoms. They learn how to recognise these signs and understand the steps needed to keep safe and healthy in the sun.

In Unit 2 – Personal Relationships children once again meet Super Susie, who helps them to identify the ‘special people’ in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.



Dear GOD,

I know that I have special people in my life that I can trust.
We say to God, THANK YOU FOR THE SPECIAL PEOPLE IN MY LIFE.

I know that everyone has different people around them that they care about.
We say to God, THANK YOU FOR THE SPECIAL PEOPLE IN MY LIFE.

I know that I can talk to my special people if anything is troubling me.
We say to God, THANK YOU FOR THE SPECIAL PEOPLE IN MY LIFE.

Amen



Spring 1 – Personal Relationships

Session 1 – Special People



What happens in the sessions?

This session will help children to identify the 'special people' in their lives and what it is that makes them special. Through exploring Super Susie's network of special people – her Super Special Squad – children will understand the importance of the nuclear and wider family, and of being close to and trusting their special people, especially their parents. They will also learn that it is important to talk to their special people about things that are troubling them. Children will be given opportunities to reflect on their own network of special people and to remember that God is their most special relationship of all.

What do children learn?

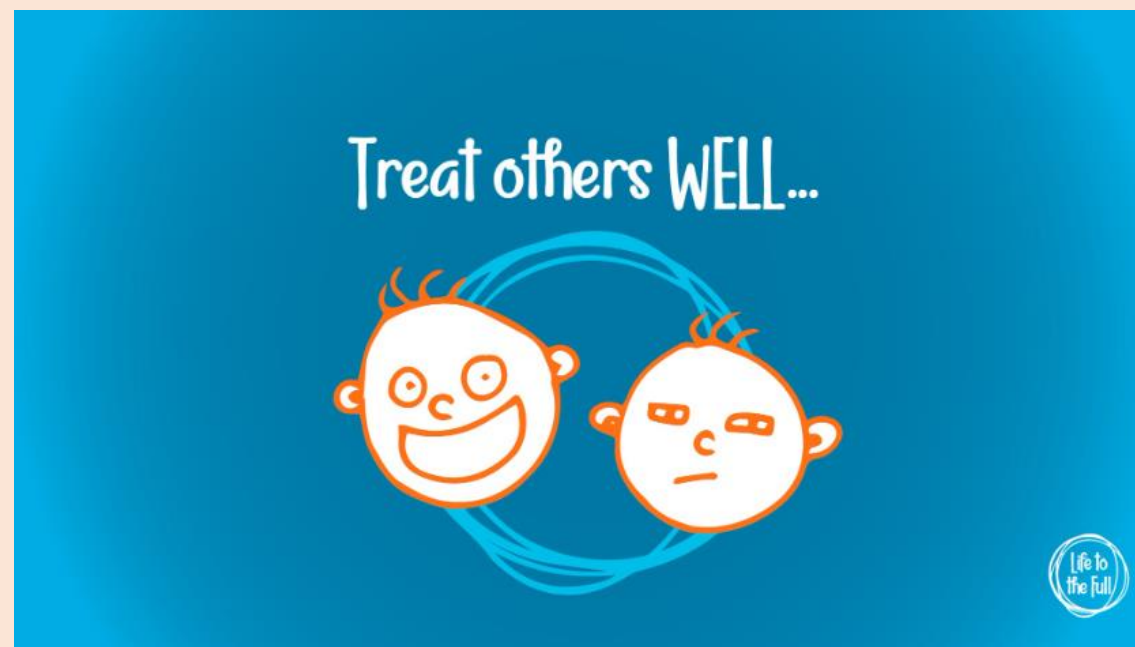
- To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special
- The importance of nuclear and wider family
- The importance of being close to and trusting special people and telling them if something is troubling them

Suggested Home Activity

Help your child to draw their family tree. Take a piece of paper and start with themselves at the bottom in the middle, with the names of any siblings either side. Above, put their mum and dad's name, then their siblings off to the side of them. Show that these are their uncles and aunts. Above mum and dad, place gran and grandad and so on as far as you can go. Talk about all their family connections as you do this. You could make this elaborate, adding drawings, dates, photos etc or just keep it very simple.

Spring 1 – Personal Relationships

Session 2 – Treat Others Well



What happens in the sessions?

Building on the session 'Feeling Inside Out' in Module 1 where children learnt that their feelings and actions are different things, this session investigates how their behaviour can affect other people. Children will interact with an animated film to help them to identify appropriate and inappropriate behaviours and the effects that they can have.

What do children learn?

- How their behaviour affects other people, and that there is appropriate and inappropriate behaviour
- The characteristics of positive and negative relationships
- Different types of teasing and that all bullying is wrong and unacceptable

Suggested Home Activity

When you're next watching television together with your child(ren), talk about the behaviour of any of the characters. How would you describe it? Is it kind, generous, mean spirited, risky, unhealthy? Why do you like some characters and not others?

Spring 1 – Personal Relationships

Session 3 – And Say Sorry



What happens in the sessions?

Children will watch interviews with the characters in the animated film from the last session to see how they felt about what had happened, and the significance of saying sorry. Children will learn that our behaviour can not only upset other people, but it can hurt God too. They will be given an opportunity to reflect on their own experiences and to give and receive forgiveness.

What do children learn?

- To recognise when they have been unkind and say sorry
- To recognise when people are being unkind to them and others and how to respond
- To know that when we are unkind to others, we hurt God also and should say sorry to him as well
- To know that we should forgive as Jesus forgives

Suggested Home Activity

At bedtime, reflect on the day just passed. Is there anyone that you or your child wants to say sorry to or make up with? Is there anyone that you might have treated better? Talk about how you might make things better with that person and do things differently next time.

Spring 1 – Personal Relationships

Session 4 – Physical Contact



What happens in the sessions?

This session incorporates (with kind permission) the **PANTS** resources from the **NSPCC** that teach children:

- **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

What do children learn?

- To know that they are entitled to bodily privacy
- That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest

Suggested Home Activity

You might like to check out the [NSPCC website](https://www.nspcc.org.uk/keeping-children-safe/what-to-do/) that has lots of tips about how to talk about sensitive issues such as bodily privacy.

Spring 2– Staying Safe

Session	Key Learning
1 – Staying safe in my school	This lesson helps pupils to understand that school rules are in place to keep everyone safe
2 – Staying safe outside	This lesson looks at being safe outside in the pupils' locality and aims to empower pupils to keep themselves safe.
3 – Staying safe at home	This lesson looks at rules for safety in the home, in particular around medicines.
4 – Keeping myself safe	In this lesson, pupils consider how to keep themselves safe in the real world and the virtual world by being assertive and by telling one of their five trusted adults if they are concerned about anything.

Summer 1 – Living in the Wider World

This Unit is all about the impact we can have on the communities we live in. How we behave and how we chose to live can harm or help our communities. Sometimes there are big problems in the world that we can't solve all by ourselves. But often we can help somehow. This reflection should inspire children to do positive acts, no matter how small. Read the short story below to your children about the little boy who identified a need and gave his five bread rolls and two fish to Jesus, then discuss the story with your children. You can use the questions below, if you like.

Jesus had been healing and teaching all day long and the crowd was getting hungry.

It started to get dark, and the disciples told Jesus to send the crowds away to get some food. But Jesus told them they didn't need to go away, they should just give them something to eat!

The disciples were confused, and a bit annoyed, because they didn't have any food with them, and Jesus knew that.

But a little boy heard what was said. His name was Michael. Michael had five small bread rolls and two little fish in a paper bag, that his mum had given him for his dinner.

He was very hungry himself. His stomach was rumbling! But he wanted to help, so he walked bravely up to Jesus and said, "I don't have very much, but maybe this food will help feed people?"

Jesus looked at Michael and smiled. He took the five small bread rolls and two little fish and gave thanks to God for them. He broke the bread and passed it around to the disciples, who passed it round to the people.

Michael was amazed. It was a miracle – everyone had enough to eat! Just from his small act of kindness, giving his dinner to Jesus, he had fed more than 5000 people!

Jesus patted Michael on the head and winked at him.

Prompt Questions for a chat about the story:

- Why did Michael give away his dinner, when he was hungry himself?
- What stops us from doing good things for others?
- How did Michael feel when he saw Jesus' miracle?
- How do you feel when you do a good thing and it helps someone?
- Why were the disciples confused and annoyed?
- What can we learn about trusting Jesus from this story?

Summer 1– All Around Us

Session 1 – The Communities We Live In



What happens in this session?

In this session, we meet Super Susie once again. Children will learn about the different communities that they are part of: local and global. They will think about what it means to belong to a community and the rights and responsibilities that come with it. Children will also learn that how they act can help or harm their communities.

What do children learn?

- That they belong to various communities such as home, school, parish, the wider local community, nation and global community
- That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc
- That we have a duty of care for others and for the world we live in (charity work, recycling etc.)
- About what harms and what improves the world in which we live

Suggested Home Activity

Take a community walk with your child. The next time you walk through your local area, ask yourselves what could be done to make life better for all of the people that live there and then act on those ideas. Here are a few to get you started.

- Pick up any rubbish that you see.
- As you pass shops or offices, pray for the workers there. If you see someone who is homeless, say a kind word or help them out.
- Be patient if you have to queue in a shop or post office.
- Smile and have a chat with the person who serves you.
- Pay for the coffee of the person in the coffee shop queue behind you.

Summer 1 – All Around Us

Session	Key Learning
2 – Our beautiful world	This lesson introduces our planet, Earth, its beauty and interdependence.
3 – Reducing for the planet	Pupils explore what it means to reduce rubbish and waste and how some people do this.
4 – New from old!	Pupils reflect on the reasons for reusing and decide on changes they can make in their own lives to reuse resources.
5 – We make a difference!	In this final lesson, pupils learn about recycling and how they can take positive action

Summer 2 – Money Matters

Session	Key Learning
1 – Where does my money come from?	Pupils think about the importance of money and their experiences with it.
2 – How can I keep my money safe?	Pupils consider the importance of looking after money carefully
3 – Where do adults get their money?	Pupils move on from thinking about their relationship with money to how their parents and carers obtain money.
4 – What job would I like when I grow up?	This lesson is all about building aspirations. Pupils explore a diverse range of non-stereotypical jobs