

Summer Term 2026



Dear Year 1 Parents,

I am writing to inform you of what PSHE lessons will be covered in Year 1 during the 'Growing and Changing' topic of our PSHE curriculum in Summer 2.

Below are details of what the SCARF (our PSHE scheme) learning outcomes are and a brief outline of what each lesson will involve.

Lesson 1 – Healthy me

The focus of this lesson is to understand what keeping healthy means. We will discuss what sort of things we can all do to stay healthy. [Have a good night's sleep; eat healthy meals and snacks; do exercise every day; wash hands before eating meals and after going to the toilet; cleaning teeth before leaving for school etc.]

The children will learn and sing 'Harold the healthy giraffe's *Different Foods Song*'.

At the end of this lesson, the children will do a sorting activity using picture cards of various foods and activities. They will sort the cards into; things we need to stay alive, things we need to stay healthy or things that we don't need to stay alive but which can be ok as an occasional treat.

Scarf Learning Outcomes;

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.

Lesson 2 – Then and now

The focus in this lesson is growing and changing. The children will be thinking about how they have changed since they were a baby. This includes; how they look different, things they can do now that they could not do as a baby and things they are still learning to do.

We will watch a film showing Harold the giraffe and his photo album where the points mentioned above are being shown. We will then have a class discussion to talk about the changes.

Next, the children will do a drawing activity called 'Then and now'. The activity shows three different stages of growing – one as a baby, one as a toddler and one as they are now. We will discuss differences like size, height, ability to walk or talk, in what they eat and so on. The children will then draw pictures to represent the three different stages.

Scarf Learning Outcomes;

- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.

Lesson 3 – Taking care of a baby

In this lesson, the children will learn to understand some of the tasks required to look after a baby and how to meet the basic needs of baby.

We will start this lesson by having a discussion in class and to explore if anyone has a baby in their family or if they have a younger brother or sister and whether or not they remember when their siblings were born. We will talk about how a baby can't do very much when they are born, they mostly sleep and eat. Next, we will discuss who looks after a baby and that this can be hard work. Other family members could help parents and carers with this job.

The activity for this lesson is a sorting activity where the children will be given some pictures with things babies do need and things that babies don't need. For example, they need milk, but they don't need chocolate. We will finish off by reinforcing how important it is that babies need love and that the children can help with this too. We will talk about how giving a baby attention and love helps it to be healthy, just as sleep and food do.

Scarf Learning Outcomes;

- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

Lesson 4 – Who can help?

This session is a follow up from a previous lesson taught in Year 1 called ‘Unkind, Tease or Bully?’ We will review the definitions of bullying and then read a story called ‘Sleepy Sophie’ where Sophie is being bullied. As a class, we will discuss if this is bullying and how we know. We will talk about how it can make all the people involved feel and who they could go to for help.

We will talk about which school rules help someone if they are bullied and who they can talk to at school or at home if they are being bullied. The children’s activity is then to draw a picture of someone getting help if they are being bullied and to write a sentence about who is helping them.

Scarf Learning Outcomes;

- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.

Lesson 5 – Surprises and secrets

The focus in this lesson is to understand the differences between surprises and secrets. We will discuss how some things are not ok to keep to ourselves and how we can recognise those things. We shouldn’t keep something to ourself if we don’t feel ok about it. We will talk about how our body has ways of telling us that something isn’t right. We will recap on physical signs, e.g. butterflies in the tummy, feeling sick etc.

We will read a story called ‘Harold’s Surprise and Secret’ where Harold is asked to keep a secret about breaking a window. We will then discuss what Harold should do and who he could talk to. After that the children will be given a set of cards which are to be sorted into two piles, one of secrets and one of surprises.

We will finish the lesson by talking about who they can talk to, in school and at home, if a grown-up has asked them to keep a secret which makes them feel uncomfortable.

Scarf Learning Outcomes;

- 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.

Lesson 6 – Keeping privates private

The start of this lesson refers back to lesson 2, 'Then and now', where we discussed how they have changed since they were a baby. We will talk about how one of the things that they may be able to do or are learning to do now is use the toilet on their own, without the help from a grown-up.

The children will complete a drawing/writing activity called 'Needing the toilet'. It moves from what they could do as a baby to when they were a toddler to what they can do now when it comes to needing the toilet and who helped them. We will talk about which parts of our body are our private parts.

We will discuss that what's in their pants belongs only to them, which is why we cover them up. This is also why when we use the toilet, we should shut the door so no one can see our private parts. We will use scientific terminology to name the external genitals for a boy and a girl. These are the names we would use if we had to talk to a Doctor or someone else we trust about our private parts.

Scarf Learning Outcomes;

- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

Lesson 7 - Good or bad touches?

In this lesson, the children will be discussing the NSPCC's Underwear Rule. The aim is to teach the children safety skills without giving explicit information or telling scary stories. The children will learn the 'PANTS' acrostic, which is like a green cross code for staying safe from sexual abuse. PANTS stands for

- Privates are private

- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

The lesson will introduce a range of ideas, all delivered in a way that's fully age appropriate. These include:

- 'Appropriate' and 'inappropriate' touching
- Your child's right to say no to things that make them feel upset or uncomfortable
- Naming parts of the body
- Who your child can turn to if they ever feel upset or worried.

Scarf Learning Outcomes;

- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain 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.

This term covers a lot of sensitive issues, but the idea behind teaching them now and being open and honest is to inform your child and ensure that they are given facts and truths rather than being exposed to myths and rumours by peers and older people around them that may scare or confuse. Our children need to be informed about their bodies and feel comfortable about what will be happening to them. This is the main purpose of this new RSE curriculum and at St. Veronica's, we will deliver it in a sensitive, relaxed and age-appropriate way.

If you have any questions or concerns, please contact school. Additionally, you are more than welcome to attend the Life Education Parents Session, which will be held by Steven, who works for SCARF, on Friday 20th March at 9am - 9.15am in our school hall.

Many thanks for your support,

Mrs McManus