

## Key Stage 1 lesson overview:

Lesson Title	Lesson Objectives	Lesson Description	Citizenship	PSHE	RSE
<a href="#">Anna's Monster Lies</a>	<ul style="list-style-type: none"> <li>To recognise what is right and wrong.</li> <li>To recognise, name and deal with their feelings in a positive way</li> </ul>	This lesson is based on a story about the Go-Giver Anna. Anna gets caught in a lie which grows bigger and bigger, turning into a monster (representing her conscience).	1A, 1C, 2C, 4A, 5C	H11, H12, H13, H14, H18, R21, R22	2B, 2D, 3B, 3C, 3D, 6B, 6G
<a href="#">Caring for our communities</a>	<ul style="list-style-type: none"> <li>To think about the importance of caring for our community.</li> <li>To understand that all members of the community have caring responsibilities.</li> <li>To take an active role in the care of the community.</li> </ul>	In this lesson pupils will think about the importance of caring for their community and the varied caring responsibilities which are held by members of the community. They will identify who in the community cares for their needs and how they can reciprocate by taking an active role in their community.	2H, 4A, 4D, 5A, 5C, 5E	L2, L3, L4, L5, L14, L16	3E, 6E
<a href="#">Caring for Pets</a>	<ul style="list-style-type: none"> <li>To understand what it means to be a pet owner and that it is a big responsibility.</li> <li>To explore the different needs that pets have.</li> <li>To explore the consequences of not looking after pets properly.</li> <li>To explore what organisations exist to help animals and think of ways that they can support these organisations.</li> </ul>	<p>This lesson starts with a simple story that helps children to explore what responsibilities come with owning a pet.</p> <p>Children then go on to look at what happens when pets are not properly cared for, and some of the charitable organisations that look after animals.</p>	1B, 2A, 2E, 5C	L2	
<a href="#">Chicken Soup</a>	<ul style="list-style-type: none"> <li>To realise that people and other living things have needs, and</li> </ul>	This lesson is based around a traditional story adapted from Jewish	2A, 5C, 5F	H11, H14, H15, R8,	2B, 2D, 3H

	<p>that they have responsibilities to meet them.</p> <ul style="list-style-type: none"> <li>▪ To know that family and friends should care for one another.</li> <li>▪ To know how to make simple choices that improve their health and well-being</li> </ul>	folk-lore about the value of sharing and nature of generosity.		R21, R22, R25	
<a href="#">Difficult decisions</a>	<ul style="list-style-type: none"> <li>▪ To think carefully about our choices.</li> <li>▪ To talk about what we think is right and wrong.</li> </ul>	Over a series of short sessions, pupils will have the opportunity to consider simple social and moral dilemmas which may arise in day to day life. Pupils will be encouraged to make decisions by first considering their options before exploring the consequences of different actions through participating in group role plays.	2A, 2C, 4A, 5C, 5G	H24, R22,R23, R25	2D, 2E, 3C
<a href="#">Exploring Our Community</a>	<ul style="list-style-type: none"> <li>▪ To understand the meaning of the word community.</li> <li>▪ To identify the main features of their surrounding area.</li> <li>▪ To discuss what they like and dislike in their community.</li> </ul>	<p>In this lesson pupils will research what is meant by the word 'community'. Pupils will think about who lives in their area and what services and facilities there are for their community. They will discuss what they like and dislike about their area, suggesting things that could be improved.</p> <p>Pupils will reflect on these conversations by producing a piece of art that maps what they see as the features of their community. During school time or as a homework activity, they will be encouraged to further</p>	1A, 2A, 2F, 2G, 4D, 5C	R1, L4	1A

		explore their neighbourhood through completing a community treasure hunt.			
Family Changes (coming soon)	<ul style="list-style-type: none"> <li>To think about how families can change;</li> <li>To understand the positives and negatives of change;</li> <li>To identify people who can help us during a time of change;</li> <li>To offer support to someone in a time of change.</li> </ul>	In this lesson pupils will discuss times of change in families. They will consider the worries associated with change as well as the advantages that some changes can bring. Pupils will then go on to identify sources of help for those who are struggling with change. They will read examples of characters who are experiencing a time of change and compose letters of support.	1C, 2A, 2F, 3D, 4D, 5C		
<a href="#">Getting to know you</a>	<ul style="list-style-type: none"> <li>To discuss likes and dislikes.</li> <li>To listen to others.</li> <li>To think about the ways in which we are similar and different to others.</li> <li>To think about why it is good to be different.</li> </ul>	In this lesson pupils will share their likes and dislikes as well as what makes them special. Activities provide lots of opportunities for pupils to learn about their classmates and appreciate the similarities and differences within the class.	1A, 4B, 4C, 5C	H21, H22, H23, H27, R6, L4, L14	2B, 3A, 3C, 3D, 3E
<a href="#">Go-Givers Playground</a>	<ul style="list-style-type: none"> <li>To consider and plan for the needs of others.</li> </ul>	In this lesson pupils will consider the varying needs and interests of the Go-Giver characters and design a playground that matches these requirements. They will work in groups to present their ideas and agree rules that will keep the Go-Givers safe and happy in their playground.	2A, 2D, 2E, 4B, 5C	H9, L2, L6	

<a href="#">Healthy Eating</a>	<ul style="list-style-type: none"> <li>To understand the importance of healthy eating;</li> <li>To learn how to make healthy eating choices.</li> </ul>	<p>In this lesson pupils will learn about the importance of eating the right amounts of different food groups as part of a healthy lifestyle. Pupils will have the opportunity to design their own healthy meal and will identify foods they should eat plenty of, some of and small amounts of in their day to day lives.</p>	3A, 5C, 5D	H1, H2, H17	9A, 9B
<a href="#">How do you feel today?</a>	<ul style="list-style-type: none"> <li>To recognise, name and deal with their feelings in a positive way</li> <li>How to make simple choices that improve their health and wellbeing</li> <li>To know that family and friends should care for each other</li> </ul>	<p>In this lesson pupils explore their feelings through a story which focus' on the Go-Givers Mitali and Anna. Mitali is concerned about a sudden change in Anna's behaviour and explores ways that he can help her. Pupils look at ways to look after their mental health.</p>	1C, 3A, 4D, 5C	H11, H12, H13, H14, H15, H16, H18, H19, R7	1C, 2B, 2D, 2E, 3B, 3C, 5B, 5F, 6A, 6B, 6C, 6G, 6I, 6J
<a href="#">I Am Unique</a>	<ul style="list-style-type: none"> <li>To understand what it means to be unique.</li> <li>To think about the ways in which I am unique.</li> </ul>	<p>In this lesson pupils will gain an understanding of what it means to be unique through participating in a range of games and activities. They will consider why they should treasure their differences and be given the opportunity to create unique pieces of art and poetry.</p>	1B, 1D, 4C, 5B, 5C	H21, H22, H23	2B, 3A, 3D
<a href="#">Keeping Safe At Home</a>	<ul style="list-style-type: none"> <li>To spot things that are unsafe in the home</li> <li>To learn ways to keep safe in the home.</li> </ul>	<p>In this lesson pupils will spot potential risks in the home. They will learn how they can help adults to keep them safe by reporting problems and keeping the home tidy. Pupils will</p>	3A, 3F, 3G, 5C	H29, H30, H31	

		demonstrate their learning through creating a poster advising on home safety.			
<a href="#">Let's Get Active!</a>	<ul style="list-style-type: none"> <li>To understand why it feels good to be active</li> <li>To think about fun ways to keep active</li> <li>To learn how activity affects the body</li> </ul>	In this lesson pupils will think about the physical and mental benefits of exercise for health and wellbeing. They will learn about the importance of keeping active as part a healthy lifestyle and consider how different types of activity affect their bodies and minds.	3A, 5C, 5D	H1, H3, H9, H17	63, 8A, 8B
<a href="#">Litter: The Picnic</a>	<ul style="list-style-type: none"> <li>To understand the problems caused by litter.</li> <li>To take responsibility for cleaning the environment.</li> </ul>	In this lesson pupils will follow the story of the Go-Givers having a picnic. Pupils will think about the problems caused by littering and how they can take responsibility for cleaning their environment.	2D, 2G, 5C, 5G	L2, L3	
<a href="#">Looking Out for Others</a>	<ul style="list-style-type: none"> <li>To understand why it is important to look out for your classmates.</li> <li>To think about the ways that we can make our class a happy community.</li> </ul>	In this lesson pupils will think about how they can help and support each other in order to create a happy class community.	1A, 2C, 2H, 4E, 5C	R2, R7, R20, R21	2A, 2B, 2C, 2E, 3B, 3C, 3E, 5B, 6B, 6G, 6I, 6J
<a href="#">Meet the Go-Givers</a>	<ul style="list-style-type: none"> <li>To recognise, name and deal with their feelings in a positive way.</li> <li>To think about themselves, learn from their experiences and recognise what they are good at.</li> </ul>	An introduction to the Go-Givers characters. The lesson includes a quiz and activities to help pupils understand the nature of how to make friends.	4A, 4B, 5C, 5F	H21, H22, H23, R6	

<a href="#">More than One Friend</a>	<ul style="list-style-type: none"> <li>To recognise, name and deal with their feelings in a positive way.</li> <li>To realise that people and other living things have needs, and that they have responsibilities to meet them.</li> <li>To recognise how their behaviour affects other people.</li> <li>To know that families and friends should care for one another.</li> </ul>	<p>In this lesson pupils explore the ideas of jealousy and loyalty through a story about the Go-Givers character Anna who makes a new friend with a bee named Stripey.</p>	<p>1C, 2E, 4A, 4D, 5C, 5F</p>	<p>R6, R7, R8, R9</p>	<p>2A, 2C, 2D, 3C, 6G</p>
<a href="#">My Goals</a>	<ul style="list-style-type: none"> <li>To set simple goals.</li> <li>To think about the steps needed to reach goals.</li> </ul>	<p>In this lesson pupils will learn to set simple goals and consider the steps they can take towards achieving them.</p>	<p>1E, 2A, 5C</p>	<p>H21, H22, H23, H27, L14</p>	
<a href="#">Our Rules</a>	<ul style="list-style-type: none"> <li>Understand what rules are.</li> <li>Be able to explain why we need rules.</li> <li>Suggest a number of rules that should be used in their classroom.</li> </ul>	<p>Children explore what rules are, why we need them and create a set of rules for their classroom.</p>	<p>2D, 5C</p>	<p>H28, R21, R22, R24, L1, L3, L4</p>	<p>3B, 3E</p>
<a href="#">People Who Are Special To Me</a>	<ul style="list-style-type: none"> <li>To think about the people who are special to me.</li> <li>To explain why some people are special to me.</li> <li>To learn about the people who are special to others.</li> </ul>	<p>In this lesson pupils will think about the 'special people' in their lives such as family, friends and carers. Pupils will be encouraged to recognise and respect the diversity found in different families and support networks, developing an appreciation that all 'special people' are characterised by their loving and caring qualities.</p>	<p>2F, 4C, 4D, 5C</p>	<p>R1, R2, R3, R4</p>	<p>1A, 1B, 1C, 1D, 2A, 2B, 3A</p>

<a href="#">Pollution: Expedition to Planet Blue Ball</a>	<ul style="list-style-type: none"> <li>To understand environmental issues affecting planet Earth.</li> </ul>	<p>In this lesson pupils will follow the story of space creatures who are called to planet Earth to help the Go-Givers solve environmental problems.</p> <p>The pupils are introduced to the different types of human pollution and the steps that can be taken to renew damaged environments.</p>	2G, 5C, 5G	L2, L3	
<a href="#">Plastic Pollution</a>	<ul style="list-style-type: none"> <li>Understand what the term plastic pollution means.</li> <li>Explore the potential consequences of plastic pollution</li> <li>Consider different ways they can take action against plastic pollution.</li> </ul>	<p>During this lesson children explore the environmental effects of plastic pollution by carrying out a number of experiments. They then go on to consider how they can take action against plastic pollution.</p>	2G, 5C, 5G	L2, L3	
<a href="#">Protecting Local Habitats</a>	<ul style="list-style-type: none"> <li>Understand the term habitat.</li> <li>Identify habitats in the UK and animals which are suited to them.</li> <li>Understand the effects of habitat loss.</li> <li>Know how to get involved in habitat protection.</li> </ul>	<p>In this lesson pupils will learn the meaning of the word habitat and have an introduction to different habitats that can be found in the UK. Pupils will examine how living things are suited to their habitats and are thus at risk when habitat is lost.</p> <p>As a class they will take part in activities that are designed to introduce them to habitats in their local area before participating in social action that will support or renew habitats in their area.</p>	2G, 5C, 5G	L2, L3	6E

<a href="#">Resilience: Bouncing Back</a>	<ul style="list-style-type: none"> <li>To understand what the word resilience means</li> <li>To think about different ways they can develop resilience</li> </ul>	<p>This lesson helps children to develop resilience and consider how to respond to challenges in a positive way. The Go-Givers characters share their experiences of difficult situations and how they 'bounced back'.</p>	<p>1C, 1D, 2A, 5B</p>	<p>H11, H12, H13, H18, H24</p>	<p>6A, 6B, 6C, 6D, 6F</p>
<a href="#">Rules: You Can't Do That Here</a>	<ul style="list-style-type: none"> <li>To recognise, name and deal with their feelings in a positive way.</li> <li>To know rules for, and ways of keeping safe, including basic road safety, and about people who can help them stay safe.</li> <li>To recognise how their behaviour affects other people.</li> </ul>	<p>This lesson focuses on the importance of rules. Through an animated story, Go-Givers character Callum wants to try out his new skateboard but keeps being told 'you can't do that here!'</p> <p>Pupils explore why rules are necessary, how they keep you and others safe and how rules can be changed.</p>	<p>1C, 2G</p>	<p>H11, H12, H13, H14, H16, H28, H29, H30</p>	<p>6C</p>
<a href="#">Saving Energy</a>	<ul style="list-style-type: none"> <li>Learn about the uses and sources of energy.</li> <li>Understand the importance of saving energy.</li> <li>Identify ways in which energy can be saved in day-to-day life.</li> </ul>	<p>In this lesson pupils will learn what is meant by the term energy source. They will consider how they use energy in their lives and be introduced to the basic environmental concerns raised when creating electricity from burning fossil fuels or through nuclear reactions. Pupils will then be shown how they can help the environment through saving energy in their day-to-day lives.</p>	<p>2B, 2E, 2G, 5C</p>	<p>L2, L3</p>	<p>2D</p>
<a href="#">Taking Responsibility</a>	<ul style="list-style-type: none"> <li>Understand what is meant by the word responsibility.</li> <li>Describe a number of different things that they have responsibility for.</li> </ul>	<p>This lesson is based around a traditional poem about four children named Everybody, Somebody, Anybody and Nobody. It introduces children to the idea of taking</p>	<p>1A, 5A, 5C</p>	<p>R8, R21, R22, R24, L2, L5</p>	<p>3B, 3C, 3D, 3E</p>



	<ul style="list-style-type: none"> <li>Describe a number of different things that other people have responsibility for.</li> <li>Explore how it feels when we take responsibility for our actions compared to when we make excuses.</li> </ul>	<p>responsibility for their actions in the context of tidying up their toys. A number of different activities have been suggested to reinforce learning. Choose as many of these activities as you feel appropriate, they do not need to be run in any order.</p>			
<a href="#">The Golden Statue</a>	<ul style="list-style-type: none"> <li>To learn about and from the Buddhist faith.</li> <li>To understand that generosity is based on how we give not what we give.</li> <li>To think about what is precious to us.</li> <li>To try activities that can calm and relax us.</li> </ul>	<p>In this lesson pupils will read an adapted version of a Buddhist legend that encourages them to reflect on how the generosity with which a gift is given is more important than the amount donated. Pupils will discuss what they value and how they would choose to donate money, if given the opportunity. The lesson also includes opportunities for pupils to try mindfulness techniques inspired by Buddhist traditions.</p>	1A, 2A, 2I, 3A, 5C	R21, R22, R25, L11	3B
<a href="#">The Power of Giving</a>	<ul style="list-style-type: none"> <li>To understand the idea of generosity;</li> <li>To think of how we do not need money to be generous;</li> <li>To think about how generosity can make the world a better place.</li> </ul>	<p>In this lesson pupils will read a tale from Japanese folklore which tells of how one small act of generosity leads to big gains. They will think about whether generous acts should be rewarded and consider whether good fortune should be shared. Pupils will conclude the session by discussing ways in which they can show generosity to others without spending money.</p>	1A, 2A, 4D, 5C	H14, R11, R21, R22, R24, R25	2B, 3B

<a href="#">The Selfish Little Red Hen</a>	<ul style="list-style-type: none"> <li>To share their opinions on things that matter to them and explain their views.</li> <li>To recognise choices they make and recognise the difference between right and wrong.</li> <li>To listen to other people, and play and work co-operatively</li> </ul>	<p>This animated story turns the traditional tale of 'The Little Red Hen' on its head. In this case the hen is always too busy to help her friends. Pupils can choose the story ending. They are asked to reflect on the importance of team work and co-operation, and learn how to share their opinions.</p>	<p>2A, 2E, 4A, 4B, 4E</p>	<p>H14, R6, R21, R22, R24, L2</p>	<p>2B, 2D</p>
<a href="#">Tongue: The Power of Words</a>	<ul style="list-style-type: none"> <li>To know the emotional impact that words can have on themselves and others.</li> <li>To recognise, name and deal with feelings in a positive way</li> <li>To recognise choices they make, and recognise the difference between right and wrong</li> </ul>	<p>This lesson considers the importance of words, illustrated by a West Indian legend. Pupils explore how words can be used to create goodness and happiness, but also be useful in less positive ways.</p>	<p>1A, 1C, 2C, 4A, 5C</p>	<p>H11, H14, R6, R10, R11, R12, R21, R22</p>	<p>2B, 2C, 2E, 3C, 3E, 6H</p>
<a href="#">Two Brothers</a>	<ul style="list-style-type: none"> <li>To think about what makes someone a good brother, sister or friend.</li> <li>To practise working as part of a team.</li> </ul>	<p>In this lesson pupils will read a tale adapted from Egyptian legend which tells of the love and care which two brothers showed for each other. In discussion, pupils will consider the qualities that they value in a sibling or friend and how siblings and friends can show support for one another. Pupils will conclude the lesson with two games which are designed to develop the teamwork and communication</p>	<p>2A, 2F, 4D, 5C, 5F</p>	<p>R1, R2, R4, R21, R22, L2</p>	<p>1A, 1B, 1C, 1D</p>

		skills needed to be a supportive member of the class.			
<a href="#">Vote for the Go-Givers</a>	<ul style="list-style-type: none"> <li>To understand what the word vote means.</li> <li>To understand why and how we might take a vote.</li> <li>To take part in a vote.</li> <li>To learn about voting in real life situations.</li> </ul>	<p>In this lesson pupils will learn what it means to vote by looking at relatable examples in the lives of the Go-Givers. They will consider why and how votes are held and think about how people might feel if their preference does not win.</p> <p>The lesson continues with a basic introduction as to what happens in a general election and the election of a school council. The lesson concludes with an opportunity for pupils to vote in a real-life school situation.</p>	1B, 2A, 5C, 5D	R25, L6, L14, L17	
<a href="#">Where do you stand?</a>	<ul style="list-style-type: none"> <li>To share your views and opinions.</li> <li>To think about two sides of an argument.</li> </ul>	<p>In this lesson pupils will learn to express whether they agree or disagree with an idea. Pupils will then be introduced to the concept of weighing up arguments by considering points made for and against school policies.</p>	1B, 2B	R21, R22, R23, R24, R25	3A, 3C, 3E
<a href="#">Who Can Help</a>	<ul style="list-style-type: none"> <li>To learn about the people in our community who can help us.</li> <li>To learn how to ask for help when they need it.</li> <li>To know how and when to make a 999 call.</li> </ul>	<p>In this lesson pupils will learn about the 'special' people who help in their community. They will consider who can help them in different situations and how they can ask for help when they need it. Pupils will also discuss what is meant by the term 'emergency' and</p>	3G, 5C, 5H	H20, H33, H35, H36, R20, L2, L5	1A, 2B, 5D, 5F, 5H, 6G, 12A

		how to contact the emergency services by dialling 999.			
<a href="#">Why Do We Have Rules?</a>	<ul style="list-style-type: none"> <li>To understand why rules and laws are made;</li> <li>To learn about different types of rules and rule makers;</li> <li>To think about the good and bad points of having rules.</li> </ul>	In this lesson pupils will think about the purpose of rules by reflecting on what life might be like without them. Pupils will discuss different types of rules in the home, school and wider community and be encouraged to consider their benefits and disadvantages. Through devising the rules for a game, pupils will gain experience of creating, communicating and reviewing rules. The lesson closes with an opportunity for pupils to propose a rule that will improve their school.	1B, 3A, 3D, 5C	R25	3E
<a href="#">Why Do We Wash Our Hands</a>	<ul style="list-style-type: none"> <li>To understand why we wash our hands.</li> <li>To learn how to wash our hands thoroughly.</li> <li>To understand when we should wash our hands.</li> </ul>	In this lesson pupils will learn that washing their hands can help to prevent the spread of germs which cause illnesses. Pupils will experiment with hand washing techniques before being given advice on how to effectively clean their hands and when hand washing is essential. Through creating rhymes and posters, pupils will consolidate and share their learning with their schoolmates.	3A, 3B, 3C, 5C	H1, H5	11E