

# When the Hugs Came



Key Stage 1 PSHE lessons  
based on the book  
by Joe Fisher

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Lesson	Objective
1	I understand that people have different jobs.
2	I understand that medicines can help us to stay healthy.
3	I understand the feelings associated with change and loss.

Lesson objectives have been taken from the Programme of Study for PSHE Education created by the PSHE Association

## Lesson 1



**Objective:** I understand that people have different jobs.

### **Resources**

- Copy of 'When the Hugs Came'
- Copy of KS1 workbook for each child
- Pictures (either on board or printed)
- Paint

Bring the children into a circle. Use any normal routines for setting up a PSHE lesson. This could involve setting ground rules about what happens when someone talks.

Explain that today we are going to be thinking about the different jobs that people have and how these help our community.

Display pictures for children to see (this can either be on the board or individual copies of them for small groups – the provided pictures are just a guide; please add any others you feel are appropriate).

Talk about where these people work. They have different jobs within our community which help us – our communities would not work as well without them.

What do we have to remember during PSHE lessons?

- We stay quiet when someone is talking.
- We show respect for our friends and their ideas.

What do these pictures show? Who might work in these places?

How do these people help us?

Remind children of the ‘When the Hugs Came’ story.

Finish the lesson by colouring the bottom hand to show that Lesson 1 has been completed.

Can children match the job with the location?

Where do we find the people who can help us? Can children identify that they are found in all towns and cities?

Where was the dad in the story?  
What was his job?

**ACTIVITY:** Using the correct page in the workbook, children need to do a handprint in the middle of the page.

Using a different colour (and when the hand is dry), children to use their thumb to print horizontally across each finger and thumb on the handprint. These will form faces.



When thumb and handprints are dry, children to add features to face and things that identify each digit as a different occupation that has been looked at – e.g. camouflage helmet for a soldier, fire fighter’s helmet, police helmet, maybe someone wearing a facemask?









## Lesson 2



**Objective:** I understand that medicines can help us to stay healthy

**Resources**

- Copy of 'When the Hugs Came'
- Copy of KS1 workbook for each child

Bring the children into a circle. Use any normal routines for setting up a PSHE lesson. This could involve setting ground rules about what happens when someone talks.

Pose question to children: what happens to us when we are ill? Who do we go to see? What are we sometimes given?

Antibiotics are medicines we are given when we are ill to make us better.

Vaccines – sometimes injections, sometimes tablets.

Explain that we haven't always had vaccines. Before people knew about vaccines, there were lots of bad illnesses that people could catch.

What do we have to remember during PSHE lessons?

- We stay quiet when someone is talking.
- We show respect for our friends and their ideas.

Does anyone know what are we sometimes given, possibly when we are babies, to make sure we don't become ill in the first place?

Does anyone know any vaccines that they have had or other people have had?

How have vaccines helped us recently?

Show the children a picture of Edward Jenner.

Explain that Edward Jenner was a country doctor who lived near Gloucester in the 18<sup>th</sup> century. He is famous for being the first doctor to use vaccines to protect people against a disease called smallpox.

Watch film -

<http://www.youtube.com/watch?v=jJwGNPRmyTI> (Edward Jenner)

Recap the video with the children.

Pose question to the children: if you could make a medicine or vaccine for anything, what would it be? It could be an actual illness or it could be to cure war or poverty or bring peace.

Finish the lesson by colouring the middle hand to show that Lesson 2 has been completed.

Does anyone know who this is?

What protected the milkmaids from smallpox?

**ACTIVITY:** children to design their own medicine in the potion bottle outline. Can they tell us a bit about what it is for?



## Lesson 3



**Objective:** I understand the feelings associated with change and loss.

**Resources:**

- Copy of 'When the Hugs Came'
- Copy of KS1 workbook for each child

Bring the children into a circle. Use any normal routines for setting up a PSHE lesson. This could involve setting ground rules about what happens when someone talks.

In the story, the children looked forward to their dad coming home.

Discuss these changes with the children. Which ones have they had to get used to? Which ones have been hard?

Talk about the fact that sometimes changes can be good. Show children

What do we have to remember during PSHE lessons?

- We stay quiet when someone is talking.
- We show respect for our friends and their ideas.

Who can remember which book we have been looking at? What have we talked about so far?

Can the children think of any changes that the family had had to get used to over the year?

- Staying apart
- No hugs
- Masks
- Tests
- Dad couldn't come home

the seasons wheel. Every year, the seasons change and when one ends, we know that it will come back again the following year.

Other changes can be good – look at life cycle pictures. Growing up is good, but can we go backwards when that has happened?

We haven't just lost older people during the pandemic. We have all lost parts of our lives.

Discuss things that we might have lost – possibly cancelled birthday parties, time with our family and friends.

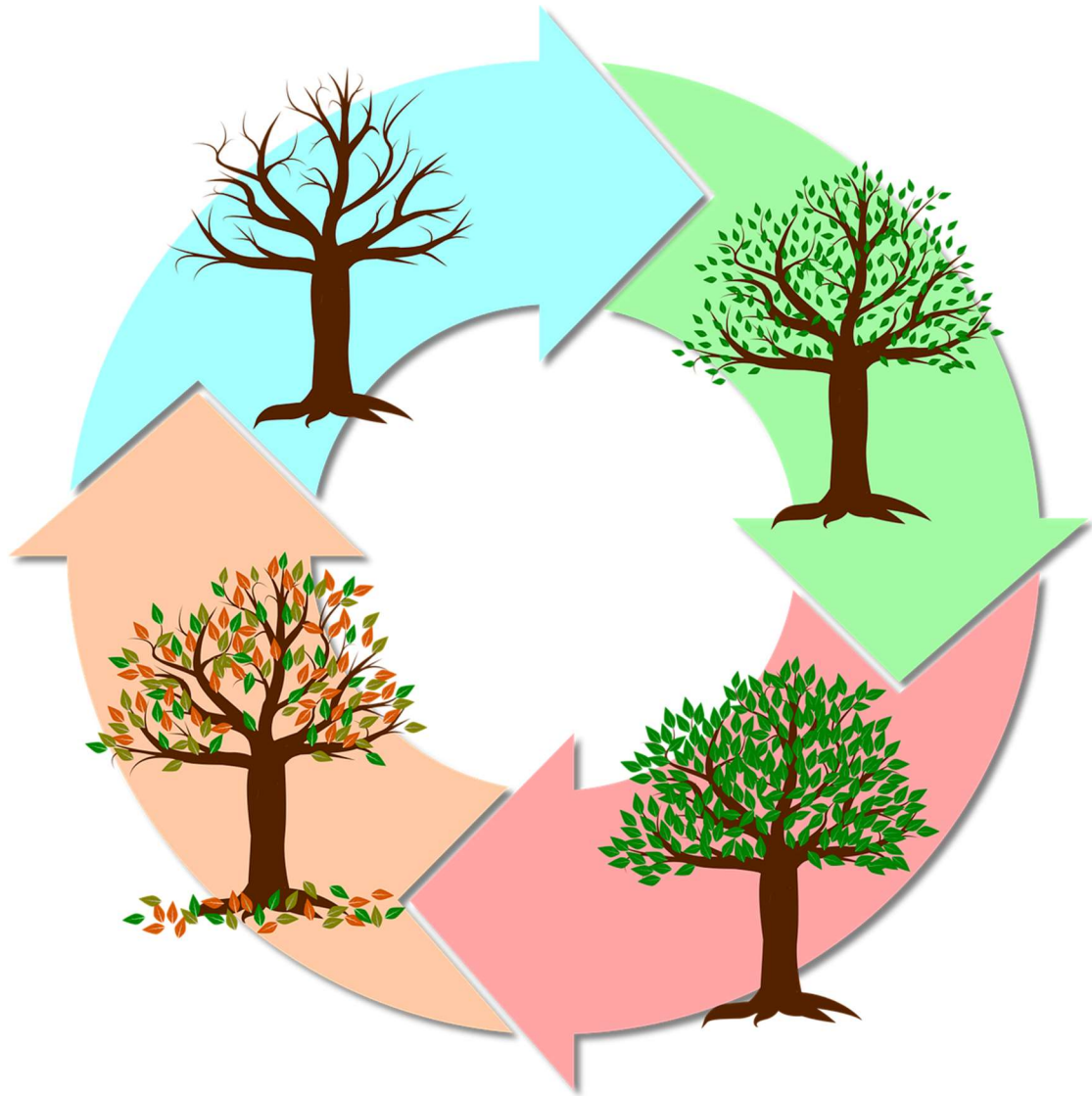
Now that things are feeling a bit more normal, what changes are we hoping for this year? These could be things like being able to see family more or have a birthday party or a holiday.

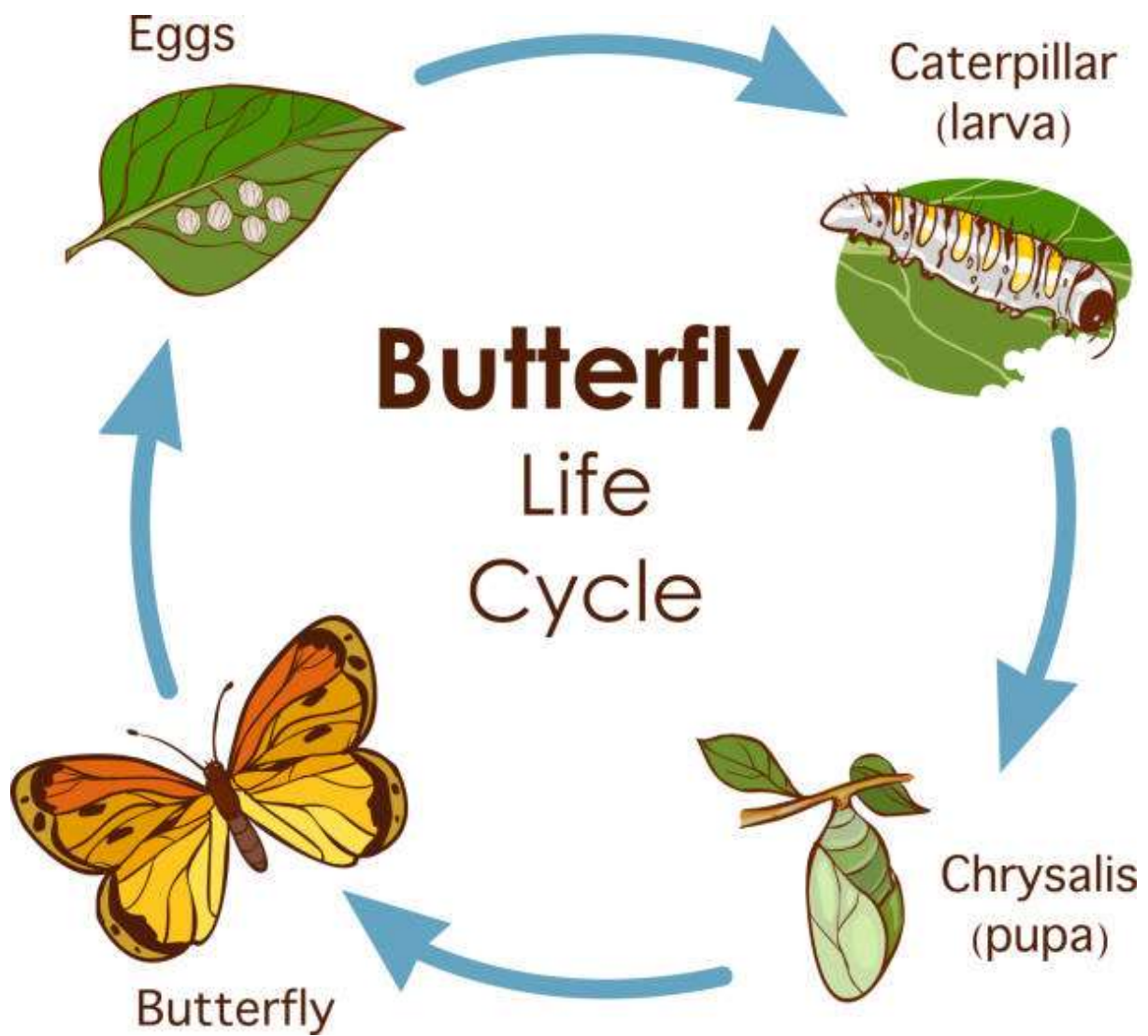
What happens when animals or people get old? Explain to the children that it is OK to feel sad when we lose someone or something that is important to us.

How has this made you feel?  
Encourage the children to share their feelings if they feel able.

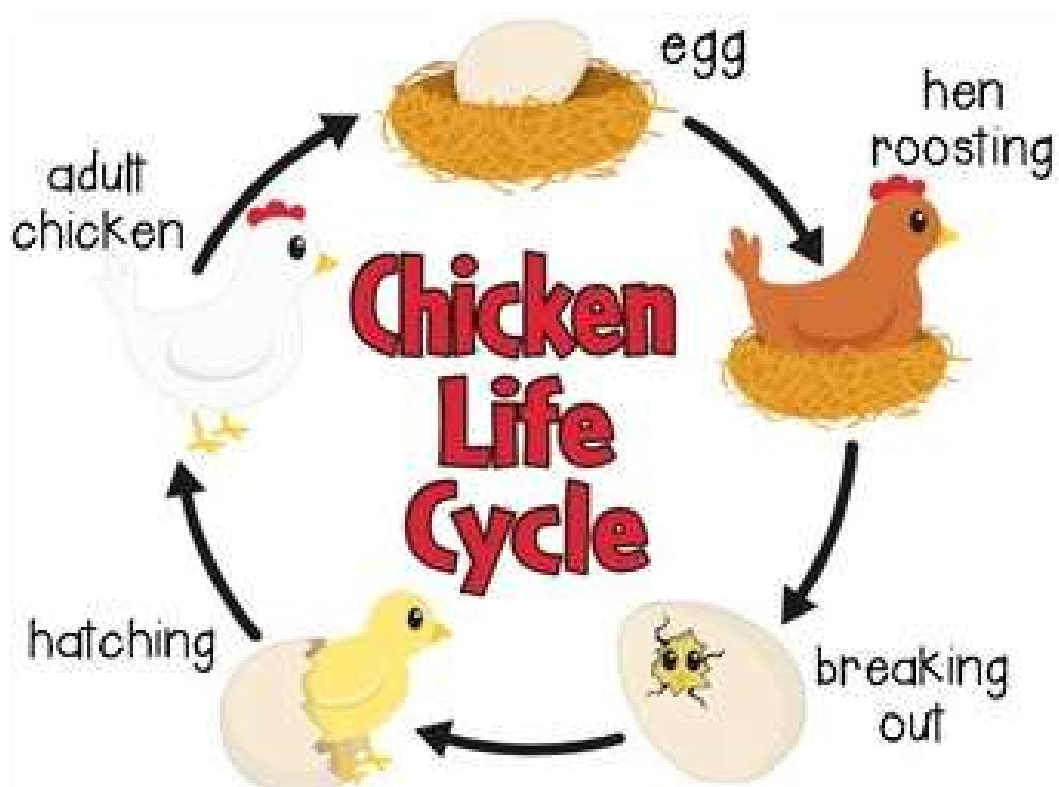
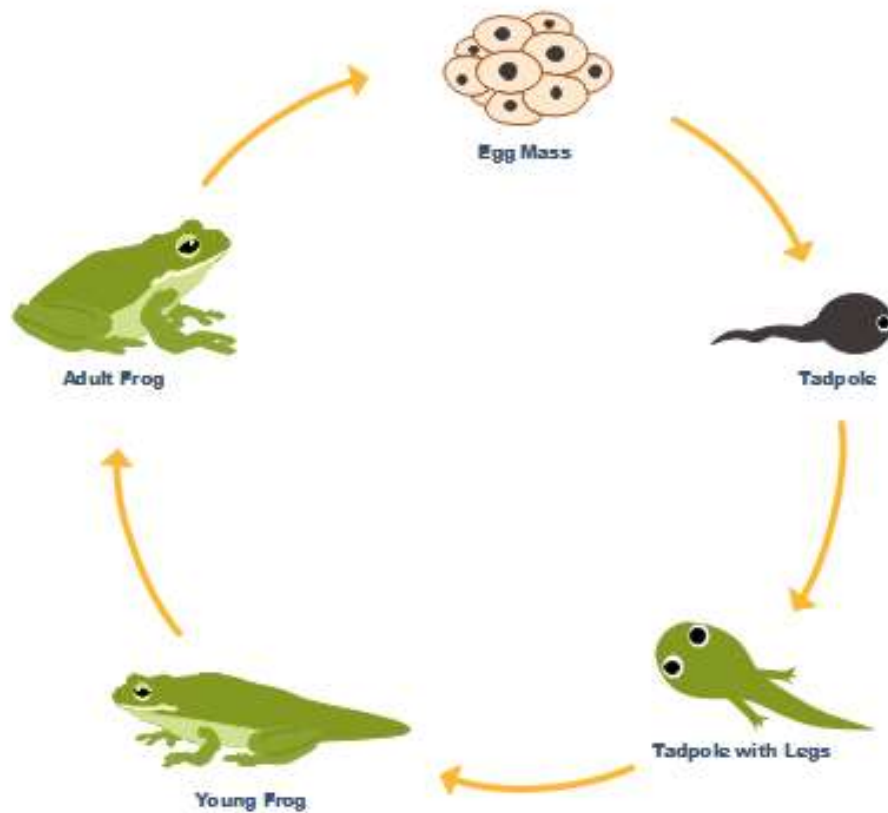
**ACTIVITY:** Look at the final page of the activity book. The children's change was that they were able to see their dad and hug him. This was a good change! Can you think of 2 changes you would like to see in 2022?

Finish the lesson by colouring the top hand to show that Lesson 3 has been completed.	
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## Life Cycle of a Frog



## Appendix

How does this relate to the statutory PSHE guidance?

By the end of primary school, pupils should know:		
Economic wellbeing: aspirations, work and career	L16: Pupils learn about different jobs that people they know or people who work in the community do.	Lesson 1
Health and wellbeing	H6: Pupils learn that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.	Lesson 2
Mental Health	H20: Pupils learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.	Lesson 3