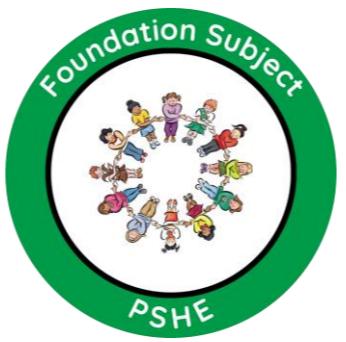


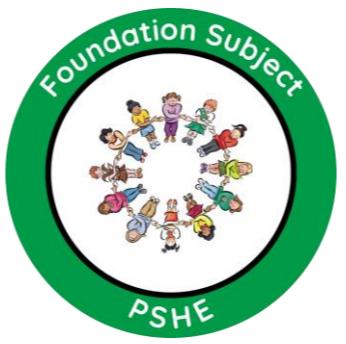
| <u>Relating (Friends and Family)</u> | <u>Emotions</u> | <u>Acceptance</u> |
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| <p>Objectives:</p> <ul style="list-style-type: none"> • To set the scene for the PSHE keys to Happiness • The conventions of courtesy and manners. • That families are important for children growing up because they can give love, security and stability <p>Key Content: Take part in "Friendship week". Class discussions around friendship Circle time: what are the different ways you can show you are a good friend to others? Play connections - One child in the circle is given a ball of wool. They throw it to someone in the circle that they have a connection with, keeping a hold on the end of the wool. As they throw the wool they say what the connection is. This is repeated until the whole group is connected. Books : Large family series Video: I'm a good listener: Teaching children the importance of listening https://www.youtube.com/watch?v=bu1OoxyTkU</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) • The scale of emotions that all humans experience in relation to different experiences and situations. <p>Key Content: Circle time to discuss emotions. Read "The Colour Monster" and children to complete activities linked to the book Songs linked to/about emotions. Emotions art activities (faces).</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • how to respect equality and diversity in relationships <p>Key Content: Introduce key concept acceptance - being comfortable with me - Hobble's story Circle time Books that can be read: I like myself Not your typical Dragon Video clip : https://www.youtube.com/watch?v=omK-PtxMOEK (Ugly duckling good to be me) its good to be me, its good to be you https://www.youtube.com/watch?v=X8c3YOVsaC8</p> |
| <p>Skills/Attitudes:</p> <ul style="list-style-type: none"> • connect with other people by actively listening with them and being positive about what they say • recognise effects of own behaviour on others and use this to help make choices • identify matters that are important to self and others • learn from mistakes and use feedback • Play and work cooperatively. • Willingness to stand up and speak for others. | <p>Skills/Attitudes I know that I can be happier if I look for what's good and get support when I am struggling with my feelings.</p> | <p>Skills/Attitudes:</p> <ul style="list-style-type: none"> • name my strengths and know ways in which I can be kind to myself • sense of belonging and valuing of relationships with others • awareness of, and pride in, own individuality |
| <p>Vocabulary: friends, family, happy, secure, safe, important, trust, love, please, thank you, manners. Courtesy, listen, positive, behaviour</p> | <p>Vocabulary: feelings, emotion, colour, happy, sad, angry, scared, surprised, worried, support,</p> | <p>Vocabulary: accept, different, me, family, friends</p> |
| <u>Meaning</u> | <u>Trying Out</u> | <u>Relating 2 (Online Relationships)</u> |
| <p>Objectives:</p> <ul style="list-style-type: none"> • Whole school 'living in the wider world' focus • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that they belong to different groups and communities such as family and school <p>Key Content: Topic is to be chosen annually by teachers collectively (guided by the PSHE lead) based on what is going on in the wider world (consider what children are seeing</p> | <p>Objectives: Whole school 'trying out new activities' focus</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • Where and how to report concerns and get support with issues online • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <p>Key Content: (Link with ICT) Using Twinkl resources from Computing: Online Safety: Year 1 Unit Pack Class discussions News clips or articles (Age appropriate) linked to/about online relationships</p> |



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| <p>on the news and in other media) e.g. Black Lives Matter movement. Ensure the topic is KS appropriate and if a separate KS topic is required.</p> | <p>weeks. (Consider booking outside agencies in advance e.g. Yoga Mike or doing a KS project where teachers can take different activities e.g. Clubs).</p> <p>Circle Time : Discussion around the book <i>Giraffes can't dance</i> How can we learn to do these things?</p> <ul style="list-style-type: none"> • Talk about trying out new things, working hard, persevering and asking for help. • Talk about how you will achieve your "Yet" - encourage them to see the importance of trying out new things, planning ahead, working hard and perseverance <p>Song Sesame Street: Bruno Mars - Don't give up</p> | <p>Posters/making posters</p> |
| <p>Skills/Attitudes: I can find ways of being part of something bigger than myself</p> | <p>Skills/Attitudes: Willingness to participate in activities both inside and outside of the classroom.</p> | <p>Skills/Attitudes: Participate in discussions about issues that affect self, others and the wider world. State opinions and start to give reasons for these. Describe feelings about changes in own life and locally.</p> |
| <p>Vocabulary:</p> | <p>Vocabulary: take part, try, activity, new skill</p> | <p>Vocabulary: Feeling Safe: real, imaginary, danger, secret, trust, unsafe worried, private, community, help, safety</p> |
| <p>Appreciating</p> | <p>Giving</p> | <p>Exercising and Taking Care of your body</p> |
| <p>Objectives:</p> <ul style="list-style-type: none"> • the impact of litter on the environment and animals • participate in discussions about issues that affect self, others and the wider world • state opinions and start to give reasons for these • to appreciate the world around us. • understand how the world is changing. • to understand the damage that humans are doing. | <p>Whole school 'random acts of kindness fortnight' focus</p> <ul style="list-style-type: none"> • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to recognise that their behaviour can affect other people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another | <p>Objectives:</p> <ul style="list-style-type: none"> • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) • what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health |
| <p>Key Content: Circle time :recycling How we can help the environment (twinkl ppt) Sorting materials BBC What should I do with my rubbish Book : Dinosaurs and all that rubbish The Messy Magpie (twinkl book)</p> | <p>Key Content: Mindfulness activity Class discussions to consider what the classes 'random acts of kindness' will be consider 'random acts of kindness' in school for other pupils, teachers or lunch time staff e.g. holding doors open or making an appreciation card as well as random acts of kindness that can be done safely within the community e.g. bake cakes and send to an old peoples home.</p> <p>Book :How full is your bucket? The Rainbow Fish Video/song : SesameStreet : Kindness https://www.youtube.com/watch?v=enaRNnEzwi4</p> | <p>Key Content: Songs linked to/about taking care of your body Circle time games and activities : why is exercise important, inclusive games - to create idea of fun rather than competitive All about healthy teeth - twinkl ppt, activities relating to ppt, eg. Cut and paste Healthy eating - recap science activities Spring 1, class discussions / ppt about healthy food, relate to my health body Circle time - discussion about risks</p> <p>Books The Busy Body Book: A kid's guide to fitness Move! My Amazing body Songs</p> |



| | | Hokey Pokey / Hokey Cokey. Head, Shoulders, Knees and Toes. |
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| Skills/Attitudes: I can feel happier by taking notice and being aware of the world around me. | Skills/Attitudes: I know that I am happier when I am kind, share my talents and give my time to others Recognise effects of own behaviour on others and use this to help make choices Listen carefully to others Play and work cooperatively | Skills/Attitudes: I can look after my body and mind by exercising and eating healthily I know how to keep my teeth healthy and strong to recognize what foods my body needs to be healthy |
| Vocabulary: rubbish, recycle, environment, global warming, conservation | Vocabulary: fair, unfair, kind, unkind, right, wrong | Vocabulary: Healthy, unhealthy, exercise, same, different, choice, active, |
| <u>Resilience</u> | <u>Emotions 2</u> | <u>Direction</u> |
| Objectives: <ul style="list-style-type: none"> That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognize and report feelings of being unsafe or feeling bad about any adult. How to respond safely and appropriately to adults they may encounter whom they do not know. Correct name for the main parts of the body including external genitalia (penis and vulva) | Objectives: How to recognise and talk about their emotions How to judge whether what they are feeling and how they are behaving is appropriate and proportionate | Objectives: to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals Money What money is; forms that money comes in; that money comes from different sources Jobs That jobs help people to earn money to pay for things Different jobs that people they know or people who work in the community do |
| Key Content: Story books linked to/about resilience Songs linked to/about (Dinosaur PANTS song NSPCC) Class discussions Science lessons | Key Content: Story books linked to/about emotions Songs linked to/about emotions Circle time games and activities. Class discussions about being positive / having a positive outlook Create a gratitude Tree Books : Pete the cat I love my white shoes Pete the Cat and his Four Groovy Buttons Video : Common and Colbie Caillat - Belly Breathe. | Key Content: Story books linked to/about money/jobs Class discussions News clips or articles (Age appropriate) linked to/about direction. Books : Matthew's Dream How to catch a star |
| Skills/Attitudes: Sense of self-worth and worth of others. Participate in discussions about issues that affect self, others and the wider world. State opinions and start to give reasons for these. | Skills/Attitudes: Recognise effects of own behaviour on others and use this to help make choices. Respect for other people's feelings and ideas. Describe feelings about changes in own life and locally. | Skills/Attitudes: set achievable goals for myself respect for what jobs people do to know that money is a useful 'tool' |



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| Describe feelings about changes in own life and locally to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets | | |
| Vocabulary: Feeling Safe: Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety, yes, no , I'll tell, I'll ask | Vocabulary: Feelings words, worried, excited, nervous, angry, same, different, emotion, loss, challenge, different | Vocabulary: My money: job, money, earn, win, find, presents, pocket money, borrow, save, choices, jobs |