



PSHE SoW adapted from The PSHE Association Scheme of Work Planning Tool Kit

	FOCUS					
	Aut.1	Aut.2	Spr.1	Spr.2	Sum.1	Sum.2
Core Theme	Relationships	Health and Wellbeing	Health and Wellbeing	Relationships	Living in the wider world	Living in the wider world
KS1	Feelings and emotions	Healthy Lifestyles	Growing and changing	Feelings and Emotions	Rights and Responsibilities	Money Matters
	Healthy Relationships	Keeping Safe	Keeping Safe	Valuing difference	Taking care of the environment	Taking care of the environment
LKS2	Feelings and emotions	Healthy Lifestyles	Growing and changing	Feelings and Emotions	Rights and Responsibilities	Money Matters
	Healthy Relationships	Keeping Safe	Keeping Safe	Valuing difference	Taking care of the environment	Taking care of the environment
UKS2	Feelings and emotions	Healthy Lifestyles	Growing and changing	Feelings and Emotions	Rights and Responsibilities	Money Matters
	Healthy Relationships	Keeping Safe	Keeping Safe	Valuing difference	Taking care of the environment	Taking care of the environment

**Note:**

When a topic is completed, it needs to be highlighted off.

The completed SOW will be passed to the next teacher, at the end of the year, to ensure complete coverage over a Key Stage. A copy will also need to be handed to the Subject Leader, termly so that progress and coverage can be tracked.

This scheme should also give you time within the year to cover your own choice of theme in one half term.

## Medium term planning grids

### Core theme 2: Relationships

(Topic areas: Feelings and emotions; Healthy relationships)

# Year One – Autumn.1

**Please note:** Grids are provided to cover most or all of the learning opportunities from the programme of study in every year group, to allow teachers to select the learning that is most appropriate for their pupils. Many of the session objectives and intended outcomes are similar in Years 1 and 2. It is not intended that teachers will cover everything in these grids in each year group.

Key Stage 1 Core Theme 2: Relationships

Topic: Feelings and Emotions

Learning opportunity number 1

Suggested number of sessions:2

<b>Year One</b>	Autumn 1
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About a wide range of feelings</li> </ul>	<b>Learning Outcomes:</b> <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Name a range of feelings</li> <li>Give examples of feelings experienced in school and outside</li> <li>Describe what happens inside and outside of our body when we are happy/angry/sad/worried</li> <li>Suggest ways to recognise the feelings of others</li> <li>Explain in simple terms how we can affect how others feel</li> </ul>
<b>Essential skills:</b> Active listening Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>How do we feel today?</li> <li>How many words do we know to describe how we're feeling?</li> <li>Does what we look like/sound like change depending on how we feel?</li> <li>How do we know how others are feeling?</li> </ul>
<b>Additional Guidance:</b> Stories and poems about other children's lives; about the world around them Key words: happy, sad, scared, excited, proud – we often use many words to talk about the same feelings Use of story books/traditional tales such as <i>Nothing</i> by Mick Inkpen, <i>Three Little Pigs</i> Use of puppets, role-play, film clips SEAL Themes: New Beginnings and Good To Be Me Years 1 and 2 Blue set It is best to talk about feelings in terms of being comfortable or uncomfortable, not 'good' or 'bad'. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them). These sessions can be taught through: <a href="#">PSHE Association lesson plans for teaching about mental health and emotional wellbeing</a>	

Key Stage 1 Core Theme 2: Relationships

Topic: Feelings and Emotions

Learning opportunity number 2

Suggested number of sessions:1

<b>Year One</b>	Autumn 1
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About different types of behaviour</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what we mean by 'behaviour'</li> <li>Talk about behaviour that can be helpful/unhelpful, kind/unkind</li> <li>Give examples of how their behaviour can affect others in different situations, e.g. at home or at school</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Self-management	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our special people?</li> <li>What do we do to make our special people happy/sad/worried/upset/angry?</li> </ul>
<p><b>Additional Guidance:</b> Stories where young characters learn from others; when characters' behaviour affects others, such as <i>Bob Robber</i> and <i>Dancing Jane</i> by Andrew Matthews</p> <p>This is a theme that pupils need reminding about on a regular basis. These sessions do not have to be taught consecutively or as a stand-alone lesson. They are better taught as part of the sessions on hurtful/teasing behaviour in Core Theme 2. They can also be used as the basis for a year group assembly.</p> <p>'Special people' refers to people important in the pupil's life, for example, at school, home, clubs, church, mosque etc.</p> <p>PSHE Association lesson plans for teaching about mental health and emotional wellbeing: <a href="https://pshe-association.org.uk/mentalhealth">https://pshe-association.org.uk/mentalhealth</a></p>	

## Key Stage 1 Core Theme 2: Relationships

## Topic: Healthy Relationships

**Aim of these sessions:** To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.

Learning opportunity number 3

Suggested number of sessions:2 (in Yr 1 or Yr 2)

<b>Year One</b>	Autumn 1
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>about the difference between a secret and a surprise</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what a secret is and what it means to keep a secret</li> <li>Explain what a surprise is and what it means to surprise someone</li> <li>Talk about when we should not keep secrets*</li> <li>Identify who they can go to in school if they are worried about a surprise or a secret</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening</p> <p>Drawing conclusions</p> <p>Managing risk and personal safety</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Do we have to keep promises and secrets if someone says so?</li> <li>When should we tell and what should we say?</li> <li>Will we get into trouble if we tell?</li> <li>How can I say 'no' to people?</li> </ul>
<p><b>Additional Guidance:</b> *The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we <i>should</i> tell, if a grown-up says 'you must keep this secret and never tell anyone'.</p> <p>Stories where characters grow up and go out into the world; stories about surprises.  Pupils should have opportunities for practising saying 'no' assertively in various ways.  Ensure that ground rules have been established/re-visited at the beginning of the session.  Liaise with DSP where appropriate.  Be familiar with school's safeguarding and child protection policies, especially protocols in the event of disclosures  Use storybooks, role-play etc. to distance the learning</p>	

Key Stage 1 Core Theme 2: Relationships

Topic: Healthy Relationships

**Aim of these sessions:** To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

Learning opportunity number 6

Suggested number of sessions:1 (in either Yr 1 or Yr 2)

<b>Year One</b>	Autumn 1
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>about listening to others and playing cooperatively</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Describe or demonstrate how to listen to other people</li> <li>Talk about or demonstrate the signs that show we are being listened to</li> <li>Give reasons for listening to others</li> <li>Describe what it feels like to be listened to/not listened to</li> <li>Suggest things we can do to help get on with other people in class and on the playground</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Awareness of own needs  Perception of how peers show feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our friends?</li> <li>What do they do to make us happy?</li> <li>What do they do to make us angry/sad?</li> <li>What do we do to make our friends happy/angry/sad?</li> <li>How does it feel to be ignored?</li> </ul>
<b>Additional Guidance:</b> Stories where there is some form of conflict between two characters which is resolved to a happy conclusion.  This session could be taught at the beginning of Autumn term in Year One or Year 2. It makes links with classroom charter, playground rules, behaviour and conduct.  SEAL theme: New Beginnings Years 1 and 2 Blue Set	

## Key Stage 1 Core Theme 2: Relationships

## Topic: Healthy Relationships

**Aim of these sessions:** To offer constructive support and feedback to others

Learning opportunity number 7

Suggested number of sessions:1

<b>Year One</b>	Autumn 1
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About what it means to give support and feedback to others</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Explain what it means to offer support and feedback to others in lessons</li> <li>• Give examples of how they might offer this kind of support</li> <li>• Talk about how it feels when others offer constructive support</li> <li>• Give examples of constructive support they have given or seen in class time and on the playground</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Awareness of own needs  Perception of how peers show feelings	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Who gives us support and encouragement at home or at school</li> <li>• How does it make us feel when others encourage or support us?</li> <li>• When have we given others encouragement or support?</li> </ul>
<b>Additional Guidance:</b>  <b>Stories where young characters help and support each other</b>  This session can be taught in either Year 1 or Year 2 and could be set in the context of team-building games or through the school's outdoor learning. It supports cooperative whole class and small group work.	



## Key Stage 1 Core Theme 2: Relationships

## Topic: Healthy Relationships

**Aim of these sessions:** To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

Learning opportunity number 10

Suggested number of sessions:1

<b>Year One</b>	Autumn 1
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About appropriate and inappropriate touch</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about or demonstrate what is appropriate touch between friends/family/people we don't know</li> <li>• Explain what is inappropriate touch between friends/family/people we don't know</li> <li>• Explore how it feels when people we are not sure about come close to us</li> <li>• Talk about how it feels when people try to touch us in ways we do not like or that make us uncomfortable</li> <li>• Identify who they can go to if they are worried in school/home</li> <li>• Demonstrate what they can say if they are worried and need to tell someone</li> </ul>
<p><b>Essential skills:</b></p> <p>Managing risk and personal safety</p> <p>Making decisions and choices</p> <p>Resilience</p> <p>Self-management</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How does it feel in our bodies when someone who makes us feel safe and happy touches or cuddles us?</li> <li>• How do we feel in our bodies if someone we are not sure about comes close or tries to touch us?</li> <li>• Who should we tell if we feel uncomfortable, worried or confused?</li> </ul>
<p><b>Additional Guidance:</b> See NSPCC: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a>. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <u>P</u>rivates are private; <u>A</u>lways remember your body belongs to you; <u>N</u>o means no; <u>T</u>alk about secrets that upset you; <u>S</u>peak up, someone can help.</p> <p>It is important that pupils begin to understand that no one has the right to make them feel uncomfortable. If they feel uncomfortable about something or</p>	

confused about something they should tell their teacher or a trusted adult.

Stories where characters recognise and cope with dangers (such as a fear of dogs); where characters need help and are able to find it.

Ensure that ground rules have been established/re-visited at the beginning of the session.

Liaise with DSP where appropriate.

Be familiar with school's safeguarding and child protection policies, especially protocols in the event of a disclosure.

Use storybooks, role-play etc. to distance the learning.

Questions box or Ask-It Basket to be available.

## Key Stage 1 Core Theme 2: Relationships

## Topic: Healthy Relationships

**Aim of these sessions:** To learn that there are different types of teasing and bullying, that these are wrong and unacceptable

Learning opportunity number 13 & 14

Suggested number of sessions: 2-3\*

<b>Year One</b>	Autumn 1
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About when things don't go well with friends and other children</li> <li>• About types of teasing and bullying and why they are wrong and unacceptable</li> <li>• How to deal with teasing and bullying</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain in simple terms what it means to be unkind, to tease and what it means to bully</li> <li>• Recognise the difference between teasing and bullying</li> <li>• Talk about feelings that people may have when they are being teased/bullied</li> <li>• Understand that it is never acceptable to bully or behave hurtfully</li> <li>• Explain whom to go to, what to say/how to tell if they are being teased or bullied</li> <li>• Explain whom to go to, what to say/how to tell if someone they know is being teased or bullied or they witness any hurtful behaviour</li> <li>• Talk about the rules in school if they experience or see teasing, bullying or any hurtful behaviour</li> </ul>
<p><b>Essential skills:</b></p> <p>Empathy</p> <p>Affirm self and others</p> <p>Managing risk and personal safety</p> <p>Managing decisions and choices</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Which ways we are different/the same as our friends?</li> <li>• What does being a good friend look like?</li> <li>• What is teasing? Bullying?</li> <li>• How might our feelings affect how we behave towards other people?</li> <li>• How might bullying or teasing affect our feelings and behaviour</li> <li>• What should we do if someone tries to make us bully or tease someone else?</li> <li>• What should we do if we are being teased or bullied, or see someone else being teased or bullied?</li> <li>• Who can help us in and out of school?</li> <li>• How can we get their attention?</li> </ul>
<p><b>Additional Guidance:</b> *Should be taught as part of a whole school approach in line with school's Anti-Bullying Policy, reinforced frequently through assemblies, circle time and consistent modelling. Many schools will choose to teach these sessions as part of National Anti-Bullying Week. It is important the pupils re-visit how to manage hurtful behaviour and to know how to keep themselves and others safe.</p> <p>Also links with topic: Valuing Difference, Learning opportunity 2 session on recognising what is fair and unfair, kind and unkind, as well as Valuing Difference,</p>	

Learning opportunity 13 on recognising different types of teasing and bullying.

Stories where characters need help and are able to find it.

SEAL themes: Getting on and Falling Out and Saying No To Bullying Years 1 and 2 Blue Set

**Medium term planning grids**

Core theme 1: Health and wellbeing

(Topic areas: Healthy lifestyles; Keeping safe)

# Year One – Autumn.2

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

**Aim of these sessions:** To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

Learning opportunity number 1

Suggested number of sessions: 2

<b>Year One</b>	Autumn 2
<p><b>Objectives:</b></p> <p><b>To learn:</b> about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p>	<p><b>Learning Outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Identify some ways of taking care of themselves</li> <li>• List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation</li> <li>• Talk about how physical activity, sleep and exercise helps their bodies to grow and helps them to feel well</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening</p> <p>Self-reflection</p> <p>Make decisions and choices</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do we think we need to do to keep ourselves healthy?</li> <li>• What do we do during our day that keeps us healthy?</li> <li>• What do we think healthy people do and don't do?</li> <li>• What things can we do when we feel good and healthy?</li> </ul>
<p><b>Additional Guidance:</b> Stories or information books on the theme. <i>Ketchup on Your Cornflakes</i> by Nick Sharratt could be used for an engaging start to the session. Be aware that some pupils are in family circumstances that make it difficult to ensure that they can follow a healthy lifestyle or may have family members who have serious health-related illnesses.</p> <p>During Key Stage 1, pupils are beginning to evolve their self-image, this is an opportunity to help them feel good about themselves. It is important for pupils to know that exercise might not make you feel well at the time, but that the 'well' feeling may come later. It is best practice to talk about 'healthy.' food and 'not-so healthy' food, rather than 'good food' and 'bad food'</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

**Aim of these sessions:** To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences

Learning opportunity number 2

Suggested number of sessions: 2

<b>Year One</b>	Autumn 2
<p><b>Objectives:</b> To learn:</p> <ul style="list-style-type: none"> <li>• about what they like and dislike</li> <li>• about what it means to make a choice</li> <li>• how choices can improve how they feel and look</li> </ul>	<p><b>Learning Outcomes:</b> The learner will be able to:</p> <ul style="list-style-type: none"> <li>• describe what they like and what they dislike</li> <li>• recognise what a choice is</li> <li>• identify some choices they can make</li> <li>• recognise choices have consequences</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening</p> <p>Make decisions and choices</p> <p>Drawing conclusions</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do we like to do that makes us feel good?</li> <li>• What choices do we make during our day?</li> <li>• Why do we make these choices?</li> <li>• What if we chose something else?</li> <li>• How would this make us feel?</li> </ul>
<p><b>Additional Guidance:</b> Stories where the young characters make choices that lead to consequences, e.g.: Goldilocks. This group of lessons may be taught before the healthy lifestyle lessons, learning opportunity 1, so that pupils can talk about informed choices as an important part of a healthy lifestyle.</p> <p>Ensure ground rules or a working agreement is in place so that pupils have a safe environment in which to reflect on the impact of their choices. An <i>informed choice</i> means using what the pupil already knows to inform their choice or decision. SEAL theme: Changes Years 1 and 2 Blue set</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

**Aim of these sessions:** To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

Learning opportunity number 4

Suggested number of sessions: 1-2

<b>Year One</b>	Autumn 2
<p><b>Objectives:</b> To learn:</p> <ul style="list-style-type: none"> <li>• About different kinds of feelings we may have</li> <li>• About the different ways we can manage feelings</li> </ul>	<p><b>Learning Outcomes:</b> The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Name feelings they have had both good and not so good</li> <li>• Explain where in their bodies they have these feelings and their faces show these feelings to others</li> <li>• Talk about when and where they have experienced different feelings</li> <li>• Talk about what makes them feel good and what makes them feel not so good</li> <li>• Identify strategies they can use to help them manage their feelings</li> </ul>
<p><b>Essential skills:</b></p> <p>Self-manage feelings</p> <p>Self-reflection</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes us feel good?</li> <li>• What makes us feel not so good?</li> <li>• When do we feel happy or sad?</li> <li>• What can we do or who can we talk to when we feel good or not so good?</li> </ul>
<p><b>Additional Guidance:</b> Stories where young characters encounter good and not so good feelings or a range of different feelings. Use these to talk about alternative endings or use Fast Forward or Wind Back strategies.</p> <p>Ensure ground rules or a working agreement is in place so that pupils may explore situations that indicate they are vulnerable or at risk, in which case safeguarding protocols should be actioned. This session can be linked with the session for leaning opportunity 13 Core Theme 1.</p> <p><b>PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found <a href="#">here</a>.</b></p>	



Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

**Aim of these sessions:** To learn the importance of and how to maintain personal hygiene

Learning opportunity number 6

Suggested number of sessions: 2

<b>Year One</b>	Autumn 2
<p><b>Objectives:</b> To learn:</p> <ul style="list-style-type: none"> <li>About basic personal hygiene routines</li> </ul>	<p><b>Learning Outcomes:</b> The learner will be able to:</p> <ul style="list-style-type: none"> <li>Describe how to use and dispose of tissues correctly</li> <li>Describe how to wash their hands correctly</li> <li>Describe how to take care of their teeth</li> <li>Describe routines to take care of their bodies</li> <li>Explain how to keep their bodies clean and healthy</li> </ul>
<p><b>Essential skills:</b></p> <p>Self- organisation</p> <p>Make decisions and choices</p> <p>Managing risk</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What goes on to our bodies to help keep them clean</li> <li>Who puts it there?</li> <li>How does it make us feel?</li> <li>What do we do every day/sometimes to keep our bodies clean?</li> <li>What do other people do to our bodies to keep them clean and healthy?</li> <li>What are we responsible for?</li> </ul>
<p><b>Additional Guidance:</b> Video clip: <a href="https://www.youtube.com/watch?v=CG8F-6dZk8k">https://www.youtube.com/watch?v=CG8F-6dZk8k</a> The Bath Song. Storybooks on the theme such as <i>The Smelly Book</i> by Babette Cole.</p> <p>These lessons can be combined with the session for learning opportunity 7 on the spread of viruses and taught in either Year 1 or Year 2.</p> <p><b>Science programme of study links:</b> <i>Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notes and guidance (non-statutory) Pupils should have plenty of opportunities to learn the names of the main body parts .. through games, actions, songs and rhymes.</i></p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Healthy Lifestyles

**Aim of these sessions:** To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

Learning opportunity number 7

Suggested number of sessions: 1

<p><b>Year One</b></p>	<p>Autumn 2</p>
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About the spread of infections</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe how some diseases are spread, i.e. coughs, colds</li> <li>• Talk about simple steps that they can take to stop the spread of germs (i.e. hand washing, use of tissues, covering their mouth when they cough)</li> </ul>
<p><b>Essential skills:</b></p> <p>Resilience Make decisions and choices</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What choices can we make that can help stop germs and diseases spreading?</li> <li>• What can we do to help keep our bodies healthy?</li> </ul>
<p><b>Additional Guidance:</b> Stories or information books such as <i>Germs</i> by Ross Collins, <i>Germs are not for Sharing</i> by Elizabeth Verdick. Pupils could practice on dolls, have a discussion with school nurse or health visitors.</p> <p>This session can be taught in either Year 1 or Year 2. This session can be combined with the session for learning opportunity 6.</p> <p><i>Catch It, Bin It, Kill It</i> UK Government campaign materials</p> <p><b>Science programme of study links:</b> <i>Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notes and guidance (non-statutory) Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i></p>	

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Topic: Keeping Safe

**Aim of these sessions:** To understand that household products, including medicines, can be harmful if not used properly

Learning opportunity number 11

Suggested number of sessions: 1 - 2

<b>Year One</b>	Autumn 2
<p><b>Objectives:</b> To learn:</p> <ul style="list-style-type: none"> <li>About what goes onto and into our bodies (both good and harmful)</li> </ul>	<p><b>Learning Outcomes:</b> The learner will be able to:</p> <ul style="list-style-type: none"> <li>Identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin)</li> <li>Give reasons why we need medicines</li> <li>Identify some household products that can be harmful if misused</li> <li>Talk about health professionals who can give us medicines</li> <li>Identify people we trust to tell us to put things onto and into our bodies</li> <li>Talk about how we know we can trust these people</li> <li>Talk about how to keep safe when taking medicines</li> </ul>
<p><b>Essential skills:</b></p> <p>Managing risk and personal safety</p> <p>Analysing and evaluating situations</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What goes <i>onto</i> our bodies and who puts it there?</li> <li>What goes <i>into</i> our bodies and who puts it there?</li> <li>How does it get in and how does it make me feel?</li> <li>Where do we think it goes?</li> <li>Who and what helps us to get better when we are ill?</li> <li>Where do medicines come from that make us better?</li> <li>Why must we be careful with medicines?</li> </ul>
<p><b>Additional Guidance:</b> Stories where characters visit the doctor or the vet, such as <i>Six Dinner Sid</i> by Inga Moore. Examples: what goes on to our bodies – soap, water, shampoo, dirt, paint, cream, plasters, suntan lotion, sun, clothing, shoes.</p> <p>What goes into our bodies – food, drink, tablets/pills, medicine, air, dust, smoke, smells. Invite local health professional in to talk to the children about the role of medicines in helping to keep them well. Show pictures of medicines and household products so that pupils can recognise the difference between the two.</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Keeping Safe

**Aim of these sessions:** To learn rules for and ways of keeping physically and emotionally safe, including road safety and the difference between secrets and surprises and understanding not to keep adults' secrets

Learning opportunity number 12

Suggested number of sessions: 3-4

<b>Year One</b>	Autumn 2
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About rules we have for keeping safe</li> <li>• About different ways of keeping physically and emotionally safe</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside'</li> <li>• Identify emotions for when they are feeling safe and unsafe</li> <li>• Describe ways of keeping safe in familiar situations, such as crossing the road</li> <li>• Talk about being safe inside and outside home</li> <li>• Identify the adults in school, at home and in the wider environment who can keep them safe</li> <li>• Talk about what they can say and do to help these people to keep them safe.</li> <li>• Talk about whom to go to if they are feeling worried, how to attract their attention what they could say and the importance of keeping saying it.</li> <li>• Talk about the difference between a surprise and a secret and that we should not keep adults' secrets, only surprises that everyone will find out about</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions and choices</p> <p>Resilience</p> <p>Analysing and evaluating situations</p> <p>Recalling and applying knowledge and skills</p>	<p><b>Questions to ask/questions to identify pupils understanding:</b></p> <ul style="list-style-type: none"> <li>• What do we think we have to keep safe from and how do we do this?</li> <li>• Who are the people who keep us safe and what do they do to keep us safe?</li> <li>• How can we help them to keep us safe?</li> <li>• What do we do that can make other people feel unsafe?</li> <li>• What makes us feel not so safe? Nervous? Upset? Scared?</li> <li>• Do we always have to keep secrets?</li> <li>• Which secrets are good to keep? (See notes below)</li> <li>• Who can we ask for help and if we tell, will we get into trouble?</li> </ul>
<b>Additional Guidance:</b>	

Stories where characters go out into the world and recognise and cope with dangers by their own skills. Questions raised by *Not Now Bernard* by David McKee can aid discussion, for example: who is looking after Bernard? Are his parents keeping him safe? What could Bernard do to attract his parents' attention?

Young children may feel unsafe in their 'real' world (e.g. road use, visiting unknown places) or in their 'imagined' world (e.g. ghosts, monsters). Pupils should have opportunities to talk about and explore feeling unsafe (nervous, timid, scared etc.), have an understanding that they should listen to these feelings and tell someone about them.

Pupils have a right to be 'safe on the outside' and feel safe on the inside.

The difference between fun secrets/surprises and secrets: many pupils will have had experience of keeping fun secrets or surprises at home or school, such as: 'we hid daddy's present' or 'we are having a surprise party for grandma and I'm not supposed to tell anyone' or 'We are doing a special assembly for Mother's day, but we're not allowed to tell anyone'. These types of secrets or surprises are usually fun or have an element of caring. Some pupils may have or will experience secrets accompanied by some kind of threat, such as: 'I watched a film at William's house and it scared me. He told me not to tell anyone.' Or 'Someone tried to make me do things and said they'd give me sweets if I did. They told me not to tell anyone'. Pupils should be given opportunities to distinguish between surprises and secrets and the importance of telling someone and making someone listen when secrets are causing distress or worry.

Refer to: 'Protective behaviours' guidelines if staff training has taken place, school's Safeguarding policy and ensure that school safeguarding/child protection guidelines are followed.

Road safety resources: [www.brake.org.uk](http://www.brake.org.uk)

**Medium term planning grids**

Core theme 1: Health and wellbeing

(Topic areas: **Growing and changing; Keeping safe**)

# Year One – Spring.1

Key Stage 1

Core Theme 1: Health and Wellbeing

Topic: Growing and changing

**Aim of these sessions:** To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring

Learning opportunity number 8

Suggested number of sessions: 2

<b>Year One</b>	
<p><b>Objectives:</b> To learn:</p> <ul style="list-style-type: none"> <li>About growing from young to old</li> </ul>	<p><b>Learning Outcomes:</b> The learner will be able to:</p> <ul style="list-style-type: none"> <li>Describe changes that have happened to them since they were a baby</li> <li>Explain how their needs have changed</li> <li>Talk about how their needs will change as they grow older</li> <li>Describe something they can do now that they could not do before (see additional guidance)</li> </ul>
<p><b>Essential skills:</b></p> <p>Self-reflection</p> <p>Affirm self and others</p> <p>Reviewing own progress</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How do we know we are growing?</li> <li>What do we think made us grow? Who helped us grow?</li> <li>What can we do on our own?</li> <li>What can we reach now?</li> <li>What do we need to do now that we can do things on our own?</li> <li>How do we feel about growing up?</li> </ul>
<p><b>Additional Guidance:</b> Stories about growing up and how needs have changed, such as <i>Once There Were Giants</i> by Martin Waddell or <i>Wilfred Gordon MacDonald Partridge</i> <a href="http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/">http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/</a></p> <p>Pupils could bring in photographs showing the changes that have occurred since their birth. (Adapt or omit where there are pupils who do not have photos of themselves as babies). Pupils may describe what they can do now, for example 'I can reach the front door handle'. Pupils' thinking should be extended on to thinking about what they have to do now that they can do these things, such as 'not going out without telling a grown up', or 'not leaving the front door open'. Extra sensitivity will be needed for SEND pupils who may not be able to demonstrate increased independence in explicit ways. Also to pupils that have experienced a great deal of change in their personal lives</p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Growing and Changing

**Aim of these sessions:** To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls

Learning opportunity number 10

Suggested number of session 1

Year One

**Objectives:**

**To learn:**

- the correct names for the main parts of the body
- About similarities and differences between boys and girls

**Learning Outcomes:**

**The learner will be able to:**

- Recognise and use the correct names for main parts of the body including external genitalia
- Describe similarities and differences between boys and girls and explain that they are of equal value
- Appreciate physical differences

**Essential skills:**

- Use and apply data
- Affirm self and others

**Key Questions:**

- What parts of our bodies can we see?
- What are the names of all the different parts of our bodies?
- What sizes and shapes are people?
- How are our bodies like other people's bodies?
- How are our bodies different to other people's bodies?

**Additional Guidance:** Use stories and information on books and multimedia resources (DVDs and posters)

Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson.

Refer to school's SRE policy

**Science programme of study links:** *Animals, including humans - statutory requirements, pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notes and guidance (non-statutory) Pupils should have plenty of opportunities to learn the names of the main body parts .. through games, actions, songs and rhymes.*

**Lesson Removed**

**After**

**consultation**



## Key Stage 1 Core Theme 1: Health and Wellbeing

## Topic: Growing and Changing

**Aim of these sessions:** To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

Learning opportunity number 3

Suggested number of sessions: 1

<b>Year One</b>	
<p><b>Objectives:</b> To learn:</p> <ul style="list-style-type: none"> <li>• about what makes them unique</li> <li>• how to set simple goals</li> </ul>	<p><b>Learning Outcomes:</b> The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about what makes them special</li> <li>• Describe personal strengths and attributes</li> <li>• Set simple targets</li> </ul>
<p><b>Essential skills:</b></p> <p>Active listening</p> <p>Set challenging goals for self</p> <p>Recognise distorted thinking</p> <p>Affirm self and others</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• How am I special?</li> <li>• What can I do for myself?</li> <li>• What am I getting better at?</li> <li>• What do I need help with?</li> </ul>
<p><b>Additional Guidance:</b> Stories where characters achieve a goal; have their own special strength or attributes, such as <i>Ruby</i> by Maggie Glen</p> <p>It is important to foster a growth mind set approach to learning in the classroom. This will help pupils to recognise mistakes as part of the learning process. Setting aside times for self-reflection as well as celebrating skills and personal qualities on a regular basis will help to develop self-esteem and emotional literacy.</p> <p>SEAL themes: New Beginnings, Good To Be Me, Going for Goals Years 1 and 2 Blue set</p>	

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Topic: Growing and Changing

**Aim of these sessions:** To learn about change and loss and the associated feelings (including losing toys or keys)

Learning opportunity number 5

Suggested number of sessions: 1-2

<b>Year One</b>	
<p><b>Objectives:</b> <b>To learn:</b></p> <ul style="list-style-type: none"> <li>About change and loss e.g. starting school, a new baby brother/sister, moving to a new class</li> <li>About the feelings associated with change or loss</li> </ul>	<p><b>Learning Outcomes:</b> <b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>Talk about different kinds of loss that they or others may have experienced</li> <li>Describe how people behave when they lose things</li> <li>Talk about how losing things can make people feel</li> <li>Talk about what they can do to be kind to others who may be feeling unhappy about a change or loss</li> </ul>
<p><b>Essential skills:</b></p> <p>Empathy, Self-reflection Communication of ideas and views to others Resilience</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>What are the things that we treasure the most?</li> <li>How do we take care of them?</li> <li>How do we feel/behave if we lose them or they get ruined?</li> <li>How do people that we know behave when they lose things?</li> <li>What do we do to help someone who has lost something feel better?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Stories where characters lose and find things, or lose and learn to live with the loss of the object; where characters share their feelings and help each other, such as <i>Elmer and the Lost Teddy</i> by David McKee</p> <p>Loss/change at Year 1 will focus on things that may be lost, but that may be found again such as keys or toys</p> <p>SEAL themes: Relationships and Changes Year 1 and 2 Blue set</p>	

## Key Stage 1 Core Theme 1: Health and Wellbeing

## Topic: Keeping Safe

**Aim of these sessions:** To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract their attention, ways that pupils can help these people who look after them.

Learning opportunity number 13

Suggested number of sessions: 1-2

<b>Year One</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About people who take care of them</li> <li>• About the family networks they belong to</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the people who take care of them in their immediate family and wider family networks</li> <li>• Talk about whom they can go to if they are worried</li> <li>• Identify ways of asking for help</li> <li>• Talk about how they can be of help to people who look after them</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions and choices</p> <p>Empathy</p> <p>Resilience</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• Who are my special people?</li> <li>• What do they do to care for me and make me feel safe and happy?</li> <li>• How can people tell how we are feeling?</li> <li>• Who and what can help us when we feel worried or unsafe?</li> <li>• How can we help the people who look after us?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>Use stories about characters being helped and looked after, and those where characters responsible for themselves. This session can also link with a topic on 'People Who Help Us'.</p> <p><i>This lays the foundations for the subsequent sessions.</i></p>	

Key Stage 1 Core Theme 1: Health and Wellbeing

Topic: Keeping Safe

**Aim of these sessions:** 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’

Learning opportunity number 14

Suggested number of sessions: 1-2

<p><b>Year One</b></p>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• About the shared responsibility for keeping themselves and others safe</li> <li>• About responses they can give to ensure their own safety and that of others</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the things they do in class to keep themselves and others safe</li> <li>• Demonstrate responses (language and strategies) they can give in situations (including dares) that may compromise their safety or that of others</li> <li>• Talk about how they might feel when they consider themselves or others to be in unsafe situations and how to manage these feelings</li> <li>• Describe when it is important to listen to these feelings, and when we might want to try to overcome them (see Additional Guidance)</li> </ul>
<p><b>Essential skills:</b></p> <p>Making decisions and choices</p> <p>Self-reflection</p> <p>Team working</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How do we keep ourselves safe in school?</li> <li>• How do we help keep others safe in school?</li> <li>• What does unsafe feel like? In our bodies? In our minds?</li> <li>• What do we need to do if we feel unsafe?</li> <li>• Who can we ask for help?</li> </ul>
<p><b>Additional Guidance:</b> This learning can be combined with the previous sessions. Displays and posters which remind pupils what to do and whom to go to if they are worried should be prominently visible around the school. Pupil ‘versions’ of these key messages around the classroom/school/assembly hall would be highly effective.</p> <p>Pupils should have the opportunity to rehearse saying ‘yes’ or ‘no’ in different situations.</p> <p>Role-play scenarios where pupils can try to overcome feeling unsafe, for example: being frightened to go into a party because of feeling shy and taking a deep breath and giving it a go. <b><i>This session can be taught in either Year 1 or Year 2.</i></b></p>	

**Medium term planning grids**

Core theme 1: Health and wellbeing

(Topic areas: **Feeling and Emotions; Valuing difference**)

# Year One – Spring.2

## Key Stage 1 Core Theme 2: Relationships

## Topic: Feelings and Emotions

**Aim of these sessions:** To recognise how their behaviour affects other people

Learning opportunity number 2

Suggested number of sessions:1

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About different types of behaviour</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what we mean by 'behaviour'</li> <li>Talk about behaviour that can be helpful/unhelpful, kind/unkind</li> <li>Give examples of how their behaviour can affect others in different situations, e.g. at home or at school</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Self-management	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our special people?</li> <li>What do we do to make our special people happy/sad/worried/upset/angry?</li> </ul>
<p><b>Additional Guidance:</b> Stories where young characters learn from others; when characters' behaviour affects others, such as <i>Bob Robber</i> and <i>Dancing Jane</i> by Andrew Matthews</p> <p>This is a theme that pupils need reminding about on a regular basis. These sessions do not have to be taught consecutively or as a stand-alone lesson. They are better taught as part of the sessions on hurtful/teasing behaviour in Core Theme 2. They can also be used as the basis for a year group assembly.</p> <p>'Special people' refers to people important in the pupil's life, for example, at school, home, clubs, church, mosque etc.</p> <p>PSHE Association lesson plans for teaching about mental health and emotional wellbeing: <a href="https://pshe-association.org.uk/mentalhealth">https://pshe-association.org.uk/mentalhealth</a></p>	

## Key Stage 1 Core Theme 2: Relationships

## Topic: Feelings and Emotions

**Aim of these sessions:** To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Learning opportunity number 11

Suggested number of sessions:1

<b>Year One</b>	
<p><b>Objectives:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• How people's bodies and feelings can be hurt</li> </ul>	<p><b>Learning Outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about occasions when they have hurt themselves physically (falling in the playground/spraining an ankle etc) and how they felt at the time</li> <li>• Talk about occasions when their feelings have been hurt and how this felt at the time</li> <li>• Recognise that both bodies and feelings can be hurt</li> <li>• Identify people they can go to if they are feeling uncomfortable or hurt – physically or emotionally</li> <li>• Explain how they can let these people know they are feeling uncomfortable or hurt</li> <li>• Suggest ways they can make themselves and others feel better</li> </ul>
<p><b>Essential skills:</b></p> <p>Self-reflection</p> <p>Resilience</p> <p>Resolve conflict</p> <p>Managing risk and personal safety</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How does it feel when our feelings get hurt?</li> <li>• What did it make us feel like doing?</li> <li>• Who can we go to if we are feeling like this?</li> <li>• How do we get them to listen to us?</li> </ul>
<p><b>Additional Guidance:</b> Stories where characters share their worries and feelings with adults who listen and help them. It is important that pupils know who they can go to for help, and how to keep telling them until they listen. Use story books, role play, film clips etc. to distance the learning SEAL theme: Getting on and Falling Out and Relationships Years 1 and 2</p>	

## Key Stage 1 Core Theme 2: Relationships

## Topic: Valuing Difference

**Aim of these sessions:** To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

Learning opportunity number 5

Suggested number of sessions: see additional guidance

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>• About sharing opinions and views through peer and class discussion</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>• Take turns when giving opinions and views</li> <li>• Talk about things that matter to them</li> <li>• Listen attentively to the opinions and views of others</li> <li>•</li> </ul>
<b>Essential skills:</b>  Active listening  Using constructive feedback  Communication of ideas and views  Affirm self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>• Why should we let others know of our views and opinions?</li> <li>• Why is it important to listen to the views of others?</li> <li>• What if those views are different to ours?</li> </ul>
<b>Additional Guidance:</b>  This can be but does not have to be separately taught as a lesson, as these objectives and outcomes can be achieved by ensuring PSHE sessions are interactive and matched to the needs of the pupils. Evidence of sharing opinions and views can be gathered as part of any of the sessions in the Programme of Study.  Stories where young characters take advice from each other/work as a team/help someone to achieve something/agree to differ.	



## Key Stage 1 Core Theme 2: Relationships

## Topic: Valuing difference

**Aim of these sessions:** To identify and respect the differences and similarities between people

Learning opportunity number 8

Suggested number of sessions:1\*

<b>Year One</b>	
<b>Objectives:</b>  <b>To learn:</b> <ul style="list-style-type: none"> <li>About differences and similarities between people</li> </ul>	<b>Learning Outcomes:</b>  <b>The learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what is meant by difference and similarity/ being different and being similar</li> <li>Describe basic differences and similarities between class members (physical appearance, family)</li> <li>Talk about how everyone is equal but different</li> </ul>
<b>Essential skills:</b>  Active listening  Empathy  Communication of ideas and views  Affirm self and others	<b>Key Objectives:</b> <ul style="list-style-type: none"> <li>How are we similar to others?</li> <li>How are we different to others?</li> <li>What are our gifts and talents?</li> <li>In which ways are we all equal?</li> </ul>
<b>Additional Guidance:</b>  *This session links with a previous session (learning opportunity 9 in Feelings and Emotions) on identifying special people, therefore it can be amalgamated with that or taught as a standalone lesson.  Storybooks such as <i>Elmer</i> series by David McGee, <i>This is Our House</i> by Michael Rosen  SEAL theme: Getting on and Falling Out Blue Set year 1	

## **Medium Term Planning Grids**

### **Core Theme 3: Living in the Wider World**

(Topic areas: Rights and Responsibilities; Taking Care of the Environment)

# **Year One – Summer.1**

**Key Stage 1 Core Theme 3: Living in the Wider World****Topic: Rights and Responsibilities***Aim of these sessions: To learn how to contribute to the life of the classroom***Learning opportunity number 1****Suggested number of sessions: 1**

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>How to contribute to the life of the classroom</li> </ul>	<b>Learning Outcomes:</b> <b>By the end of these sessions the learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain who or what they may be responsible for in the classroom and why this is important</li> <li>Talk about different ways of taking responsibility for themselves</li> <li>Identify the qualities that pupils need to have to make a difference to their classroom</li> </ul>
<b>Essential skills:</b> Active listening Team working collaboration & co-operation Giving constructive feedback to others Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What jobs/responsibilities does our teacher have in the classroom?</li> <li>How can we help our teacher?</li> <li>What are our jobs/responsibilities in the classroom?</li> <li>How can we help each other?</li> <li>Does our behaviour help people in the classroom?</li> </ul>
<b>Additional Guidance:</b> Stories where characters have some responsibility, either in a role/task or with their behaviour; where they carry out their responsibility and where they neglect their responsibility and have to deal with the consequences This session would link well with compiling class rules, giving monitor jobs to pupils and establishing classroom routines. It can develop pupil's contribution to the classroom further by focussing on how they can contribute to a positive classroom ethos. This session can be combined with the session for learning opportunity 2. SEAL theme: New Beginnings, Getting On and Falling Out, Changes Years 1 and 2 Blue set	

**Key Stage 1 Core Theme 3: Living in the Wider World****Topic: Rights and Responsibilities**

*Aim of these sessions: To help construct, and agree to follow, group and class rules and to understand how these rules help them*

**Learning opportunity number**

**Suggested number of sessions: 1**

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about group and class rules</li> </ul>	<b>Learning Outcomes:</b> <b>By the end of these sessions the learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what 'rules' mean and how they help all of us</li> <li>Give examples of rules that they have at home and in school and why they are important</li> <li>Give suggestions for what could be included in class rules and explain why they are important</li> </ul>
<b>Essential skills:</b> Active listening Team working collaboration & co-operation Giving constructive feedback to others Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What are rules and why do we have them?</li> <li>What rules do we have in school?</li> <li>Are these 'good' rules?</li> <li>Do these rules change in different areas of the school?</li> </ul>
<b>Additional Guidance:</b> Stories where characters follow or do not follow the rules and have to deal with the consequences This session could be taught during transition times, or used as an opportunity to review class charter to include sharing, turn taking and manners. It can be combined with the previous session, learning opportunity 1. SEAL theme: New Beginnings, Getting On and Falling Out, Changes Years 1 and 2 Blue set	

**Key Stage 1 Core Theme 3: Living in the Wider World****Topic: Rights and Responsibilities**

***Aim of these sessions: To understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)***

**Learning opportunity number 3**

**Suggested number of sessions: 1**

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about the needs of people and other living things</li> </ul>	<b>Learning Outcomes:</b> <b>By the end of these sessions the learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify the needs that others may have (on their table group/in their class)</li> <li>Identify some of the needs of other living things – pets, animals, adults at home and in school</li> <li>Explain what we mean by responsibility to others</li> <li>Give examples of how they can support the needs of others (taking turns, sharing belongings, working co-operatively)</li> </ul>
<b>Essential skills:</b> Active listening Empathy Self-reflection	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What needs do we all share?</li> <li>Who is responsible for meeting our needs?</li> <li>Does everyone in our class/on our table have the same needs?</li> <li>Would rules help us to be responsible for other people's needs?</li> <li>Do we help with anyone's needs at home?</li> </ul>
<b>Additional Guidance:</b> Stories where young characters look after others/pets/animals; where characters help out around the home or community. Physical and emotional needs could be explored through the context of pets, i.e. pets need food, water and shelter, but they also need to be played with. Pupils should have the opportunity to practice these skills and learning opportunities in the class Role-Play area, set up as a veterinary surgery, a home or similar. Recognise examples of where pupils demonstrate their learning, in whole school or class rewards/celebrations. SEAL themes: New Beginnings, Getting On and Falling Out, Changes Year 1 and 2 Blue set	

**Key Stage 1 Core Theme 3: Living in the Wider World****Topic: Rights and Responsibilities**

*Aim of these sessions: To learn that they belong to various groups and communities such as family and school*

**Learning opportunity number 4**

**Suggested number of sessions: 1**

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>About groups and communities that they belong to</li> </ul>	<b>Learning Outcomes:</b> <b>By the end of these sessions the learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify their special people</li> <li>Describe ways that special people can be from different groups (family, carers, place of worship etc.)</li> <li>Talk about the other different groups they belong to and the different roles they have in them (friends, class, year group, faith)</li> </ul>
<b>Essential skills:</b> Active listening Self-reflection Affirm self and others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Who are our special people?</li> <li>What do our special people do to make us feel special?</li> <li>Are our special people always part of our family?</li> <li>What groups do we belong to (friendship groups, place of worship etc.)</li> </ul>
<b>Additional Guidance:</b> Stories about families such as <i>The Great Big Book of Families</i> by Mary Hoffman Pupil can bring in resources/evidence of their special people or of the groups/communities that they belong to. Whole school approach – assemblies/displays: family/group/community trees	

**Key Stage 1 Core Theme 3: Living in the Wider World****Topic: Taking Care of the Environment**

**Aim of these sessions:** *To learn what improves and harms their local, natural and built environments and about some of the ways people look after them*

**Learning opportunity number 5**

**Suggested number of sessions: 1**

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about what improves and harms their local, natural and built environments</li> </ul>	<b>Learning Outcomes:</b> <b>By the end of these sessions the learner will be able to:</b> <ul style="list-style-type: none"> <li>Identify and describe their local, natural and built environments</li> <li>Identify what is in these environments – living things and inanimate things</li> <li>Talk about what they particularly like/enjoy about their different environments</li> <li>Suggest some ways in how to care for these environments</li> </ul>
<b>Essential skills:</b> Team working Planning and deciding Communication of ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>What do we like/dislike about our classroom and school environment?</li> <li>What could be done to improve our class and school environment?</li> <li>What can we do to improve our class and school environment?</li> </ul>
<b>Additional Guidance:</b> Teacher to use the context, such as school environment Liaise with school eco-council. Present class ideas to them/at parent's assembly. Use: local council resources, community gardening projects such as <i>Neighbourhoods Green</i> , or the school's natural environment.	

## **Medium Term Planning Grids**

**Core Theme 3: Living in the Wider World**  
(Topic areas: Money Matters)

# **Year One – Summer.2**



**Key Stage 1 Core Theme 3: Living in the Wider World****Topic: Money Matters**

***Aim of these sessions: To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving***

**Learning opportunity number 6**

**Suggested number of sessions: 1**

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about where money comes from and what it is used for</li> </ul>	<b>Learning Outcomes:</b> <b>By the end of these sessions the learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain how money is obtained (see additional guidance)</li> <li>Recognise what money looks like</li> <li>Give some examples of some of the ways that money can be used</li> </ul>
<b>Essential skills:</b> Analysing and applying data Drawing conclusions Empathy	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Have we ever received money and where did it come from?</li> <li>What did we do with our money?</li> <li>Where do other people get money from? What can money be used for?</li> </ul>
<b>Additional Guidance:</b> Young Enterprise, PFEG or My Money Week resources – available online. Introduce the concept that money is given in exchange for something such as work, help, goods (it may help the pupils to think of this as a bit like a ‘swap’, or can be given freely, such as in gifts or charity). Be sensitive to pupils who have parents/carers who may not be in employment. Reinforce the concept that although money is a help to us and others, it is only one of many ways that we can show people that we care about them (buying things for them). Role-play area or home corner could be set up as a bank or a shop	

**Key Stage 1 Core Theme 3: Living in the Wider World****Topic: Money Matters**

***Aim of these sessions: To learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices***

**Learning opportunity number 7**

**Suggested number of sessions: as required**

<b>Year One</b>	
<b>Objectives:</b> <b>To learn:</b> <ul style="list-style-type: none"> <li>about the role of money in their lives</li> </ul>	<b>Learning Outcomes:</b> <b>By the end of these sessions the learner will be able to:</b> <ul style="list-style-type: none"> <li>Explain what money may be used for at home and in school</li> <li>Identify the different sources that they have received money from</li> <li>Give example of how they or family members have used money to do things or obtain things</li> </ul>
<b>Essential skills:</b> Formulating questions Drawing conclusions Communicating ideas and views to others	<b>Key Questions:</b> <ul style="list-style-type: none"> <li>Where can we safely keep our money when we are at home/out and about?</li> <li>Why do people save money?</li> <li>What makes us want to spend our money?</li> </ul>
<b>Additional Guidance:</b> This plan can be combined with the learning objectives from the previous plan. Young Enterprise, PFEG or My Money Week Resources – available online Role-play area/Home Corner could be set up as a bank or a shop Pupils could visit the school office to explore how money is used in the school, i.e. dinner money, buying resources etc.	