





Year: 1 and 2 Subject: PSHE/RSE PoS: R6 R7 R8 R9 R25		Topic Question/Title: What makes a good friend ?		Term - Aut 1	Curriculum - B	
<u>Prior Knowledge</u> Know what they like/dislike and are good at Know what makes them special and how everyone has different strengths Know their personal features or qualities are unique to them Know how they are similar or different to others, and what they have in common How do we make friends? Recognising loneliness. Know what makes a good friend. Know how to deal with a bad friendship. <i>Childhood Cancer Awareness Month</i>			<u>Key Vocabulary</u> Friendship, lonely, arguments, respect, tolerance, listening, co-operating, support, encouragement.		<u>Outcome</u> Year 1 - Draw a poster of a good friend and write words around to describe what a good friend does. Eg: care, support, help Year 2 - Create a word/phrase piece of art, using words as Year 1 but expect more advanced vocabulary	
<u>Future Learning</u> Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded Know how to recognise if others are feeling lonely and excluded and strategies to include them Know how to build good friendships, including identifying qualities that contribute to positive friendships Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support			<u>Stimulus Read</u> <u>First hand experiences (enrichment)</u> Role Play		<u>World of Work</u> Any job Plus support workers, place 2 be, teachers. TA's	
<u>National Curriculum PoS</u> R6, R7, R8, R9, R25 <u>Concepts</u> Relationships Identity			Key Knowledge		Possible evidence	
			<ul style="list-style-type: none">• Know how to make friends with others• Know how to recognise when they feel lonely and what they could do about it• Know how people behave when they are being friendly and what makes a good friend• Know to resolve arguments that can occur in friendships• Know how to support friends in and out of the classroom- Know how to ask for help if a friendship is making them unhappy SEND (use if appropriate) SA3 Respond to an adult modelling how we can show we are ready to participate in an activity. Respond with curiosity to modelling of ‘good listening’. Respond to ‘taking turns’ as modelled by both adults and peers SA5 Respond to stimuli about different feelings we or others may experience		<ul style="list-style-type: none">• Demonstrate, how to work and play cooperatively• Describe occasions when they have been offered/given support and feedback in and how it helped them• Recognise what people do when they are friendly/make a list a attributes • Describe or demonstrate strategies they can use to resolve simple arguments or disagreements (Role Play)• identify ways to offer support to others in class time and on the playground• suggest good and not so good ways to let others know when we don’t want support	
			Key Skills and Attributes		Possible evidence	
			Team Work Self Regulation Negotiation		Describe or demonstrate how to listen to others Identify strategies to show self-control Taking turns in conversations/games/activities, collaborating with others	
			SEND			
			Children will follow the same curriculum as their peers but it will be adapted, where needed, using the SEND Planning Framework (see OND DRIVE)or PSCALES. SEND children will need to be assessed to see which part of the SEND framework is most suited to their needs. The above learning may not be suitable for all learners and may need adapting for different classes/children.			

Year: 1 and 2		Subject: PSHE/RSE		Topic Question/Title: What is Bullying?		Term - Autumn 2		Curriculum - B		
Prior Knowledge <ul style="list-style-type: none">Know how we make friendsRecognising loneliness.Know what makes a good friend.Know how to deal with a bad friendship. Know how to get support an help						Key Vocabulary Bullying, touch, hurtful, repetitive, Unsafe, uncomfortable, body parts, help, respect			Outcome Create an anti-bullying posters for around school	
Future Learning Know how friendships support wellbeing and not to feel lonely/excluded <ul style="list-style-type: none">•Know how to recognise if others are feeling lonely/excluded and how to help•Know how to build good friendships and positive friendships•Know that friendships sometimes have difficulties and know how to resolve disputes•Know how to recognise if a friendship is making them unhappy and how to ask for support						Stimulus Video/Song https://www.youtube.com/watch?v=h9y3uOISsHU First hand experiences (enrichment) Video/Song https://www.youtube.com/watch?v=h9y3uOISsHU			World of Work All work places -Talk about equal rights and the Equality Act	
National Curriculum PoS R10, R11, R12, R16, R17, R21, R22, R24, R25 Concepts <i>Relationships</i> (including different types and in different settings) <i>Diversity and equality</i> (in all its forms) <i>Rights</i> (including the notion of universal human rights), <i>responsibilities</i> (including fairness and justice) and <i>consent</i> (in different contexts)				Key Knowledge			Possible evidence			
				*What is bullying? <i>Anti Bullying Week</i> 14 th -18 th Nov <ul style="list-style-type: none">Know how words and actions can affect how people feelKnow how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafeKnow why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptableKnow how to respond if this happens in different situationsKnow how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so <u>SEND (Use the Send Planning Framework for individuals as needed)</u> <u>SA2</u>			<ul style="list-style-type: none">Annotate outlines of peopleTraffic lights good/bad touch sheetCreate a class brick wall of ideas to helpThought bubble feelingsDraw/record who can help and how I get help Create a poster			
				Key Skills and Attributes			Possible evidence			
				<ul style="list-style-type: none">Active ListeningEmpathyCommunication			<ul style="list-style-type: none">Work well with others and listen to others viewpointsRecognition of what bullying is and why it is wrongTalking to others and feeding back to the class			
				SEND						Children will follow the same curriculum as their peers but it will be adapted, where needed, using the SEND Planning Framework (see OND DRIVE) or PSCALES. SEND children will need to be assessed to see which part of the SEND framework is most suited to their needs. The above learning may not be suitable for all learners and may need adapting for different classes/children.

Year: 1 and 2 PoS:		Subject: PSHE/RSE		Topic Question/Title: What jobs do people do?		Term - Spring 1		Curriculum - B		
Prior Knowledge what money is - that money comes in different forms <ul style="list-style-type: none">• how money is obtained (e.g. earned, won, borrowed, presents)• how people make choices about what to do with money, including spending and saving• the difference between needs and wants - that people may not always be able to have the things they want• how to keep money safe and the different ways of doing this				Key Vocabulary Jobs local money earn bank bank card save spend technology choice				Outcome Class or group Job Guide		
Future Learning Year 4 <ul style="list-style-type: none">• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) Year 5 how people make decisions about spending and saving money and what influences them <ul style="list-style-type: none">• how to keep track of money so people know how much they have to spend or save• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)• how to recognise what makes something ‘value for money’ and what this means to them• that there are risks associated with money (it can be won, lost or stolen) and how				Stimulus Play the Nat West Game (see lesson 1) First hand experiences (enrichment) Visit from Nat West Money Sense Team (date to be confirmed)				World of Work All types of jobs Focus on local jobs Retail, Factory, Engineering, Hospital		
National Curriculum PoS L15, L16, L17, L7, L8 Concepts Careers				Key Knowledge <ul style="list-style-type: none">• Know how jobs help people earn money to pay for things they need and want• Know about a range of different jobs, including those done by people they know or people who work in their community• Know how people have different strengths and interests that enable them to do different jobs• Know how people use the internet and digital devices in their jobs and everyday life SEND- See below			Possible evidence Create money story board sequences Images and words of jobs poster Matching jobs to skills, qualities and interests Matching activities, match technology to jobs. Write about what technology is used by different people			
				Key Skills and Attributes			Possible evidence			
				Making Decisions Identify links between values and beliefs, decisions and actions Self Organisation			Matching activities, making choices about spending. Sequencing money stories. Recognition of need to be organised for different jobs (do they possess this quality) and organising own resources for tasks			
				SEND						
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Year: 1/2 Subject: PSHE/RSE PoS:		Topic Question/Title: What helps us stay safe?		Term - Spring 2	Curriculum - B 
Prior Knowledge -Know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say • how to respond safely to adults they don’t know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt		Key Vocabulary Risk, danger, rules, safety,		Outcome Make a road or water safety video or advert	
Future Learning • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services		Stimulus Watch Charley says information films https://www.youtube.com/watch?v=R7NOENxVKNO From 20 secs (you don’t need the whole clip) https://www.youtube.com/watch?v=M8aOKt_3VbY First hand experiences (enrichment) RNLI visitor ??		World of Work Lollipop person Coastguard/life guard Film makers	
National Curriculum PoS		Key Knowledge		Possible evidence	
H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9 Concepts -to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ -to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience		Know rules keep us safe in the environment (water/road/fire safety etc) and in the use of medicine. Know how to identify risky and potentially unsafe situations Know to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not (this will Also be covered as part of Safer Internet Day work) Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them Know how to identify risk and avoid danger. Know how to resist pressure.		-Draw/identify different hazards -Create Safety posters-linked to water safety -Rules for keeping themselves safe -Identify what is suitable for them. Show understanding of film ratings and link this to apps and computer gaming -List of Tips to keep themselves safe -Identify hazards in the environment	
		Key Skills and Attributes		Possible evidence	
		-Strategies or identifying and accessing help and support		-Know who to report things to and how to get help in different situraitons	
		- Recalling and applying knowledge creatively and in new situations		Demonstrated through role play and discussions	

	-Identification, assessment (including prediction) and management of positive and negative risk to self and other	-Able to identify risks and discuss them
	SEND	
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