

Year: 1 and 2 Subject: PSHE		Topic Question/Title: What is the same/different about us?		Term - Autumn 1		Curriculum - A	
PoS: Health and Well Being							
H27, H28, H29, L25							
Prior Knowledge They know about similarities and differences between themselves and others, and among families, communities and traditions. (UTW) Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.				Key Vocabulary Same, different, respect, unique, body parts including male and female genitalia (penis, testicles, vagina)		Outcome Learn the PANTS song and know the underwear rule	
Future Learning • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking (Year 4)				Stimulus The work of NSPCC Play a game 'likes and dislikes' Play it like Blankety Blank, give the children a theme each time and ask them what they like? E.g. What food do you like? What food do you dislike. Use this as opener to discuss how we are similar and different to each other First hand experiences (enrichment)		World of Work Any job that needs a particular strength/skill E.g. Performer = good actor/singer/dancer Hospitality= good communicator Nurse = caring Architect = good at designing and solving problems	
National Curriculum PoS Health and Well Being H27, H28, H29, L25 Concepts Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these) Risks, safety and rights		Key Knowledge		Possible evidence			
		•Know what they like/dislike and are good at •Know what makes them special, what their strengths are and how everyone has different strengths •Know how their personal features or qualities are unique to them •Know how they are similar or different to others • Know the correct names for the main parts of the body, including external genitalia NSPCC Know how to keep myself and my body SAFE		Sorting activity, likes and dislikes with class discussion Create a super hero cape with own strengths on or group capes. Use a word or phrase and create some pop art that shows why they are unique Writing comparisons with a partner, what is the same and what is different. E.g I am ... Sam is ... Group labelling of body parts and naming of genitalia on dolls. Design some pants and be able to recall the underwear rule.			
		(Relationships-Being Safe)					
		Key Skills and Attributes		Possible evidence			
		Critical, constructive self-reflection		Children are able to recognise what their strengths are			
		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: Who is special to us?		Term - Autumn 2		Curriculum - A	
Prior Knowledge ELG's Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs. (PSED) Talk about the lives of the people around them and their roles in society. (UTW)				Key Vocabulary Special, different, care, love, community, family				Outcome Who do I ask for help poster.	
Future Learning • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe				Stimulus Watch: https://www.youtube.com/watch?v=gZ53LNCLmKA First hand experiences (enrichment) Children invite their special person into class to share an activity				World of Work Volunteers Club Coaches Community Group Leaders	
National Curriculum PoS L4, R1, R2, R3, R4, R5 Concepts (if needed) Relationships (including different types and in different settings)		Key Knowledge				Possible evidence			
		•Know that family is one of the groups they belong to, also school, friends, clubs etc... •Know about the different people in their family / those that love and care for them •Know what their family members, or people that are special, do to so they feel loved and cared for •Know how families are all different but share common features •Know about different features of family life •Know the importance of telling someone if something about their family makes them feel unhappy or worried				Make a class collage of the community groups we belong to. Children paint or draw images to represent these Use circles to draw all the people that are special in their lives. Create a spider gram or write a letter to their special person. Sorting activity same/difference using pictures/post it notes. Write responses around images where people look unhappy. Suggest ways tp make people feel better. Create a class signpost poster.			
		Key Skills and Attributes				Possible evidence			
		Empathy Communication				Children show empathy to each other and show understanding that we have different families Children can talk to each other to present their thoughts and ideas.			
		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 PoS: H1, H5, H6, H7, H10, H37		Topic Question/Title: What helps us stay healthy?		Term - Spring 1	Curriculum - A 
<u>Prior Knowledge</u> <u>EYFS-PSED</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.			<u>Key Vocabulary</u> Healthy, Self-help, hygiene, medicines, exercise, responsible, choices		<u>Outcome</u> Role play hygiene instructions (cleaning teeth/washing hands)
<u>Future Learning</u> <u>Year 3</u> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun			<u>Stimulus</u> Put pictures up around the room (see Lesson 1 resources). Ask children to look at them and then in small groups discuss what they think we are going to be learning about <u>First hand experiences (enrichment)</u> Hand washing activity		<u>World of Work</u> Dentist Health workers Kitchen staff
<u>National Curriculum PoS</u> H1, H5, H6, H7, H10, H37 <u>Concepts</u> A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)		Key Knowledge		Possible evidence	
		• Know what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • Know that things people put into or onto their bodies can affect how they feel • Know how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • Know why hygiene is important and how simple hygiene routines can stop germs from being passed on • Know what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing		Look at an unhealthy lunch box and make some smart swaps (healthier swaps) or create a daily food and drink pla Sorting activities- recognising different levels of risks with different items. Identifying people who can help us in different situations. Matching activities, what do we use for different ailments. Discussion and understanding of how some common illnesses are treated (scenarios) Hand washing activity, look at how germs can be passed on and how tricky they are to get rid of. Create hand washing instructions or sequence simple instructions Role play different hygiene routines. Children give instructions to each other on how to: clean teeth, wash hair, wash hands.	
		Key Skills and attributes		<u>Possible evidence</u>	
		Making Decisions Recalling and communicating		Children can demonstrate understanding of good healthy life choices Demonstration of what has been learned through role play	
		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		Topic Question/Title: What can we do with money?		Term - Spring 2		Curriculum - A			
Prior Knowledge <u>Year 1 (Cycle B-covered by current Year 2 only)</u> • what money is - that money comes in different forms • 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 Money, needs, wants, value, earn, pounds, pence, bank, spend, save			Outcome Create a simple budget plan-storyboards.		
Future Learning <u>Year 4</u> • 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) <u>Year 5</u> • how people make decisions about spending and saving money and what influences them • 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) an						Stimulus Abba Money, money, money https://www.youtube.com/watch?v=ETxmCCsMoD0 First hand experiences (enrichment) Career’s Week visitor			World of Work Bank workers Financial Advisors Accountants		
<u>National Curriculum PoS</u> L10, L11, L12, L13 <u>Concepts (if needed)</u>		Key Knowledge				Possible evidence					
		• Know what money is and where we get it from				Nat West Worksheet. Sharing ideas on how people can earn money					
		• Know how money is earned and what we should get money for				Identifying the difference between paid and unpaid chores and jobs. Discussing stereotypes					
		• Know how people make choices about what to do with money, including spending and saving				Discussions linked to needs and wants.					
		• Know the difference between needs and wants - that people may not always be able to have the things they want				Sorting needs and wants and prioritising with justification activity.					
		• Know how to keep money safe and the different ways of doing this				Discussions about the best places to keep money safe and writing a short sentence					
		Key Skills				Possible evidence					
		Making Decisions				Children can make sensible informed decisions					
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		Topic Question/Title: Who helps us keep safe?		Term - Sum 1		Curriculum - A			
Prior Knowledge EYFS • Negotiate space and obstacles safely, with consideration for themselves and others • Talk about the lives of the people around them and their roles in society. (people who keep us safe) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (recognise and overcome hazards and risks in different situation-outdoor play)				Key Vocabulary Help, community, safety, risk, unsafe, accident, emergency.				Outcome Role play making a 999 call and giving the correct information			
Future Learning Year 3 • 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 Police/PCSO First hand experiences (enrichment) Visit from school crossing patrol and practise crossing the road out on playground area (KS2 lower playground)				World of Work Emergency services School Crossing Patrol			
National Curriculum PoS H33, H35, H36, R15, R20, L5 Concepts (if needed) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)				Key Knowledge			Possible evidence				
				•Know that people have different roles/jobs in the community to help them (and others) keep safe •Know who can help them in different places and situations and how to ask for help •Know how to respond safely to adults they don't know (Clever never goes reosurces) •Know what to do if they feel unsafe or worried for themselves or others •Know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say (Health and Well Being)			Create a class display of all the different people who keep us safe in our communities				
							Use images of different settings and write or match the people who could help In that setting				
							Role play. Act out different scenarios and ask the children to respond appropriately and safely.				
							Use different scenarios and discuss who they would go to for help in the different situations				
				Role play. Practise making 999 calls to different emergency services and know what information is needed							
				Key Skills			Possible evidence				
Making Decisions			Children make good choices during role play and know strategies for keeping safe								
SEND											
Children will follow the same curriculum as their peers but it will be adapted, where needed, using the SEND framework 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 PoS: Living in the Wider World		Topic Question/Title: <i>How can we look after each other and the world?</i>		Term - Summer 2 Curriculum - A			
Prior Knowledge Know some plants and animals in the environment Know how to look after minibeasts Know how some animals change over time Know how to listen to others and show respect				Key Vocabulary Behaviour, kind, unkind, care, co-operate, responsibility, harm, grow, change,		Outcome Poem	
Future Learning Make Choices and decisions about the environment Know our choices affect the people, animals and environment around us. Know what our responsibilities are to our planet.				Stimulus Wonderful World Video https://www.youtube.com/watch?v=ddLd0QRf7Vg First hand experiences (enrichment) Possible visit or zoom from parent and baby/old person		World of Work Naturalist/ Environmentalist	
<u>National Curriculum PoS</u> H26 H27 R21 R22 R24 R25 L2 L3 (PSHE Association POS) <u>Concepts</u> Rights and Responsibilities Diversity and Equality		Key Knowledge/Learning		Possible evidence			
		- Know how our behaviour affects others - Know the responsibilities we have in school and in the environment - Know how we look after humans and animals - Know what can harms the local and global environment - Know how our needs change as we grow <u>SEND (Send framework) (WILI 4)</u> - Identify simple ways in which we may take care of people and/or animals. (foundation) - With support, explain how we can look after our school environment		1.Create a poster using 1 word-Write around how it affects others 2.Class or individual list of own responsibilities in school and in the wider environment-discuss impact of poor choices 3.Explain how to look after a pet/Role play/oral instructions (may need prompt cards) 4.Create a zero waste lunch box (paired) 5.Match needs to people around the class (e.g. milk-baby) Match animals and people to what they need Go on a walk and take photos of things that need to be better (litter pick/weeding)			
		Key Skills/Attributes		Possible evidence			
		Knowing own values/Self reflection Team Work Self-Organisation Showing empathy and compassion Identify links between values and beliefs, decisions and actions (linked to responsibilities) Respecting diversity		Poster (1) Show ability to work together in groups List of responsibilities (2)/Work as part of a class or group Poster/Needs of others (1 and 5) List of responsibilities (2)/ Poster (1) Listening to others points of view. Knowing how to respect needs of others (5)			
		<u>SEND children</u> Children will follow the same curriculum as their peers but it will be adapted, where needed, using the SEND framework 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.					