

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</u> Read story about friendship First hand experiences (enrichment) 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		
	• 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		• 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				
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Year: 1 and 2		Subject: PSHE/RSE		Topic Question/Title: What is Bullying?		Term - Autumn 2		Curriculum - B		
Prior Knowledge - Know how we make friends - Recognising 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 - 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> Nov - Know how words and actions can affect how people feel - Know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe - Know why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable - Know how to respond if this happens in different situations - Know 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>			- Annotate outlines of people - Traffic lights good/bad touch sheet - Create a class brick wall of ideas to help - Thought bubble feelings - Draw/record who can help and how I get help Create a poster			
				Key Skills and Attributes			Possible evidence			
				- Active Listening - Empathy - Communication			- Work well with others and listen to others viewpoints - Recognition of what bullying is and why it is wrong - Talking to others and feeding back to the class			
				SEND						
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Year: 1 and 2 Subject: PSHE/RSE		Topic Question/Title: What jobs do people do?		Term - Spring 1	Curriculum - B
PoS:					
Prior Knowledge 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 Jobs local money earn bank bank card save spend technology choice		Outcome Class or group Job Guide	
Future Learning Year 4 • 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 • 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		Key Knowledge		Possible evidence	
L15, L16, L17, L7, L8		• Know how jobs help people earn money to pay for things they need and want		Create money story board sequences	
Concepts		• Know about a range of different jobs, including those done by people they know or people who work in their community		Images and words of jobs poster	
Careers		• Know how people have different strengths and interests that enable them to do different jobs		Matching jobs to skills, qualities and interests	
		• Know how people use the internet and digital devices in their jobs and everyday life		Matching activities, match technology to jobs. Write about what technology is used by different people	
		SEND- See below			
		Key Skills and Attributes		Possible evidence	
		Making Decisions		Matching activities, making choices about spending.	
		Identify links between values and beliefs, decisions and actions		Sequencing money stories.	
		Self Organisation		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)		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.		-Draw/identify different hazards			
		Know how to identify risky and potentially unsafe situations		-Create Safety posters-linked to water safety			
		Know to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets		-Rules for keeping themselves safe			
		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)		-Identify what is suitable for them. Show understanding of film ratings and link this to apps and computer gaming			
		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		-List of Tips to keep themselves safe			
		Know how to identify risk and avoid danger.		-Identify hazards in the environment			
		Know how to resist pressure.					
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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Year: Subject: PSHE/RSE		Topic Question/Title:		Term - Summer 1		Curriculum - B	
PoS: H1, H2, H3, H4, H8, H9		<i>What can help us grow and stay healthy?</i>					
<u>Prior Knowledge</u>				<u>Key Vocabulary</u>		<u>Outcome</u>	
•Know what being healthy means and who helps help them to stay healthy •Know that things people put into or onto their bodies can affect how they feel •Know how medicines can help people stay healthy •Know why hygiene is important and how 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.				Healthy, balanced, lifestyle, hygiene, exercise, sleep, rest, mental health, well-being, benefits, dangers.		Create a key facts information leaflet or poster E.g Did you know you need... 5 portions of fruit and veg etc	
<u>Future Learning</u>				<u>Stimulus</u>		<u>World of Work</u>	
• Know how to eat a healthy diet •Know how to maintain good oral hygiene •Know how not eating a balanced diet can affect health (sugar-teeth) •Know how people make choices about what to eat and drink and influences on us •Know how, when and where to ask for advice and help about healthy eating and dental care				Complete the Quiz https://learnenglishkids.britishcouncil.org/read-write/reading-practice/level-2-reading/health-quiz <u>First hand experiences (enrichment)</u> Disclosing tablets-take home or visit from a dentist/nutritionist		Dentist Nutritionist Athletes/Sports Professionals	
<u>National Curriculum PoS</u>		Key Knowledge			Possible evidence		
PoS refs: H1, H2, H3, H4, H8, H9		<i>To know what constitutes a healthy lifestyle:</i> • Understand that they can make choices about how to keep healthy. • Understand the different things that help us stay healthy (balanced diet, physical exercise, good mental health). • Understand the effects of sugar on teeth/health • Understand how exercise and sleep/rest help us stay healthy/understand what can affect sleep negatively • Understand the different ways we learn and play including use of screen time. • Understand the benefits and danger of the sun.			• List of things that we can choose linked to keeping healthy. I can choose... • Sorting activities/ Pack a healthy bag, select images/statements of things to put in the bag, children can add own ideas too • Sort high sugar drinks/foods. Record consequences of too much sugar. • Sleep Factor Lesson-Complete a table of What helps us to relax/not relax. (inc. screen time) • Practical activities-Take part in different activities to learn new things (play a new game/learn a new skill/work with others). Say how they learned. • Sun Safety dos and don'ts poster.		
<u>Concepts</u>							
<u>Healthy Balanced Lifestyle</u>							
A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)		Key Skills and Attributes			Possible evidence		
		Resilience (including self-motivation, perseverance and adaptability)			Showing commitment to things (eating well/good routines)		
		Strategies for identifying and accessing appropriate help and support			Know where to seek out help.		
		Making Decisions-			Demonstrating ability to make decisions		
		SEND					
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Year: Subject: PSHE/RSE PoS: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27		Topic Question/Title: <i>How do we recognise our feelings?</i>		Term - Sum 2 Curriculum - B 	
Prior Knowledge EYFS - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Show sensitivity to their own and to others' needs.		Key Vocabulary Feelings, mood, change, loss, growing up, trust.		Outcome Make a worry doll.	
Future Learning Year 4 how everyday things can affect feelings - how feelings change over time and can be experienced at different levels of intensity - the importance of expressing feelings and how they can be expressed in different ways - how to respond proportionately to, and manage, feelings in different circumstances - ways of managing feelings at times of loss, grief and change - how to access advice and support to help manage their own or others' feelings		Stimulus The Huge Bag of Worries https://www.youtube.com/watch?v=eTj0AKZpwxw First hand experiences (enrichment) Use a worry box and regularly respond to the worries at the end of a day/circle time.		World of Work Social Workers People who work in places of worship Funeral directors	
National Curriculum PoS H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27		Key Knowledge Know how to recognise and name feelings. (understand jealousy and Know what makes them feel good/bad/better. Know that different experiences make us feel different ways. Know that feelings can affect our bodies. Know that some feelings are big/small. Know when to ask for help and how to do it. (Health and Well Being)		Possible evidence Discuss what different feelings there are. Create a list of own strengths and the strengths of others. After discussions write ideas/strategies for helping self. Record the feelings that people have in different situations. Create a body map of physical reactions to the feeling of anger. Sort feelings into big and small, recognise the difference and that some problems that seem big may actually be small	
Concepts Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)		Key Skills and Attributes - Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) - Self-regulation (including managing strong emotions e.g. negativity and impulse)		Possible evidence Recognition of own strengths and know some strategies for dealing with strong emotions	
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