

PSHE



<p>Key Stage 1 A</p>	<p>Vocabulary:</p> <p>Relationships: Bullying, relationships, listening, positivity/negativity, compassion, feelings, emotions, behaviour, cooperatively, appropriate/inappropriate, democracy, rule of law</p> <p>Wider World: rules, respect, tolerance, unique, emergency, choice, environment, local, growth, decay, recycling</p> <p>Health and Wellbeing: safety, risk, worry, privacy, cooperatively, inappropriate, bullying, goals, empathy, loss, feelings, independent, vagina, penis, testicles, private</p>																					
<p>Values:</p> <p><i>Democracy</i> <i>Rule of Law</i> <i>Mutual respect</i></p> <p>September – positivity October – Friendship November – Peace December - Compassion</p> <p><i>Rule of law</i> <i>Mutual Respect</i> <i>Tolerance</i></p> <p>January – Respect February – Kindness March – Honesty April – Understanding and tolerance</p> <p><i>Individual Liberty</i> <i>Mutual Respect</i></p> <p>May – Resilience June – Determination July - Imagination</p>	<p>What we want children to know:</p> <table border="1" data-bbox="376 443 1736 603"> <thead> <tr> <th colspan="2">Relationships – Term 1</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Feelings and emotions </td> <td> <ul style="list-style-type: none"> Recognise feelings, in self and others; sharing feelings Behaviour; bodies and feelings can be hurt </td> </tr> <tr> <td> <ul style="list-style-type: none"> Healthy Relationships </td> <td> <ul style="list-style-type: none"> Secrets and keeping safe; special people in their lives Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying </td> </tr> </tbody> </table> <p>Suggested start assessment activity: Role play a scenario where feelings get hurt e.g. Max isn't my best friend anymore because he sat next to Alex. Discuss feelings around this.</p> <p>Suggested end assessment activity: Role play the same scenario but ask children to help solve the issue, using strategies learnt.</p> <p>Resources/useful websites: https://www.elsa-support.co.uk/category/free-resources/ Diversity books in school https://www.mentallyhealthyschools.org.uk/resources/ https://www.childline.org.uk/toolbox/games/games_expressive#filter</p> <table border="1" data-bbox="376 863 1736 1050"> <thead> <tr> <th colspan="2">Wider World – Term 2</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Rights and responsibilities </td> <td> <ul style="list-style-type: none"> Group and class rules; everybody is unique in some ways and the same in others Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency </td> </tr> <tr> <td> <ul style="list-style-type: none"> Environment </td> <td> <ul style="list-style-type: none"> Looking after the local environment </td> </tr> <tr> <td> <ul style="list-style-type: none"> Money (Year 2 only) </td> <td> <ul style="list-style-type: none"> Where money comes from; how to use money – saving and spending money; Keeping track of money spent/saved (Y2) </td> </tr> </tbody> </table> <p>Suggested start assessment activity: Mind map of class rules</p> <p>Suggested end assessment activity: Revisit mind map and add to in light of new learning</p> <p>Resources/useful websites: https://www3.epa.gov/recyclecity/mainmap.htm</p> <table border="1" data-bbox="376 1203 1736 1358"> <thead> <tr> <th colspan="2">Health and Wellbeing – Term 3</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Keeping Safe </td> <td> <ul style="list-style-type: none"> Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts Develop understanding of how to promote good mental health </td> </tr> <tr> <td> <ul style="list-style-type: none"> Healthy Lifestyles </td> <td> <ul style="list-style-type: none"> What helps keep bodies healthy, hygiene routines Healthy choices; different feelings; managing feelings </td> </tr> </tbody> </table> <p>Suggested start assessment activity: Graffiti wall – how do we stay safe?</p>	Relationships – Term 1		<ul style="list-style-type: none"> Feelings and emotions 	<ul style="list-style-type: none"> Recognise feelings, in self and others; sharing feelings Behaviour; bodies and feelings can be hurt 	<ul style="list-style-type: none"> Healthy Relationships 	<ul style="list-style-type: none"> Secrets and keeping safe; special people in their lives Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying 	Wider World – Term 2		<ul style="list-style-type: none"> Rights and responsibilities 	<ul style="list-style-type: none"> Group and class rules; everybody is unique in some ways and the same in others Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency 	<ul style="list-style-type: none"> Environment 	<ul style="list-style-type: none"> Looking after the local environment 	<ul style="list-style-type: none"> Money (Year 2 only) 	<ul style="list-style-type: none"> Where money comes from; how to use money – saving and spending money; Keeping track of money spent/saved (Y2) 	Health and Wellbeing – Term 3		<ul style="list-style-type: none"> Keeping Safe 	<ul style="list-style-type: none"> Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts Develop understanding of how to promote good mental health 	<ul style="list-style-type: none"> Healthy Lifestyles 	<ul style="list-style-type: none"> What helps keep bodies healthy, hygiene routines Healthy choices; different feelings; managing feelings 	<p>Key events:</p> <p>Remembrance Day (11th November) Anti-bullying week Diwali Christmas</p> <p>Ramadan Chinese New Year Shrove Tuesday Ash Wednesday St Patrick's Day St George's Day (23rd April) Safer Internet Day Mother's Day Good Friday Easter</p> <p>Queen's birthday World Mental Health week VE day Armed Forces day</p>
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Suggested end assessment activity: Add to graffiti wall in light of new learning

Resources/useful websites:

<https://www.elsa-support.co.uk/category/free-resources/>

<https://www.mentallyhealthyschools.org.uk/resources/>

https://www.childline.org.uk/toolbox/games/games_expressive#filter

Young Minds