**PSHE/C Curriculum – Year 1 Autumn Term 1**

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| **Theme: Myself and My Relationships: Beginning and Belonging** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| 1. To participate in discussions about how to help the classroom to be a place where they can learn safely and happily. (RR)2. -To participate in activities that enable them to develop relationships in class. (CF) and-To have some ideas about how to help new people feel welcome in the class. (MW)3. -To recognise what it may feel like to start something new. (MW) and- To learn simple strategies to help in new situations. (MW)4. - To be able to identify adults who can help them if they need support. (BS) andTo know how to ask for help, and to have some ideas about how they can help each other. (BS)5. No Outsiders – Elmer | **Keyword** | **Definition** | **Keyword** | **Definition** | In September 2020, the DfE introduced statutory requirements for Relationships Education andHealth Education which are to be covered by the end of Primary School.- This unit contributes towards children’s learning in terms of the following requirements:Relationships Education:Respectful Relationships (RR)• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• the conventions of courtesy and manners.• that in school and in wider society they can expect to be treated withrespect by others, and that in turn they should show due respect toothers, including those in positions of authority.Caring Friendships (CF)• how important friendships are in making us feel happy and secure,and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,sharing interests and experiences and support with problems anddifficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.Being Safe (BS)• where to get advice e.g. family, school and/or other sources.• how to ask for advice or help for themselves or others, and to keeptrying until they are heard.• how to report concerns or abuse, and the vocabulary and confidenceneeded to do so. |
| happy | feeling, showing, or causing pleasure or satisfaction(feeling content and enjoying what you are doing) | similaritiesdifferences | the fact that people or things look or are the same (things that are the same)the way in which two or more things which you are comparing are not the same (things that are different)  |
| rules | an accepted instruction that states the way things are or how they should be done and tells you what you are allowed and not allowed to do | body language | moving your body to let others know how you are feeling (position, facial expression, gesture etc) |
| comfortable | feeling safe, secure and happy – providing a pleasant feeling  | facial expression | changing the way that you look by making small movements with your face – a way of showing emotions and how you are feeling with your face (e.g. a smile, frown or raising your eyebrows to look surprised) |
| kindness | the quality of being kind – being gentle, caring, helpful and accepting of others | serious | severe in effect or bad  |
| friendships | a situation where people are friends – they enjoy spending time with each other | relationships | the way that you connect with others – the way in which two or more people feel and behave towards each other  |
| positive feelingsnegative feelings | happy feelings (e.g. happiness, joy, pride, excitement etc)feelings that cause you to be miserable or sad (e.g. anger, jealousy, sadness) | Network of Support | close people around you that can help you if you’re feeling sad, worried or upset (trusted adults) |
| **Prior Learning (EYFS)**The children in EYFS explored how they are all uniquely special, which included discussing their likes and dislikes and the things they are able and are learning to do, and what they would like to learn next. They learnt how to value and respect, similarities and differences between themselves and their peers. The children explored how to appreciate their own needs and those of others and considered the needs of newcomers joining the class. They engaged in activities which developed their interpersonal skills and their ability to form and maintain relationships with others within their class and at school, so that they could play and work well with others. They explored codes of behaviour which enabled them to work together and learnt to appreciate the need for rules in order to protect their own and other people’s rights. They had the opportunity to develop their own set of class rules. | **Future Knowledge (Year 2)**In year 2, children will look at Citizenship: Rights, Rules and Responsibilities. They will have the opportunity to identify their own responsibilities in familiar settings, both in and out of school. They will also discuss the areas of their lives for which adults are responsible andconsider how this might change as they grow up. They will either create or reflect on existing classroom or school rules and talk about why they have been made and what they mean in practice. They will begin to develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom.They will begin to learn how to share their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other. They will develop these skills further by taking part in paired and class discussions about topical issues. |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Do I understand simple ways to help my school feel like a safe, happy place? (RR) | * Able to describe times when they are happy in school – using the sentence stem: I am happy in school when…
* Understand that there are some things that they can make happen and some things that are outside of their control
* Recognise things that help the classroom to feel like a happy and safe place to learn that they can make happen e.g. being kind to each other, listening to each other, playing nicely together, helping people
* Identify eight simple ground rules (using their responses – as a whole class) - which should be positive, and cover areas such as how we treat each other, work, being safe, communication and movement
* Understand that by having some simple rules that everyone can follow, it will help everyone to feel happy, safe and comfortable together - this will help them to learn
* Understand a ground rule – demonstrate understanding with a painting showing what it looks like when people are following that rule, either in the classroom or elsewhere in school.
* Recognise that classroom ground rules are important and should be followed to keep everyone safe and happy - display these around the classroom so that there are visible reminders of what has been agreed
 | * sharing
* listening respectfully to others’ ideas and opinions
* turn-taking
* communicating effectively with others
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| 2. - How can I get to know the people in my class? (CF)and-How can I help someone feel welcome in class? (MW) | * Understand that showing kindness can help make friendships – play some name learning activities in a circle time e.g. Pass the Smile -with names. (*Smile at the children, then, still smiling, turn to the child next to you. Pretend to peel the smile from your face and pass it on to the child. As you do this, first time round, say your own name. The child you pass it to then pretends to put the smile on to their face - and smiles at the child the other side of them, saying their own name. Next time round, children say the name of the person they are passing the smile to)*
* Able to talk about themselves positively to help form relationships with others – using circle time and the sentence stem: My name is ... and I like ... (choosing a person, a place, something they like doing, something they like eating etc)
* Able to share facts they found out about someone else in their class that they didn’t know about them before
* Able to share things they like - *in the circle, play the ‘Change Places’ game, continuing the theme of ‘things we like doing’. Call out, for example, Change places if you like riding a bike; if you like swimming; if you like horses/dogs/cats; if you like carrots; if you like reading comics; if you like singing. All those who like that thing change places across the circle. The children can contribute ideas of things to ask about.*
* Identify things people like that they did not know about them before and share thee with the rest of the class
* Understand that they will have things in common with people but there will also be differences between them.
* Recognise that everyone has similarities and differences – be able to share what they have found out about someone else in the class in terms of their similarities and differences with them - e.g. Jonny and I both like dogs, but he likes chips, and I don’t.
* Understand how someone might feel in a new situation (role play using a puppet)
* Recognise things they could do or say to help someone feel more comfortable if they are experiencing a new situation for the first time - encourage them to practise saying to the puppet actual words they could use to support someone in that new situation
* Recognise how the puppet is responding to them to show how he/she might react to what they say or do
* Identify some emotions that a new person might be feeling if they are starting something new for the first time – using role play in small groups – children to pretend to welcome a new person into the class
* Understand how to make someone feel comfortable and safe in a new situation – think of things they could do or say to help the person feel better.
* Understand how to welcome someone new – record role play dramas using a camera or tablet – watch back with whole class, asking the children how the new person is feeling both before and after the other children have tried to help them.
* Identify different ideas and approaches that they could use to help a new person feel welcome
* Know that these ideas may be useful to them if they ever have to go somewhere new or meet new people themselves
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| 3. -How do I feel when I am doing something new? (MW) and -What helps me manage in new situations? (MW) | * Recall what it felt like to start school, and, if so, to give examples of feelings they can remember.
* Identify reasons why Lola didn’t want to go to school in the story ‘I Am Too Absolutely Small For School’
* Recognise the things that Charlie said to her to help her – using a class ‘Circle of Feelings’
* Recognise how Lola might be feeling about starting school for the very first time - *Draw a large circle on a piece of paper or on the whiteboard, and around it write the children’s ideas about the feelings Lola might experience on her first day at school.*
* Understand some of the emotions and difficulties faced by some new children that start school later than themselves – *using a puppet - explain to the children that you want them to imagine this person has just arrived new in their class. Most other children all started school in Reception, but Billy (for example) has just arrived new in Year 1 or 2. He has just moved and is new to the area, so he does not know anyone where he lives, nor in the school. Refer back to the*
* *‘Circle of Feelings’ in the previous activity - and ask the children to share with a partner how they think Billy might be feeling.*
* Able to share one emotion that Billy might be feeling with the class
* Identify different emotions/feelings using their list of ideas (whole class activity)
* Recall one emotion that Billy might be feeling – and be able to talk about what this might look like
* Understand what someone might look like if they arrived at school and were feeling like that
* Able to use role play to practise showing that ‘feeling’ in a still image - *ask their partner to feed back about how it looks and to make suggestions to improve it further*
* Identify a chosen emotion and show it through role play (still image) *– record these as photographs for children to later sort into two categories - ‘positive feelings’, ‘negative feelings’ and ‘other’, from their perceptions*
* Able to recognise positive feelings and negative feelings using people’s body language and facial expression
* Recall the different ways that they can help someone when they are new
* Identify other times or places they can think of, apart from being in a new school, when they might be in a new situation or be meeting new people, for example, when there is a new family member; when they move to a new neighbourhood; or when they join a new club or group.
* Recognise how someone might feel if they are experiencing something new for the very first time
* Able to imagine that they are now the person in a new situation and ask whether they themselves might experience some of the feelings previously identified (above)
* Identify any ideas that they would themselves find helpful in a new situation
* Understand things they could do to help themselves cope in a new situation - create a class ‘Top Tips for when I’m new’ - This might include ideas such as knowing who I can talk to if I’m worried; playing with lots of different people; smiling at people; asking if I can invite someone home; keeping in touch with old friends
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| 4. Who can help me at home and at school? (BS) (6.1 – 7.4) | * Able to suggest ways to help someone who is unhappy – *using a puppet - ask the children to imagine that he is in a situation at school where he is unhappy, for example he doesn’t have anyone to play with at playtimes; someone has called him an unkind name; he is feeling unwell or he is worried about something at home - Emphasise how important it is for the children to talk with someone if they are feeling worried or upset, and to ask for help if they need it-*  *Ask the children for ideas about whom the puppet could talk to if he is feeling unhappy or worried.*
* Know how to ask for help from an adult if they feel it is needed
* Understand the importance of speaking to an adult from their Network of Support if they are feeling unhappy about something
* Able to create their own Network of Support - adding one adult from home on the

thumb, and 4 other adults from different aspects of their life on each of the other fingers. e.g. an adult from school, an adult from after school club, an adult in their family who they don’t live with, a neighbour – (using the hand template) *\*If a child does not have an adult that they live with on that they would choose to include in their Network of Support the thumb should be left blank.** Recognise how their Network of Support has changed if they have done them before e.g. including new people who have come into them, and people who are no longer in them
* Identify situations when they might need help from someone else - *make a list on the IWB. The focus should mainly be on school-based situations, but if the children want to include other contexts, that may also be appropriate. Examples of situations might include: when someone hurts me; when I am stuck with my work; when I have nobody to play with; when nobody arrives to pick me up from school.*
* Recognise what kind of help might be needed in different situations - p*ut three headings on the whiteboard: Red, Amber and Green. Explain that Green is for situations that they will probably be able to deal with safely themselves, Amber is for situations they may have a go at dealing with themselves - but may need a friend’s help and/or may need to tell an adult what has happened, and Red is for situations where they definitely need to tell an adult*
* Understand whether the need for help is a Red, Amber or a Green situation
* Recognise what approaches and types of language are needed to communicate a Red (serious) situation - *Tell the children you are going to play the role of a teacher who is very busy! With the class, identify a situation from the Red list for which they would need to ask an adult for help. Ask for a volunteer (or ask a Teaching Assistant to play the role of a child at first) to role play trying to get your attention and ask for help with the situation, whilst you are busy tidying up, or putting up a display, or talking with someone else. Give a few children the chance to attempt to get your attention, and to try out different approaches and language*
* Observe and identify what worked and what was difficult from the role play situation (above)
* Understand how the situation was communicated – which one was a good way of getting the attention of the teacher
* Recognise reasons why the teacher (adult) was needed to solve the situation
* Know different strategies and ideas for talking to an adult when they need help, including the words to use, including times and places that are effective
* Understand some examples of ‘Amber’ situations where it might be helpful and appropriate to ask a friend for help
* Identify which colour code a situation might follow for help (red, amber or green)
* Know what type of help would be needed in different scenarios (using role play)
* Understand how other people can help them – and be able to give examples of how the problem might be solved
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| **No Outsiders**5. Elmer – I like the way I am | * I like the way I am
* I Know ways we are different
* I know what ‘welcoming’ means
* I know how to make my class welcoming
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