

PSHE

**Foundation Stage Overview and
Scheme of Works**

PSHE Foundation Stage Overview

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enjoy and Achieve Myself and Others	Being Healthy Health and Hygiene	Staying Safe Consequences	Relationships Family Networks	Emotional Health Feelings	Positive Contribution Needs
Pals – Session 1 Greeting others	Pals – Session 5 Asking for help	Pals – Session 9 Managing Frustration	Pals – Sessions 7 & 8 Empathy, Overcoming Fear and Anxiety	Pals – Sessions 2 & 3 Taking Turns: Talking and listening, Taking Turns At Play	Pals – Session 6 Identifying Feelings

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enjoy and Achieve Myself and Others	Being Healthy Health and Hygiene	Staying Safe Consequences	Relationships Family Networks	Emotional Health Feelings	Positive Contribution Needs
Pals – Sessions, 1 & 2 Greeting others, Taking Turns: Talking & Listening.	Pals – Session 5 Asking for help	Pals – Session 9 & 10 Managing Frustration, Calming Down and Speaking Up	Pals – Sessions 7 & 8 Empathy, Overcoming Fear and Anxiety	Pals – Sessions 6, 2, 3, 4 Identifying Feelings, Taking Turns: Talking and Listening, Taking Turns at Play, Sharing	Pals – Sessions 6 Identifying Feelings

Year Planner – Nursery

<p>Autumn 1 Theme: Enjoy and Achieve Unit: Myself and Others</p> <p>Dispositions and attitudes</p> <ul style="list-style-type: none"> • Have a positive approach to activities and events. • Show confidence linking up with others for support and guidance. <p>Making Relationships</p> <ul style="list-style-type: none"> • Feel safe and secure, and show a sense of trust. • Form friendships with other children. <p>Behaviour and Self-control</p> <ul style="list-style-type: none"> • Begin to accept the needs of others, with support 	<p>Autumn 2 Theme: Being Healthy Unit: Health and Hygiene</p> <p>Self-care</p> <ul style="list-style-type: none"> • Show willingness to tackle problems and enjoy self-chosen challenges. • Take initiatives and manage developmentally appropriate tasks. <p>Making Relationships</p> <ul style="list-style-type: none"> • Learn social skills, and enjoy being with and talking to adults and other children. • Feel safe and secure, and show a sense of trust. <p>Sense of Community</p> <p>Have an awareness of, and an interest in, cultural and religious differences.</p>
<p>Spring 1 Theme: Staying Safe Unit: Consequences</p> <p>Behaviour and Self-control</p> <ul style="list-style-type: none"> • To have awareness of the boundaries set and of behavioural expectations in the setting. • Understand what is right, what is wrong and why. 	<p>Spring 2 Theme: Relationships Unit: Family Networks</p> <p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Talk freely about their home and community. <p>Making Relationships</p> <ul style="list-style-type: none"> • Value and contribute to own well-being and self-control. <p>Self Care</p> <ul style="list-style-type: none"> • Show a willingness to tackle problems and enjoy self-chosen challenges.
<p>Summer 1 Theme: Emotional Health Unit: Feelings</p> <p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Respond to significant experiences, showing a range of feelings when appropriate. • Gain awareness of own needs and feelings and are sensitive to those of others. 	<p>Summer 2 Theme: Positive Contribution Unit: Needs</p> <p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Show increasing confidence in new situations. <p>Sense of Community</p> <ul style="list-style-type: none"> • Have awareness of, and an interest in, cultural and religious differences. • Have a positive self-image and show that they are comfortable with themselves.

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Dispositions and attitudes</p> <ul style="list-style-type: none"> • Have a positive approach to activities and events. • Show confidence linking up with others for support and guidance. <p>Making Relationships</p> <ul style="list-style-type: none"> • Feel safe and secure, and show a sense of trust. • Form friendships with other children. <p>Behaviour and Self-control</p> <ul style="list-style-type: none"> • Begin to accept the needs of others, with support. 	<ul style="list-style-type: none"> • To be able to speak out about out feelings • To appreciate how important our hands are: to hold, manipulate objects, to feel texture, temp, etc, to communicate and to express feelings. • To recognise that we can all show different feelings. • To develop a positive self image, sense of belonging and build confidence in own ability. 	<ul style="list-style-type: none"> • Introduce circle time and make some circle time rules as a class. • 'Here's my face' collage. • Birthday cake w/sheet (All about me book). • Friendship snap (p28 N Ed sept 04). • Make a textured house (p9Projects: Senses). • Body parts rhyme (p9 N Projects All about Me). • Song: I use my hands (p72 Themes for EY's) • Play dough • Making Faces (p29 N Ed Myself) • All about me book p.28 I feel happy today/ • Do a round – I am good at....I shall try harder with....Illustrate each pupil's quality and display as a class. • Offer a range of first time experiences that excite children e.g. paint or weave on a large scale outdoors as part of a small group. • Make self targets for the week. PALS, session 1 & 2, Greeting Others, Taking Turns: Talking and Listening. 	<ul style="list-style-type: none"> • Quality Circle Time in the Primary Classroom, Jenny Mosley • PALS – Social Skills Program – playing and learning to socialise • Nursery Education Magazines. 	<ul style="list-style-type: none"> • DA7. Is confident to try new activities, initiate ideas and speak in a familiar group. • SD4. Works as part of a group or class, taking turns and sharing fairly. • ED4 Responds to significant experiences, showing a range of feelings when appropriate. • ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. 	<ul style="list-style-type: none"> • Happy • Sad • Excited • Angry • Caring • Sharing • Turn Taking • Small Group • Partner • Friend • Family • Brother • Sisters

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Self-care</p> <ul style="list-style-type: none"> Show willingness to tackle problems and enjoy self-chosen challenges. Take initiatives and manage developmentally appropriate tasks. <p>Making Relationships</p> <ul style="list-style-type: none"> Learn social skills, and enjoy being with and talking to adults and other children. Feel safe and secure, and show a sense of trust. <p>Sense of Community</p> <ul style="list-style-type: none"> Have an awareness of, and an interest in, cultural and religious differences. 	<ul style="list-style-type: none"> To begin to recognise the importance of keeping clean, eating well and taking exercise. To begin to dress themselves independently. Gain awareness of cultural beliefs of others. Be aware of safety issues with fireworks. Display high levels of involvement in activities. 	<ul style="list-style-type: none"> Activity 1 – When I get up – Describing what you do when you get ready for school, emphasising brushing teeth. Activity 2 – What to wear – Discussing clean appropriate clothing e.g. warm for winter. Discuss why we wash ourselves/clothes – feeling clean feels good. Activity 3 Germs – Washing hands why do we do it. Discuss how germs are spread. Focus on washing hands before any food during the day. Play dressing up. Practise tying laces, doing up zips and buttons. Put on aprons for art/water activities. Select and wear appropriate clothing for different weather conditions. Session 5 Pals – Asking for help. All scrubbed up & Under my skin (26 N Ed: Myself). Song: Wash your dirty hands (Sticky kids tape). Celebrating Diwali/Christmas. Christmas play rehearsals. 	<ul style="list-style-type: none"> Big teeth. Role play areas set up as dentist or doctors. PALS. 	<ul style="list-style-type: none"> Links to Physical Development ELG's Recognise the importance of keeping healthy and those things which contribute to this Recognise the changes that happen to their bodies when they are active Move with control and co-ordination, SS- Manipulate materials and objects DA4. Dresses and undresses independently and manages own personal hygiene. ED6 Has a developing respect for own culture and beliefs and those of other people. 	<ul style="list-style-type: none"> Health Clean Toilet Flush Wash your hands Germs Coats Shoes Weather Christmas Diwali

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Behaviour and self-control</p> <ul style="list-style-type: none"> • Understand what is right, what is wrong and why. • Have awareness of the boundaries set and of behavioural expectations in the setting. 	<ul style="list-style-type: none"> • To understand the difference between right and wrong • To begin to understand that their actions may impact on others 	<ul style="list-style-type: none"> • In Circle Time – How do we stop ourselves from feelings angry or scared? How can we cheer ourselves up? • Show feelings in a role-play, doing things that make us happy/sad etc. • Read Goldilocks and the Three Bears. Discuss the concept of right and wrong and what is fair and unfair. E.g. is it fair if someone eats your sweets? Is it fair that everyone gets a go on the climbing frame? Ask the children for other examples. • Quality Circle Time – Being kind Section 4. • Respond responsibly in imaginative play outdoors based on emergency situations e.g. police, ambulance, fire brigade. • PALS 9 & 10 – Managing Frustration, Calming Down and Speaking Up. • Discuss videos and photos of children’s everyday routines using an interactive whiteboard or photo sequence to give children opportunities to reflect on their activities. 	<ul style="list-style-type: none"> • Goldilocks and the Three Bears • Quality Circle Time in the primary classroom, Jenny Mosley. • Outdoor play equipment. 	<ul style="list-style-type: none"> • SD6. Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. • ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. 	<ul style="list-style-type: none"> • Safe • Feelings • Unsafe • Fair • Unfair

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Talk freely about their home and community. <p>Making Relationships</p> <ul style="list-style-type: none"> • Value and contribute to own well-being and self-control. <p>Self Care</p> <ul style="list-style-type: none"> • Show a willingness to tackle problems and enjoy self-chosen challenges. 	<ul style="list-style-type: none"> • To begin to develop their sense of belonging • To understand the importance of family support. • To recognise danger and focus on crossings, i.e. learning to cross the road safely. 	<ul style="list-style-type: none"> • Train Ride story – discuss visiting friends and family and how they greet and are greeted when they arrive. • Outdoor play – sharing scooters, zebra and pelican crossing. • Draw the people you live with. • Discuss the importance of happiness at home, feeling comfortable and wanted. • Discuss how we know that people take care of us at home. • Discuss the jobs other people do at home to help and the importance of working as a team. • In Circle Time: say your own name, introduce the people on each side of you, introduce yourself and say how you feel. I like my name because. • PALS session 7 – Empathy. • Discuss how jobs people have help us – i.e. nurse, doctor, firemen. Discuss how they travel – ambulance/fire engine etc. Transport photos/posters. 	<ul style="list-style-type: none"> • I'm Trying to Tell You Bernard Ashley Puffin • Jenny and Grandpa Carolyn Nystram, Lion Publishing • My Dad is Brilliant Nick Butterworth, Walker • My Mum is Fantastic Nick Butterworth, Walker • A busy day for a good grandmother Margaret Mahy, Puffin • Train Ride • Posters and photos of different forms of transport. 	<ul style="list-style-type: none"> • DA7. Is confident to try new activities, initiate ideas and speak in a familiar group. • SD4. Works as part of a group or class, taking turns and sharing fairly. • SD5. Forms good relationships with adults and peers. • ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. 	<ul style="list-style-type: none"> • Family • Friends • Care • Clothing • Working • Together • Group • Washing up • Drying • Tidying • Sharing • Turn Taking

Unit Plan

Foundation: Nursery – Summer 1st Half

Theme: Emotional Health Unit Plan: Feelings

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> Respond to significant experiences, showing a range of feelings when appropriate. Gain awareness of own needs and feelings and are sensitive to those of others 	<ul style="list-style-type: none"> To be able to name and recognise a range of feelings To work together on an activity. To understand the dangers of the sun and how we can protect ourselves. 	<ul style="list-style-type: none"> In Circle Time discuss: Things that make me happy/sad NB Pupils will need to have practised Circle Time on other occasions. Discuss how the sunshine makes us feel happy. Discuss how we can protect ourselves from the sun. Make a poster/display about fun in the sun and how to protect ourselves. Plant a sunflower. Discuss what makes a good day. Why does it feel good? Match words to drawings of enjoyable activities. What’s your favourite weather? Page 30 EYE July 2000 What are you wearing? Page 9 N Ed Weather Testing, testing! Page 9 N Projects Rain and Shine. P8 N Proj Rain and Shine. Ch can also then describe what wishes and dreams they would like to find at the end of the rainbow. Design and make swimming trunks. PALS – session 6 – Identifying feelings. PALS 2, 3, 4 – Taking Turns: Talking & Listening, Taking Turns at Play, Sharing. 	<ul style="list-style-type: none"> It’s Not Fair – A Harper and S Hellard, Puffin. You’ll Soon Grown into Them Titch, P. Hutchins 	<ul style="list-style-type: none"> SD4. Works as part of a group or class, taking turns and sharing fairly. SD7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect. ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. ED6. Has a developing respect for own culture and beliefs and those of other people. Dress and undress independently. 	<ul style="list-style-type: none"> Friends Like Dislike Mirror Pass around Special Feelings

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Show increasing confidence in new situations. <p>Sense of Community</p> <ul style="list-style-type: none"> • Have an awareness of, and an interest in, cultural and religious differences. • Have a positive self-image and show that they are comfortable with themselves. 	<ul style="list-style-type: none"> • To recognise different people who help us in the community and understand their role. • To ask for help appropriately. • To begin to understand that other cultures may affect how we respond to needs. 	<ul style="list-style-type: none"> • QCA – Citizenship Unit 3 Unit 4 Activity 1 – people who help us. • Using circle time explore likes/dislikes of: food, drinks, games, smells, clothes, toys. • Whole Class discussion – what needs do pets have? Choose an animal and discuss. Explore the need for food, drink, shelter, attention and care. • What do we have to do to help keep our pets happy and healthy? • Use cameras to interview other children. • Create displays/role play scenarios of special places e.g. temples, mosques with appropriate artefacts. • Summer fair • Discuss people in the community and how they help us. • Invite visitors from the community to come in and talk to the children about their jobs (policemen, firemen etc). • Transition – Nursery to Reception • Nursery chickens. • PALS 6 – Identifying Feelings. 	<ul style="list-style-type: none"> • PALS 	<ul style="list-style-type: none"> • DA7. Is confident to try new activities, initiate ideas and speak in a familiar group. • SD6. Understands that there need to be agreed values and codes of behaviour for groups of people including adults and children to work together harmoniously. • SD7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect. • ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. 	<ul style="list-style-type: none"> • Listen • Look • Look after • Respect • Interest • Basic Needs • Water • Air • Like • Food • Air • Dislike

Year Planner – Reception

<p>Autumn 1 Theme: Enjoy and Achieve Unit: Myself and Others</p> <p>Dispositions and attitudes</p> <ul style="list-style-type: none"> • Be confident to try new activities, initiate ideas and speak in a familiar group. <p>Making Relationships</p> <ul style="list-style-type: none"> • Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. <p>Behaviour and Self-control</p> <ul style="list-style-type: none"> • Consider the consequences of their words and actions for themselves and others. 	<p>Autumn 2 Theme: Being Healthy Unit: Health and Hygiene</p> <p>Self-care</p> <ul style="list-style-type: none"> • Dress and undress independently and manage their personal hygiene. <p>Making Relationships</p> <ul style="list-style-type: none"> • Learn social skills, and enjoy being with and talking to adults and other children. • Feel safe and secure, and show a sense of trust.
<p>Spring 1 Theme: Staying Safe Unit: Consequences</p> <p>Behaviour and Self-control</p> <ul style="list-style-type: none"> • Understand what is right, what is wrong and why. • Consider the consequences of their words and actions for themselves and others. 	<p>Spring 2 Theme: Relationships Unit: Family Networks</p> <p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views and feelings of others. <p>Making Relationships</p> <ul style="list-style-type: none"> • Form good relationships with adults and peers
<p>Summer 1 Theme: Emotional Health Unit: Feelings</p> <p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Respond to significant experiences, showing a range of feelings when appropriate. 	<p>Summer 2 Theme: Positive Contribution Unit: Needs</p> <p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Have a developing respect for own cultures and beliefs and those of other people. <p>Sense of Community</p> <ul style="list-style-type: none"> • Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. • Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Dispositions and attitudes</p> <ul style="list-style-type: none"> • Be confident to try new activities, initiate ideas and speak in a familiar group. <p>Self confidence and self-esteem</p> <ul style="list-style-type: none"> • Respond to significant experiences, showing a range of feelings when appropriate <p>Making relationships</p> <ul style="list-style-type: none"> • Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people to work together harmoniously <p>Behaviour and Self-control</p> <ul style="list-style-type: none"> • Consider the consequences of their words and actions for themselves and others. 	<ul style="list-style-type: none"> • To be able to speak out about out feelings • To contribute to and understand classroom rules. • To show an awareness of why we need classroom rules. • To recognise that we can all show different feelings. • To develop a positive self image, sense of belonging and build confidence in own ability. 	<ul style="list-style-type: none"> • Introduce circle time and make some circle time rules as a class. • All about me book. Children fill in the pages. • Do a round – I am good at....I shall try harder with....Illustrate each pupil's quality and display as a class. • Make self targets for the week. • PALS, session 1 & 2, Greeting Others, Taking Turns: Talking and Listening (PALS extension activities as listed below). • Role play area e.g. shop, dentist, doctor, post office or vet where the children have the opportunity to practise greetings. • Learn greetings in other languages when marking the register. • Introduce a talking stick. • Make a poster of listening rules with the children. • Introduce sticker charts, house points to reward children for following classroom rules. • Send a copy of rules home to parents. • 'Guess the sound'. • Copy the rhythm. 	<ul style="list-style-type: none"> • Quality Circle Time in the Primary Classroom , Jenny Mosley • PALS – Social Skills Program – playing and learning to socialise 	<ul style="list-style-type: none"> • DA7. Is confident to try new activities, initiate ideas and speak in a familiar group. • SD4. Works as part of a group or class, taking turns and sharing fairly. • ED4 responds to significant experiences, showing a range of feelings when appropriate. • ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. 	<ul style="list-style-type: none"> • Happy • Sad • Excited • Angry • Caring • Sharing • Turn Taking • Small Group • Partner • Friend • Family • Brother • Sisters • Listen • Rules • Rewards • Consequences

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Self Care</p> <ul style="list-style-type: none"> • Dress and undress independently and manage their personal hygiene. 	<ul style="list-style-type: none"> • To begin to recognise the importance of keeping clean, eating well and taking exercise. • To begin to dress themselves independently. • Gain awareness of cultural beliefs of others. • Be aware of safety issues with fireworks. • Display high levels of involvement in activities. • To know what constitutes a healthy lunchbox. 	<ul style="list-style-type: none"> • Activity 1 – When I get up – Describing what you do when you get ready for school, emphasising brushing teeth. • Activity 2 – What to wear – Discussing clean appropriate clothing e.g. warm for winter. • Discuss why we wash ourselves/clothes – feeling clean feels good. • Activity 3 Germs – Washing hands why do we do it. Discuss how germs are spread. • Focus on washing hands before any food during the day. • Dress and undress for PE – do buttons on own. • Session 5 Pals – Asking for help. • PALS extension activities – show the children a box of beads and ‘accidentally’ drop them. Ask the children to help. Role play asking for helping i.e. with doing up tie, putting on jackets, how to ask for help. • Christmas Nativity play and rehearsals. • Discuss healthy lunches/snack. Children draw what goes in a healthy lunch box. • Children collage using magazine pictures what goes in a healthy lunchbox. 	<ul style="list-style-type: none"> • Big teeth. • Role play areas set up as dentist or doctors. • PALS. • Suggested stories – Alexander’s Outing by Pamela Allen, Hopper’s Treetop Adventure by Marcus Pfister, Mr Rabbit and the Lovely Present by Charlotte Zolotow. 	<p>Links to Physical Development ELG’s</p> <ul style="list-style-type: none"> • Recognise the importance of keeping healthy and those things which contribute to this • Recognise the changes that happen to their bodies when they are active • Move with control and co-ordination, SS-Manipulate materials and objects • DA4. Dresses and undresses independently and manages own personal hygiene. 	<ul style="list-style-type: none"> • Health • Clean • Toilet • Flush • Wash your hands • Germs • Coats • Shoes • Weather • Christmas • Diwali

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
Behaviour and self-control <ul style="list-style-type: none"> • Understand what is right, what is wrong and why. • Consider the consequences of their words and actions for themselves and others. 	<ul style="list-style-type: none"> • To understand the difference between right and wrong • To begin to understand that their actions may impact on others 	<ul style="list-style-type: none"> • Recap Class rules. • Discuss making the right choices. Saying ‘Stop it I don’t like it’. • In Circle Time – How do we stop ourselves from feelings angry or scared? How can we cheer ourselves up? • Show feelings in a role-play, doing things that make us happy/sad etc. • Read Goldilocks and the Three Bears. Discuss the concept of right and wrong and what is fair and unfair. E.g. is it fair if someone eats your sweets? Is it fair that everyone gets a go on the climbing frame? Ask the children for other examples. • Quality Circle Time – Being kind Section 4. • Respond responsibly in imaginative play outdoors based on emergency situations e.g. police, ambulance, fire brigade. • PALS 9 & 10 – Managing Frustration, Calming Down and Speaking Up. • PALS extension activities – Hide The Toys page 111, discuss what frustration means and what signs of it are, and how to deal with it, show emotion pictures, discuss (p112). Activities on anger p. 124. • Discuss videos and photos of children’s everyday routines using an interactive whiteboard or photo sequence to give children opportunities to reflect on their activities. 	<ul style="list-style-type: none"> • Goldilocks and the Three Bears • Quality Circle Time in the primary classroom, Jenny Mosley. • Outdoor play equipment • Literature – The Farmyard Cat Christine Anello, The Whales’ Song by Dylan Sheldon. Where the Wild Things Are by Maurice Sendak, Children’s Problem Solving Book Elizabeth Crary. 	<ul style="list-style-type: none"> • SD6. Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. • ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. 	<ul style="list-style-type: none"> • Safe • Feelings • Unsafe • Fair • Unfair

Aims	Learning Outcomes	Suggested Activities	• Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Have a developing awareness of own needs, views and feelings and be sensitive to the needs, views and feelings of others. <p>Making Relationships</p> <ul style="list-style-type: none"> • Form good relationships with adults and peers. 	<ul style="list-style-type: none"> • To begin to develop their sense of belonging • To understand the importance of family support. 	<ul style="list-style-type: none"> • Draw the people you live with. • Discuss the importance of happiness at home, feeling comfortable and wanted. • Discuss how we know that people take care of us at home. Draw the things that people do to help us at home: cook, clean, buy clothes etc. • Draw and write down the jobs you do at home to help. • Discuss the jobs other people do at home to help and the importance of working as a team. • In Circle Time: say your own name, introduce the people on each side of you, introduce yourself and say how you feel. • Draw a picture of yourself and write down of people most important to you in your picture. Discuss why these people are important to you, what they do for you, what you do for them. • PALS session 7 & 8– Empathy & Overcoming fear and anxiety. Extension activities page 92 – Emotion photos, role-play. • Discuss Lifecycles of People/Butterflies/Frogs etc. • Discuss family changes – new baby, adoption, death. 	<ul style="list-style-type: none"> • Dogger Shirley Hughes, Red Fox • I’m Trying to Tell You Bernard Ashley Puffin • Jenny and Grandpa Carolyn Nystram, Lion Publishing • My Dad is Brilliant Nick Butterworth, Walker • My Mum is Fantastic Nick Butterworth, Walker • A busy day for a good grandmother Margaret Mahy, Puffin • All my feelings at home: Ellie’s Day and All My Feelings at Preschool: Nathan’s Day Susan Levine Friedman and Susan Conlin. • John Brown, Rose and the Midnight Cat by Jenny Wagner • Feelings by Aliko • My Friend Bear by Jez Alborough • All-Better Bears by H. Oram and F. Joos • Hopper’s Treetop Adventure by Marcus Pfister 	<ul style="list-style-type: none"> • DA7. Is confident to try new activities, initiate ideas and speak in a familiar group. • SD4. Works as part of a group or class, taking turns and sharing fairly. • SD5. Forms good relationships with adults and peers. • ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. 	<ul style="list-style-type: none"> • Family • Friends • Care • Clothing • Working • Together • Group • Washing up • Drying • Tidying • Sharing • Turn Taking

Unit Plan

Foundation: Reception – Summer 1st Half
Feelings

Theme: Emotional Health Unit Plan:

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> Respond to significant experiences, showing a range of feelings when appropriate. 	<ul style="list-style-type: none"> To be able to name and recognise a range of feelings To begin to respond to the feelings of others appropriately. 	<ul style="list-style-type: none"> In Circle Time discuss: Things that make me happy/sad NB Pupils will need to have practised Circle Time on other occasions. Draw the faces that people make when they are happy, sad, scared etc. Write or draw the things you do that make other people happy, sad, worried, scared etc. Friends – what is a friend, what do you look for in a friend. Describe a good friend without naming him. Can the others guess who it is? Draw yourself and write why your friends like you. Discuss what makes a good day. Why does it feel good? Match words to drawings of enjoyable activities. Playing together – What is good about having friends? What would you do if someone had no friends? (Role play). Outdoors – sharing activities. PALS – session 6 – Identifying feelings. PALS 2, 3, 4 – Taking Turns: Talking and Listening, Taking Turns at Play, Sharing. 	<ul style="list-style-type: none"> It’s Not Fair – A Harper and S Hellard, Puffin. You’ll Soon Grown into Them Titch, P. Hutchins 	<ul style="list-style-type: none"> SD4. Works as part of a group or class, taking turns and sharing fairly. SD7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect. ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. ED6. Has a developing respect for own culture and beliefs and those of other people. 	<ul style="list-style-type: none"> Friends Like Dislike Mirror Pass around Special Feelings

Unit Plan

Foundation: Reception – Summer 2nd half
Needs

Theme: Positive Contribution

Unit Plan:

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	ELG/FSP Links/Notes	Word Box
<p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> • Has a developing respect for own cultures and beliefs and those of other people. <p>Sense of Community</p> <ul style="list-style-type: none"> • Understands that they can expect others to treat their needs, views, cultures and beliefs with respect. • Understands that people have different needs, views, cultures and beliefs that need to be treated with respect. 	<ul style="list-style-type: none"> • To understand that all living things have needs. • To begin to understand that other cultures may affect how we respond to needs. 	<ul style="list-style-type: none"> • QCA – Citizenship Unit 3 Activity 1 Animals and US • Using circle time explore likes/dislikes of: food, drinks, games, smells, clothes, toys. • Whole Class discussion – what needs do pets have? Choose an animal and discuss. Explore the need for food, drink, shelter, attention and care. • What do we have to do to help keep our pets happy and healthy? • Use cameras to interview other children. • Create displays/role play scenarios of special places e.g. temples, mosques with appropriate artefacts. • Summer fair • Grow bean plant; discuss how we look after it. • PALS 6 – Identifying Feelings. Extension activities. • Summer play and rehearsals. 	<ul style="list-style-type: none"> • PALS 	<ul style="list-style-type: none"> • DA7. Is confident to try new activities, initiate ideas and speak in a familiar group. • SD6. Understands that there need to be agreed values and codes of behaviour for groups of people including adults and children to work together harmoniously. • SD7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect. • ED5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. 	<ul style="list-style-type: none"> • Listen • Look • Look after • Respect • Interest • Basic Needs • Water • Air • Like • Food • Air • Dislike

PSHE

**Key Stage 1 Overview and
Scheme of Works**

Key Stage 1 Overview

Year	Enjoy and Achieve	Being healthy	Staying safe	Relationships	Emotional Health	Positive Contribution
1	Rules and Relationships QCA <ul style="list-style-type: none"> • Citizenship Unit 1 Taking Part: Section 4 • New beginnings, • Going for goals • Relationships 	Healthy Choices QCA <ul style="list-style-type: none"> • Making choices for a Healthy Lifestyle 	Outdoors QCA <ul style="list-style-type: none"> • Citizenship Unit 2 Choices: Section 1 • Citizenship Unit 4 People who help us: Section 2 	Change, Loss and Bereavement <ul style="list-style-type: none"> • Changes, • Relationships • Good to be me 	Friendships & Bullying QCA <ul style="list-style-type: none"> • Citizenship Unit 1 Taking Part Section 5 • Getting on and falling out, • Relationships • Bullying 	Environment
2	Child Protection	Hygiene QCA <ul style="list-style-type: none"> • PSHE Healthy Lifestyles Unit 2 Keeping my body healthy 	Substance Use & Misuse QCA <ul style="list-style-type: none"> • Drugs Unit A Keeping ourselves and others safe 	Growing Up QCA <ul style="list-style-type: none"> • PSHE Healthy Lifestyles Unit 2 Keeping my body healthy SEAL <ul style="list-style-type: none"> • Changes 	Similarities and Differences QCA <ul style="list-style-type: none"> • Citizenship Unit 5 Living in a diverse world, Section 1 • Getting on and falling out • Good to be me 	Community QCA <ul style="list-style-type: none"> • <input type="checkbox"/> Citizenship Unit 3 Animals and us: Section 2 • <input type="checkbox"/> Citizenship Unit 5 Living in a diverse world: Section 2

Year Planner: Year 1

<p>Autumn 1st Half Theme: Enjoy and Achieve Unit: Rules and Relationships</p>	<p>Autumn 2nd Half Theme: Emotional Health Unit: Friendships and Bullying</p>
<p>1a - To recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1d - To think about themselves, learn from their experiences and recognise what they are good at; 1e - How to set simple goals; 2d - To agree and follow rules for their group and classroom, and understand how rules help them; 2h - To contribute to the life of the class and school; 4a - To recognise how their behaviour affects other people.</p>	<p>2c - To recognise choices they can make, and recognise the difference between right and wrong; 2d - To agree and follow rules for their group and classroom, and understand how rules help them; 4b - To listen to other people, and play and work co-operatively; 4e – To understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. 4d – To understand that family and friends should care for each other;</p>
<p>Spring 1st half Theme: Positive Contribution Unit: Environment</p>	<p>Spring 2nd Half Theme: Being Healthy Unit: Healthy Choices</p>
<p>2a - To take part in discussions with one other person and the whole class; 2b - To take part in a simple debate about topical issues; 2g – To recognise what improves and harms their local, natural and built environments and about some of the ways people look after them.</p>	<p>.3a - How to make simple choices that improve their health and well being.</p>
<p>Summer 1st half Theme: Staying Safe Unit: Outdoors</p>	<p>Summer 2nd Half Theme: Relationships Unit: Change, Loss & Bereavement</p>
<p>1a - To recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 2c - To recognise choices they can make, and recognise the difference between right and wrong; 3g – To recognise what rules are for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe</p>	<p>3d – To understand about the process of growing from young to old and how people’s needs change. 4d – To understand that family and friends should care for each other;</p>

Year Planner: Year 2

Autumn 1st half Theme: Enjoy and Achieve Unit: Child Protection	Autumn 2nd half Theme: Being Healthy Unit: Hygiene
1a - To recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 2c - To recognise choices they can make, and recognise the difference between right and wrong;	3b - To maintain personal hygiene; 3c – To show an understanding of how some diseases spread and can be controlled;
Spring 1st half Theme: Staying Safe Unit: Substance Use and Misuse	Spring 2nd half Theme: Relationships Unit: Growing Up
1a - To recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 3f – To understand that all household products, including medicines, can be harmful if not used properly; 3g- To identify rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	3e – To identify the names of the main parts of the body. 4d- To understand that family and friends should care for each other; 4c - To identify and respect the differences and similarities between people.
Summer 1st Half Theme: Emotional Health Unit: Similarities and Differences	Summer 1st Half Theme: Positive Contribution Unit: Community
2c - To recognise choices they can make, and recognise the difference between right and wrong; 2d - To agree and follow rules for their group and classroom, and understand how rules help them; 4c - To identify and respect the differences and similarities between people.	2a - To take part in discussions with one other person and the whole class; 2f – To understand that they belong to various groups and communities, such as family and school; 2i – To realise that money comes from different sources and can be used for different purposes.

Year 1 and 2 Assembly Guide

Breadth of Opportunities

During the Key Stage pupils should be taught the knowledge, skills and understanding through opportunities to:

- 5a - take and share responsibility (for example for their own behaviour; by helping to make classroom rules and following them: by looking after pets well)
- 5b - feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)
- 5c - take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as where our food and raw materials for industry come from)
- 5d - make real choices (for example, between healthy options in school meals, programmes to watch on television, what games to play, how to spend and save money sensibly)
- 5e - meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)
- 5f - develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)
- 5g - consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)
- 5h - ask for help (for example, from family and friends, carers, older pupils, the police)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	Cross Curricular	Vocabulary
<ul style="list-style-type: none"> • 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; • 1d to think about themselves, learn from their experiences and recognise what they are good at; • 1c how to set simple goals; • 2d to agree and follow rules for their group and classroom, and understand how rules help them; • 2h to contribute to the life of the class and school; • 4a to recognise how their behaviour affects other people 	<ul style="list-style-type: none"> • To have considered the concept of the class as a caring community and the part they have to play in making it so. • To have explored the advantages and disadvantages of co-operating in the classroom. • To see oneself as a valuable and valued member of the classroom community 	<p>QCA</p> <ul style="list-style-type: none"> • Citizenship Unit 1 Taking Part: Section 4 • New beginnings, • Going for goals • Relationships • I am, I know, I can, Setting the climate section: Lesson A, What do we want in this class? • I am, I know, I can, Setting the climate section: Lesson B, We need to work together? • I am, I know, I can, Setting the climate section: Lesson C, Keeping safe at school • Talk about school rules, why do we have them? – are they appropriate? Should there be more or less rules? What would playtime be like if there were no rules? Can they write/tell a story about a school with no rules? <p>Group / Class rules</p> <ul style="list-style-type: none"> • I am special • What makes a good friend • Feelings chart • Friendships 	<p>I am, I know, I can Tacade</p> <p>Jeans 4 Genes</p> <p>Classroom rules. School Rules.</p> <p>Posters</p>	<p>Geography – linked with Our Local Area.</p>	<ul style="list-style-type: none"> • kind • helpful • caring • rules

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	Cross Curricular	Vocabulary
<ul style="list-style-type: none"> • 2c to recognise choices they can make, and recognise the difference between right and wrong; • 2d to agree and follow rules for their group and classroom, and understand how rules help them; • 4b to listen to other people, and play and work co-operatively; • ☐4e that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. 	<ul style="list-style-type: none"> • To share feelings and experiences • To agree and follow rules • To understand the importance of valuing oneself and others. • To develop awareness of the range of human emotions and ways to deal with them • To be able to consider all sides and have one's assumptions challenged. • To be able to write about feelings 	<p>QCA</p> <ul style="list-style-type: none"> • Citizenship Unit 1 Taking Part Section 5 • Getting on and falling out, • Relationships • Bullying <p>Write or talk about someone they assume is not very nice on the basis of very little evidence – talk about what they really know and begin to explain to the children that many problems would not occur if people did not come to immediate decisions about another person, family, book. Discussion about feelings – good, bad, sad, excited. Talk about experiences that have brought on these feelings, when have we felt sad etc. Use photos to stimulate.</p> <ul style="list-style-type: none"> • Develop a classroom anti-bullying code with sanctions. • Use circle time to share ideas of how to deal with bullying • Use dolls to allow distanced discussion of feelings. • Espresso – sign language makeover 	<p>Dolls and puppets. Emotion Photos Espresso Photos Books that highlight bullying ORT The Bully</p> <p>Posters</p> <p>Camera</p> <p>Class rules</p>	<p>English (books). Art (drawing faces).</p>	<ul style="list-style-type: none"> • good • bad • sad • excited • happy • unkind • bully

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	Cross Curricular	Vocabulary
<ul style="list-style-type: none"> • □2a to take part in discussions with one other person and the whole class; • 2b to take part in a simple debate about topical issues; • 2g what improves and harms their local, natural and built environments and about some of the ways people look after them 	<ul style="list-style-type: none"> • To have developed a sense of ownership and responsibility about the school environment. • To understand the need for school rules in maintaining a pleasant emotional and physical environment. • To identify what is beautiful in nature and how it can be damaged by human activity and other causes • To begin to have explored prevention and the conservation of the environment • To begin to have an awareness of other people in the world 	<ul style="list-style-type: none"> • Take a walk around the school looking at notice boards, walls, floors, gardens etc. Talk about displays, what are they for? Who puts them up? Is there any rubbish or graffiti. Where does it come from? • Conduct a survey about the amount of litter around the school. Remind children not to pick up litter in terms of safety and hygiene. If carrying out a litter pick up wear gloves. What suggestions can the children make about improving the environment of the school? • <i>Photo Opportunities:</i> Stick the photos around the room, give out the captions and get pupils to stick the captions next to the photos. • <i>Photo Opportunities</i> • Divide pupils into small groups and allow each group to choose one photo. Ask each group to imagine what might happen at other times of the day, other than that shown. This can be written, drawn or spoken. • <i>Photo Opportunities</i> • Ask pupils to choose a person from the photo and to write a letter to them, describing a typical day in their own life. They may like to ask questions about the person's life as well. 	<p>Camera and photos.</p>	<ul style="list-style-type: none"> • English • Science Sc2 Life processes and living things, Living things in their environment 5) Pupils should be taught to: c. care for the environment. • Geography, Geographical enquiry and skills. In undertaking geographical enquiry, pupils should be taught to: c. express their own views about people, places and environments • Knowledge and understanding of environmental change and sustainable development 5) Pupils should be taught to: a. recognise changes in the environment b. recognise how the environment may be improved and sustained • Maths – survey. 	<ul style="list-style-type: none"> • beautiful • colourful • country side • peaceful • pollution

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	Cross Curricular	Vocabulary
<ul style="list-style-type: none"> • 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; • 2c to recognise choices they can make, and recognise the difference between right and wrong; • 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. 	<ul style="list-style-type: none"> • To know and understand the potential dangers in different environments such as the road and the park. • To develop and be able to practice simple ways of keeping safe and for finding help 	<p>QCA</p> <ul style="list-style-type: none"> • Citizenship Unit2 Choices: Section 1 • Citizenship Unit 4 People who help us: Section 2 • Road Safety - discuss and role-play crossing the road safely/not safely. • Read “<i>Topsy and Tim Go Safely</i>”, or similar story. • Use chalk to mark out roads etc. Talk about safe places to play and the dangers of playing too near the road - use the teacher’s car park to demonstrate what drivers can see when children play in the road. • Discuss playing safely - using equipment carefully- sharing. Visit the park and look at the equipment to consider what can happen if equipment is not used carefully. • Getting help in an emergency - use telephone props and role-play to discuss ways of obtaining help in an emergency. I.e. finding an appropriate adult or dialling 999 • Safety poster – work in groups to make a poster about one of the issues covered. • Being visible (Visibility Jackets) 	<ul style="list-style-type: none"> • Topsy and Tim Go Safely, Jean Adamson, Ladybird • London Underground can organise free visits to an underground station of the school’s choice, where pupils look at issues, including safety. A free resource pack is also available – A-Z of London • <input type="checkbox"/> www.espresso.co.uk • <input type="checkbox"/> De Brune Centre Road Safety, Hounslow • Walk of local area. 	<p>Geography Topic (signs and safety).</p>	<ul style="list-style-type: none"> • play • park • emergency • road • safety • dangerous

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	Cross Curricular	Vocabulary
<ul style="list-style-type: none"> 3a how to make simple choices that improve their health and well being 	<ul style="list-style-type: none"> □ To understand the basic food groups To understand why we need a balance of these foods To appreciate the importance of exercise To understand how exercise affects us 	<p>QCA</p> <ul style="list-style-type: none"> PSHE Healthy Lifestyles Unit 3: Making choices for a Healthy Lifestyle http://www.directgovkids.co.uk/ play the plate activity – this could be done on an interactive whiteboard. Discuss what is in each food group and its effects on our bodies Children could play the plate game allocating food groups to the plate Ask children to record a diary of their lunch. You should point out that this is one meal in a days balanced diet therefore it is not necessary to have all groups present at all meals, whilst encouraging 5 a day for fruit and vegetables. Espresso – healthy food 	<ul style="list-style-type: none"> http://www.directgovkids.co.uk/ www.welltown.gov.uk Surestart Newsround Lunch boxes and snacks. Plants that provide healthy food. Posters (food groups) Espresso 	<ul style="list-style-type: none"> Science P.E. Maths (graph) International week 	<ul style="list-style-type: none"> fat dairy fruit fibre vegetables meat fish pulses sugar balance

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	Cross Curricular	Vocabulary
<ul style="list-style-type: none"> 3d about the process of growing from young to old and how people's needs change. 	<ul style="list-style-type: none"> To understand that family means different things to different people To value family and the role that each member plays To understand the idea of growing from young to old To have considered that loss is something everyone experiences. That losing something or someone can cause strong feelings and that this is natural. To understand about changes for September moving to Year 2. 	<ul style="list-style-type: none"> Stimulate discussion about parents and what they do. Do children think of Mum and Dad as the same or different? Do we all have mums and dads? Encourage children to bring in photographs of themselves as babies, can they guess who each baby is. Talk about what they could do as babies and compare with what they can do now. - Good to be me Encourage children to think about what they would like to do when they are grown up. When I was a baby I could... Now I am 5 I can... When I am grown up I would like to... Round: "Something I once lost was.... It made me feel" Use dolls to allow distanced discussion of the children's feelings □ 	<ul style="list-style-type: none"> My Dad is brilliant, Nick Butterworth, Walker Living and growing Resource Book NSPCC Book B; Taking Care in My Family Goggle Eyes, Anne Fine The Suitcase Kid Jacqueline Wilson, Transworld Toys Photos 	<ul style="list-style-type: none"> Science English 	<ul style="list-style-type: none"> change loss growing up

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word box
<ul style="list-style-type: none"> • 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; • 2c to recognise choices they can make, and recognise the difference between right and wrong; 	<ul style="list-style-type: none"> • To know my body belongs to me • <input type="checkbox"/> To have considered personal space, touch and my body • To have considered touches we like and do not like • To have explored who are safe people • To have discussed arguments 	<ul style="list-style-type: none"> • Use dolls to allow distanced discussion of the children's feelings • Circle time discussions about personal space and respect • Stranger Danger- collection of pictures for People who help us • Community police in to visit • Time to talk- look at photos of people having arguments- how do they effect us etc- what are we seeing and how can we solve this problem- who will help us? 	<p>Dolls Stranger Danger Info from Police Discussion photographs- different arguments- maybe with children seen observing</p>		<ul style="list-style-type: none"> • Body • personal space • touch • feelings • safe • argument

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word box
<ul style="list-style-type: none"> • 3e the names of the main parts of the body. • 3c how some diseases spread and can be controlled; • 3b to maintain personal hygiene; 	<ul style="list-style-type: none"> • Children will recognise and be able to name external parts of the body • To be more careful in everyday life about using preventative measures i.e. not sneezing/coughing over people • To know when and how to wash hands • To know why and how to maintain a reasonable standard of cleanliness • To know how frequently to change their clothes and why they need to change for PE • To know why to wash clothes often. 	<p>QCA</p> <ul style="list-style-type: none"> • PSHE Healthy Lifestyles Unit 2 Keeping my body healthy • Talk about washing and the importance of drying hands properly. Try out in class. Brainstorm when hands should be washed and how often- writing instructions for an alien • Design posters to remind people to wash their hands before preparing food, after using the toilet, after handling animals etc. • Some cultures view washing feet as a welcome to their homes. Consider washing each other's feet. Why do we do this routinely? • Bath time – compare children's experiences of washing – do the family have a special time for washing/bathing/showering? Read bath stories • Arrange to have a parent in to bathe their baby and talk about this important time in the baby's day. • Talk about smelly bodies. Consider what makes bodies smell and the strategies that can be used to prevent causing offence to other by having unpleasant body odours • Discuss the changing and washing of clothes. Whilst children cannot be responsible for washing their own clothes they can begin to understand the need for changing clothes on a regular basis. Changing for PE can also be talked about here. 	<ul style="list-style-type: none"> • Mr Archimedes Bath Pamela Allen, Puffin • Having a Bath with Papa, Shigeo Watanabe, Red Fox • The Smelly Book Barbette Cole, Jonathon Cape 	<p>Science- Health and Hygiene Literacy- Non Fiction writing RE World Religions</p>	<ul style="list-style-type: none"> • Body • arm • leg • face • hair • foot • hand • washing • cleanliness • hygiene • disease • infection

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> 1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 3f that all household products, including medicines, can be harmful if not used properly; 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. 	<ul style="list-style-type: none"> To recognise that situations can be right or wrong To know that some things in the home are safe and some are unsafe To know that medicines can harm as well as make us better if misused To know who to go to for help To recognise the dangers of alcohol and tobacco 	<p>QCA</p> <ul style="list-style-type: none"> Drugs Unit A Keeping ourselves and others safe This unit will revise and extend work done in the reception class. Brainstorm / circle time – What things are safe / unsafe to do? Draw and write activity ‘What’s in the bag’ Give the boys several sealed bags with different things in them e.g. tic tacs, headache tablets, tea, a cigarette, household cleaners etc. Divide a piece of paper into 4 columns. Box one- can you draw what was in that bag. Box 2: who do you think lost the bag? Box 3: what was the person going to do with the things in the bag Box 4: what would you do with the bag if you had found it? Discuss what areas of the house are dangerous? How are they dangerous? Show flashcards of potentially dangerous things inside and outside. What makes them dangerous? How can we use them safely? 	<p>Flash cards</p> <p>Sealed bags and contents.</p>	<p><input type="checkbox"/> The schools drug policy should be read before delivering this unit</p> <p><input type="checkbox"/> Design and Technology</p>	<ul style="list-style-type: none"> Safe unsafe medicine drug syringe dangerous cigarettes alcohol

Aims	Learning Outcomes	Suggested	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> • 4c to identify the parts of the body. • 4d that family and friends should care for each other; • 4c to identify and respect the differences and similarities between people. 	<ul style="list-style-type: none"> • To understand the importance of valuing oneself and others. • To develop awareness of the range of human emotions and ways to deal with them • To be able to consider all sides and have one's assumptions challenged. • To have considered gender stereotypes 	<p>QCA</p> <ul style="list-style-type: none"> • PSHE Healthy Lifestyles Unit 2 Keeping my body healthy • ☐Changes • To explore the perceptions children have about their own and the opposite sex, and to provide an opportunity to discuss stereotyping. • List the main characteristics of boys and girls. Work in mixed pairs to review. What similarities or differences did they find? Will these be the same forever or will they change as they grow up? • Draw Venn diagrams for boys and girls physical appearance, what characteristics are common to both as shown in the intersection 		<p>☐The schools Bullying policy and Sex Education should be read before delivering this unit</p> <p>☐Sc2 Life Processes and Living Things 1b) Pupils should be taught: that animals, including humans, move, feed, grow, use their senses and reproduce 2a) to recognise and compare the main external parts of bodies of humans</p>	<ul style="list-style-type: none"> • Characteristics • Similarities • Difference • Gender • Body • arm • leg • face • hair • elbow • shoulder • knee • foot • hand

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> • 2c to recognise choices they can make, and recognise the difference between right and wrong; • 2d to agree and follow rules for their group and classroom, and understand how rules help them; • 4c to identify and respect the differences and similarities between people. 	<ul style="list-style-type: none"> • To have considered similarities and differences in physical characteristics • To have considered similarities and differences in emotions • To consider what makes a good friend and how to get on with people 	<p>QCA</p> <ul style="list-style-type: none"> • Citizenship Unit 5 Living in a diverse world, Section 1 • Getting on and falling out • Good to be me • Display board in the classroom- We are stars because..... • Passport- I am special because • Find out the number of children in your class with the same characteristics e.g. brown hair, brown eyes, freckles etc • “When I see someone crying, I want to . . .”) This activity can also be presented in reverse: “When I am angry, I want people to” Discussions • Are we all the same? • My friend is good at- I am good at..... • These people are special to me • Use dolls to allow distanced discussion of the children’s feelings 	Dolls		<ul style="list-style-type: none"> • Similar • Different • Characteristics • Feelings • friendships

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links / Notes	Word Box
<ul style="list-style-type: none"> • 2a to take part in discussions with one other person and the whole class; • 2f that they belong to various groups and communities, such as family and school; • 2i to realise that money comes from different sources and can be used for different purposes. 	<ul style="list-style-type: none"> • To have considered a sense of responsibility for self and others • To understand and examine a different culture • To understand that different types of discussion exist • To understand the purpose of a formal meeting 	<ul style="list-style-type: none"> • QCA • Citizenship Unit 3 Animals and us: Section 2 • Caring for Animals- Make a pamphlet to show how we would care for an animal • Visit from a vet or a child to bring in their pet, or borrow Brian the snail from Nursery • Citizenship Unit 5 Living in a diverse world: Section 2 • Brainstorming ideas/ mind maps- how can we use this form of recording ideas • Show and tell- VIP days- bring in an object that interests you and present it to the class • Formal Meetings- Circle times- how do we run a meeting- • taking different opinions- get an argument or event to prepare- in groups prepare ideas and present to the group and accept questions • Taking turns and listening- Only speak when you have the microphone, hand up rules- setting the ground rules for discussions and meetings 		<ul style="list-style-type: none"> • Geography – Where bin the world are we • World vision/ Charity work with PA□ • Science- Animals and Variations • RE- World Religions 	<ul style="list-style-type: none"> • Feelings • needs • culture • race meetings

