

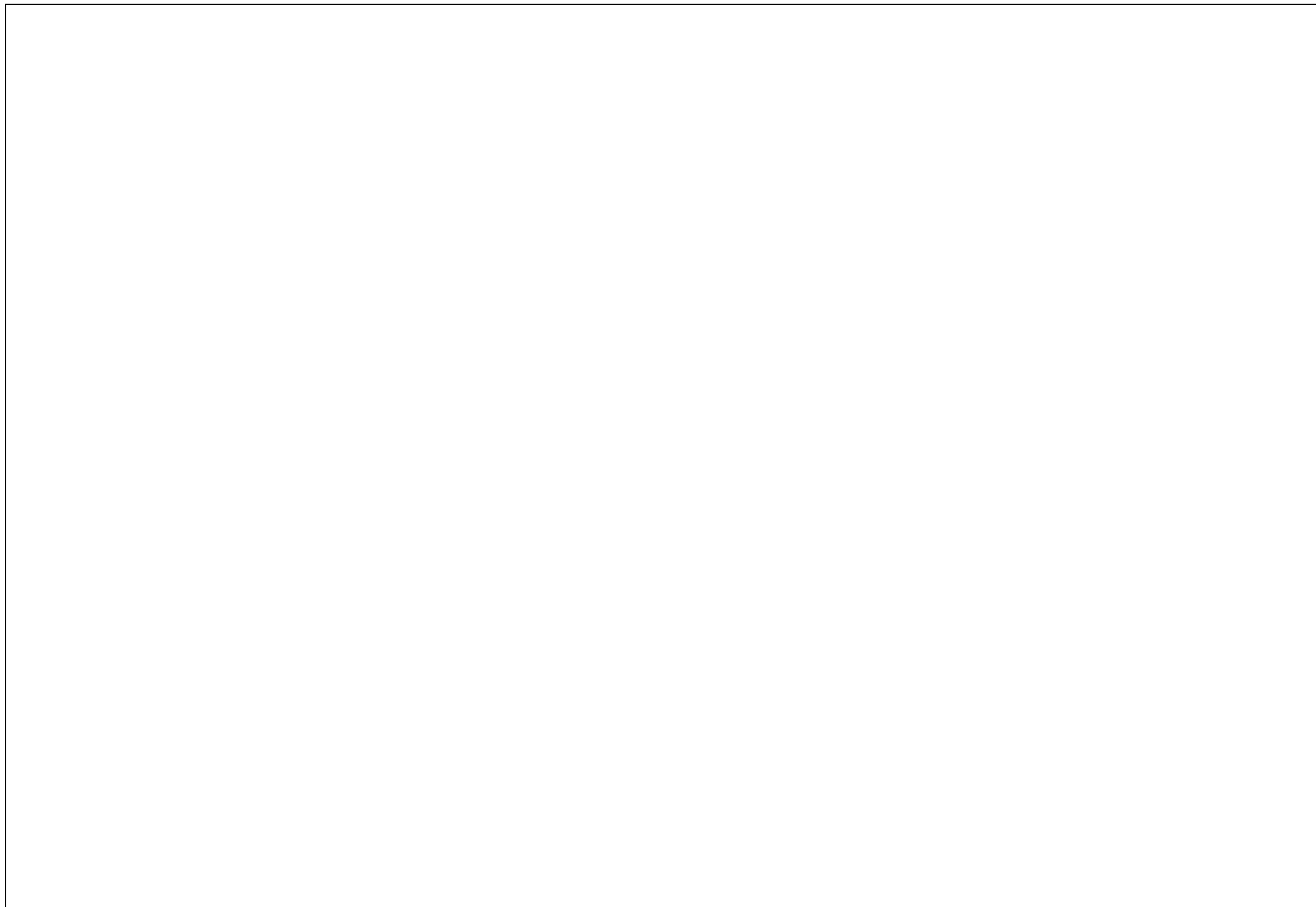


PSHE

Curriculum overview



PORTWAY INFANT SCHOOL



PSHE INTENT

At Portway we know that pupils with good health and well-being are likely to achieve better academically and that positive mental health and healthy relationships are essential for higher brain function that supports learning.

Portway's PSHE 'Growing Up Great' education supports our children to achieve their potential by supporting their emotional wellbeing and tackling issues that can affect their ability to learn.

Our PSHE teaching and learning includes: RHE, Mental Health, Emotionally Healthy Schools, School Council, Pupil Voice

Through our curriculum our intention is for children to:

- Develop personal skills such as communication (including broadening their **vocabulary**), working **creatively** as part of a team work, resilience, self esteem, confidence and independence 'Skills for life'
- Keep themselves and others as healthy as possible.
- Feel that they and their work are valued.
- Be responsible for themselves and their actions.
- Understand and be aware of theirs and others' emotions and feelings
- Play an active role in the school community and develop their role as members of a wider society building upon their **cultural capital** for the future
- Learn about and be **curious** about their own identity, risks, decision-making and how to keep themselves safe both in life and online.
- Discourage negative stereotype and understand and respect differences between people
- Develop meaningful and positive relationships with adults and children
- Develop the **love of reading** through high-quality texts in PSHE

EYFS – PSHE

Autumn 1

Topics: Settling into our Class Exploring Emotions

Department for Education Statutory Guidance
Development Matters (Non Statutory) Reception Year
Early Learning Goals (Statutory) End of Reception

Vocabulary

I will increasingly follow rules, understanding why they are important.

I will build constructive and respectful relationships

I will express my feelings and consider the feelings and perspectives of others

I will find solutions to conflicts and rivalries

I will become more outgoing with unfamiliar people, in the safe context of our setting

I will show resilience and perseverance in the face of challenge

I will identify and moderate my own feelings socially and emotionally

I will express my feelings and show sensitivity to my own feelings and the feelings of others

I will work and play co-operatively and take turns with my friends

I will form positive attachments to my friends and adults

I will show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.

I will explain the reasons for rules, know right from wrong and try to behave accordingly.

Rules
Relationships
Feelings
Conflicts
Outgoing
Unfamiliar
Resilience
Perseverance
Social
Emotional
Sensitivity
Cooperatively
Behaviour
Take turns
Positive

PSHE Medium Term Planning for First 6/7 weeks of Autumn Term – All Year Groups FS2 and

KS1 – created by Claire Stockwell 22.5.22

This planning has been prepared by the PSHE Lead Teacher to ensure that all children across Portway Infant school settle into the new school year successfully.

After evaluating our New/Current PSHE Scheme of Work it has been decided that our children need to complete these activities to ensure we provide outstanding classroom management and behaviour strategies.

It focuses on embedding:

- School Rules and Happy Classrooms
- Waiting their turn – sharing and being fair
- Making and Developing good Friendships
- Kindness
- Preventing Loneliness
- Being calm/Zones of Regulations and emotions

We will discuss/practice these areas relentlessly and work on each one until we are sure that our children are able to achieve these skills. We believe we need to embed these skills before outstanding Classroom Management can take place and allow for Outstanding learning and achieving.

These areas will be revisited throughout the school year. Individual classes will focus on different areas depending on the needs of their class during each half term if the need arises.



EYFS Exploring Emotions

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development (at the end of their reception year) will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Feel strong enough to express a range of emotions.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.
- Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."

3- and 4-year olds will be learning to:

- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Children in reception will be learning to:

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking.

Active Learning

Engaged, energy, motivated, trying, focusing, persevering.

Creating and Thinking Critically

Choosing, thinking, deciding, creating, reviewing, adapting, making links.

Books

- 'The Colour Monster' by Anna Llenas.
- 'The Love Monster' by Rachel Bright.
- 'The Koala who Could' by Rachel Bright.
- 'How do you feel?' by Anthony Browne.
- 'Pip and Posy Books' by Axel Sheffler:
 - 'The New Friend' - Jealousy.
 - 'The Super Scooter' - Cross.
 - 'The Big Balloon' - Sad, disappointment.

Enabling Environment

- Create a calm zone or chill out den. Provide cuddly toys, fairy lights, lava lamps, gentle music.
- Set up role play opportunities like a home corner including props and/or provide large cardboard boxes, planks, log sections, crates, natural objects like shells and conkers for children to use imaginatively to make their own scene.
- Provide a box of den making equipment for outdoors like blankets, clothes pegs, washing lines, bamboo canes, camouflage netting, tarpaulins etc.
- Set up a sand/water tray with a holiday theme. Include buckets and spades, shells, small world figures, sea-creatures, fishing nets etc.
- Create a block play area with a selection of many types of wooden blocks, large and small with a selection of people, animals and vehicles available for self-selection close by.
- Provide a free choice creative area with painting, collage and malleable materials available so that children can represent their feelings through different media.
- Set up a mud kitchen outdoors and provide recipes and ingredients like petals, herbs and rose water for making 'Emotions Potions'. You could also provide menus for an emotions café including scared sausages, jealous jelly, calm cakes etc.

Role of the Adult

- Talk to the children to help them label feelings and emotions.
- Take time to listen to children respectfully when they raise injustices and involve them in finding a 'best fit' solution.
- Provide books with stories about characters that follow or break rules and the effects of their behaviour on others.
- Affirm and praise positive behaviour, explaining and demonstrating that this makes children and adults feel happier.
- Encourage children to think about issues from the view point of others.
- Be alert to injustices and let children see that they are addressed and resolved fairly.
- Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they exist and what they are intended to achieve.
- Help children's understanding of what is right and wrong by explaining why it is wrong to hurt somebody or if it is acceptable to take a second piece of fruit after everybody else has had some.
- Involve children in identifying issues and finding solutions.
- Set, explain and maintain clear, reasonable and consistent limits so children feel safe and secure.
- Provide a safe place for children to access when they need to calm down or be quiet.
- Encourage children to ask questions about things that worry them. Let them know it's alright to be worried, do not dismiss their concerns or try to tell them how to feel.
- Listen to them carefully and answer the question they ask rather than giving them information they do not need.
- Be truthful, it's okay to say you do not know the answer.
- Help them give a name to what they are feeling.
- Put in place ways children can let others know how they are feeling.
- Help children to understand that it is acceptable to be sad, angry or worried and that it can help to talk about how you feel.
- Involve children in agreeing codes of behaviour and take responsibility for implementing them.

Explorations

- Create a meet and greet hand shake or dance. Practise and repeat and share with others. Help children to decide which greeting they prefer and discuss their feelings.
- Play musical statues and when the music stops share a scenario and ask them to show an emotion. Do we all look the same? Why might we look different?
- Catch the bubbles – how many can you touch or pop? How does it make you feel when you pop a bubble?
- Draw or make a 'Love Monster' who is feeling sad because nobody loves him/her. What would he/she look like? How could you make or draw that? Cut out hearts and add kind words to the hearts that children might say to make the monster feel better. Introduce a box of hearts and use them to spread kindness using kind words.
- What does it mean to be brave? Read: 'The Koala Who Could.' Discuss Koala's feelings. How could you be brave today? Create class goals. Today I have been brave because...
- Use 'The Colour Monster' clip as a stimulus.
<https://www.youtube.com/watch?v=bplmzxbeVmlU>

- Provide a range of different coloured paints or crayons and paper. Suggest the children could paint a picture about something that made them happy, sad or angry. What colours could they use to paint anger, jealousy etc. Help children write a sentence about the feeling that inspired the painting. Display the paintings in an 'emotions gallery' so that children can talk about them and discuss their feelings. Invite parents to an exhibition.
- At circle time blow up a balloon to represent big feelings (overwhelming emotions like anger or jealousy or feeling over excited), how can we reduce the size of the feeling? What will happen to the balloon if it keeps getting bigger? How can we deflate the balloons so they don't pop? Ask children for suggestions. Share good strategies.

Parents and Carers

- Send an invitation for parents to visit the 'Emotions Gallery' and encourage them to help children talk about and label their feelings.
- Managing feelings: invite parents in to school to look at how we can manage feelings. Make and share a class book with ideas from your circle time balloon discussion. Share the idea of a Worry Monster e.g. child draws/writes worries, gives them to the worry monster when they go to sleep. The monster eats the worries and they are his now. Parents take the drawings and know what the worries are. They can then help and share with school if appropriate.
- Encourage parents to send in "Wow" moments e.g. 'Jamil fetched the kitchen timer all by himself so I could set it for when it was his turn on the swing.'
- Talk about all the fun things you did together. "Do you remember going to the park and rolling all the way down the hill together? We laughed and shouted because we were having such a good time. We were very excited."

Assessment Suggestion

Ongoing formative assessment

- Can I name some of my feelings?
- Can I notice how some of my feelings feel in my body?
- Can I talk about my feelings?
- Do I know that my actions can affect others?
- Can I take account of what others say?
- Can I be kind to others?
- Do I know that some behaviour is unacceptable?

PSHE Passport Idea

Being kind matters because...

EYFS – PSHE

Autumn 2

Topics: Relationships Bullying Matters

Department for Education Statutory Guidance
Development Matters (Non Statutory) Reception Year
Early Learning Goals (Statutory) End of Reception

Vocabulary

I will build constructive and respectful relationships with adults and peers including working and playing cooperatively and taking turns with others.

I will express my feelings and show sensitivity to my own feelings and the feelings of others.

I will identify and moderate my own feelings socially and emotionally.

I will think about the perspectives of others.

I will see myself as a valuable individual.

I will work and play cooperatively and take turns with others.

I will form positive attachments with adults and friend and peers.

Love
Self confidence
Self esteem
Empathy
Families
Friends
Good friends
Relationships
Cooperation
Disputes/conflicts
Caring
Bullying
Self-control
Unkind
kindness
Diversity
Inclusion
Hurt – emotional and physical
Sad
Calm



EYFS Relationships

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Building Relationships

Children at the expected level of development (at the end of their reception year) will:

- Form positive attachments to adults and friendships with peers.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Engage with others through gestures, gaze, and talk.
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available.

- Develop friendships with other children.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Understand gradually how others might be feeling.

Children in reception will be learning to:

- Build constructive and respectful relationships including working and playing cooperatively and taking turns with others.
- Express their feelings and show sensitivity to their own feelings and the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

Characteristics of Effective Learning

Playing and Exploring

Self-confidence, empathy, involvement.

Active Learning

Curiosity, making links.

Creating and Thinking Critically

Imagination, problem solving, evaluating.

Books

'Love Makes a Family' by Sophie Beer.
'You Can Never Run Out of Love' by Helen Doherty.
'Marmaduke the Very Different Dragon' by Rachel Valentine.
'Ask First, Monkey!' by Juliet Clare Bell.
'Olive and the Embarrassing Hat' by Tor Freeman.
'All Kinds of Families' by Mary Ann Hoberman.
'The Lion who Wanted to Love' by Giles Andrea.
'Grrrrrr!' by Rob Biddulph.
'Share some secrets' by NSPCC.
'I Wish I'd Been Born a Unicorn' by Rachel Lyon.

Enabling Environment

- Ensure that there are spaces for children inside and outside to play and socialise together e.g. snack area, role play area, construction area. Also ensure that there are areas indoors and outdoors where children can be alone or with one other child e.g. a den or a small table for fine motor activities.
- Have an ethos where children know they are encouraged to try to settle minor disputes by themselves but also know that an adult will step in if necessary. When adult intervention is needed involve the children in finding a solution e.g. we have one bike and two children who want a turn, what could we do?
- Adults know when to step in to further the child's learning and when not to interrupt play by stepping in too soon.
- Reward and encourage friendly behaviour and set up activities that encourage problem-solving and cooperation.
- Encourage children to listen to others by modelling a culture where adults listen carefully to children.

Role of the Adult

- Talk about what makes a good friend.
- Model what friendly behaviour looks like.
- Discuss what makes a good listener.
- How could we show respect to others?
- Discuss when we should ask first.
- What happens if people don't do what we want them to do? Discuss strategies.
- Identify different ways of showing we care.
- Talk about why rules are important in games.
- Provide opportunities to show that children can have different points of view.

Explorations

- Provide shaped templates, plastic knives, scissors etc. Ask children to cut out different sized heart shapes and decorate by pressing the surface with objects to create a pattern. (Salt dough and clay can be baked and glazed to preserve it.) Attach a special message with a ribbon and hang it on a 'Kindness Tree.'
- Discuss: What does being kind mean/look like/feel like? Record thoughts e.g. on flags and displays.
- Provide a range of different objects e.g. buttons, paper clips, cubes, stones, shells etc. Can the children sort them into families/groups? A stick family, button family etc. Can they talk about what each group has that is the same/different?
- Provide a challenge where children need to work together to solve a problem like transporting water to the allotment. Can they listen to others and work together to find a solution.
- Provide wrapping paper, tape, glue and scissors. Can the children wrap up a present for the dragon or princess from the book: 'Marmaduke the Very Different Dragon.' How does it feel to give gifts/be kind?
- Make up a hat shop in the role play area. Who would you like to buy the hat for and why?
- Use the book 'Grrrrrr!' as a starting point. Develop a hula hoop rolling competition. Is winning the most important thing?
- Develop a circle time game where children have to pass the growl. Can they pass the meow, baa or woof?
- Play hide and seek with a teddy bear. Can the children find the bear? What kind words can we give to bear when we find him?
- Make up a clapping game with a partner and start by saying hello and finish by saying thank you for working with me.
- Using the book 'Love Makes a Family,' make a thank you card for someone you love very much and send it to them.
- Give a heart out when the children show love and kindness. Add the heart to the kindness tree/wall.
- Using the book 'Marmaduke the Very Different Dragon,' discuss what makes a good/bad friend? A good friend is?
- Make friendship bracelets using a range of materials such as beads, ribbon, cotton, string, card etc.
- Make a wand. Collect the materials from the environment together – what would you wish for? Discuss different points of view.

- Use the book 'I Wish I'd Been Born a Unicorn' as a stimulus. What advice would you give to the horse? Play pin the horn on the horse.
- Make a class letter box so children/parents can add pictures or letters that can be shared over the year so they have a chance of saying thank you to staff in the school.
- Have a meet and greet at the door each day. Children can choose how they want to be greeted for example a hug, a handshake or a wave. Choose different people to deliver the greetings each day.

Parents and Carers

- Develop a family tree or draw your family. Discuss what you love about each other.
- Tell a family member, every day, one thing you love about them.
- Make up a dance together. Can you record them and share?
- Play turn taking games like cards or snakes and ladders. Model how to be a good winner or loser.
- Point out when children or others have been kind.
- Play hide and seek with a bear. Take pictures of bear's favourite hiding place.
- Draw with Rob. Can you draw Fred bear from the story Grrrrrr? <https://www.youtube.com/watch?v=krV210uXmZw>

Assessment Suggestion

Ongoing formative assessment

- Can I listen to what other say?
- Can I work with others to solve a problem?
- Can I form relationships with adults and other children?
- Can I be a good winner and loser?

PSHE Passport Idea

Being a good friend means...



EYFS Bullying Matters

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Work and play cooperatively and take turns with others.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Engage with others through gestures, gaze, and talk.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities.
- Develop friendships with other children.

3- and 4-year olds will be learning to:

- Continue developing positive attitudes about the differences between people.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be the leader in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Understand gradually how others might be feeling.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships with adults and peers.
- Work and play cooperatively and take turns with others.
- Express their feelings and consider the feelings and the perspective of others.
- Identify and moderate their own feelings socially and emotionally.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, initiating, engaging, seeking, risk-taking, empathy, self-confidence, self-esteem.

Active Learning

Energy, choice, trying, effort, motivation, self-control, challenging, resilience, co-operation, satisfaction.

Creating and Thinking Critically

Thinking, problem solving, strategies, planning, reviewing, deciding, evaluating.

Enabling Environment

- Have an agreed code of conduct which is made with pupils. Include a statement on bullying - ensure children understand the term 'bullying'. Revisit the code regularly and remind/review actions.
- Ensure there is a strong routine to instil safety and reassurance to all children.
- Ensure there is always adult support available to recognise and intervene when necessary and that children know how to access help in the classroom and at other times, e.g. lunchtime, playtime.
- Set up a bench or seat indoors/outdoors where children can sit if they need comfort or support. Make sure all children are aware of it and what it is for.
- Set up a quiet, cosy corner which children can use if they need some quiet time alone. This could be a willow den outdoors or a small pop up tent indoors.
- Provide mirrors so children can make facial expressions demonstrating different feelings. Can they see what the feeling looks like in themselves?
- Can they read others feelings?
- Try to ensure that the environment encourages cooperative play e.g. enough spades and buckets for the number of children allowed to use the sand pit.
- Set up a timer system and ensure children know how to use it so that turns can be managed for the most popular equipment e.g. the red bike.
- Teach children how to use words to avoid confrontation and support them to find their own solutions to minor disputes. Use calm words not violent actions.

Role of the Adult

- Develop children's emotional self-regulation and executive function skills.
- Talk to the children to help them talk about and understand their actions and identify their feelings.
- Encourage children to explain and articulate how they feel.
- Take time to listen to children with empathy.
- Talk about things that make us unique, similar and different. Celebrating diversity and inclusion.

- Encourage children to think about issues from the view point of others.
- Be alert to injustices and let children see that they are addressed and resolved.
- Help children's understanding of what is right and wrong by explaining why it is wrong to hurt, exclude somebody or call them names.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Encourage children to ask questions about things that worry them or make them feel sad.
- Help children identify who they can talk to if they are worried or sad and help them to practise what to say.
- Involve children in agreeing codes of behaviour and take responsibility for implementing them.
- Provide opportunities to share and celebrate the diversity within the classroom and in the community.
- Ensure consistency when implementing the code of behaviour.

Explorations

- Play a game where children make different feelings faces to each other. Can they recognise the feeling face?
- Use the book, 'Giraffe is Left Out' as a stimulus. Provide a range of resources where children work together to make a special hat that celebrates each other's similarities and differences. Arrange and send invitations to parents to watch a hat parade.
- Use 'Giraffe is Left Out' to plan a birthday party that will include jelly. Make jelly using different moulds. How can we include leopard/giraffe in our play so that they don't feel sad, lonely and left out? Describe to leopard/giraffe what happens to the jelly when you shake it. How it feels? Can you build with it? How does leopard/giraffe feel now that they have been included? Sing the song, 'Jelly on a Plate' and perform the actions.
- Scenario: Yesterday leopard made a boat and giraffe destroyed it, not by accident but on purpose. What is the difference? Why might he have done this? Make a boat competition using plasticine or play dough and see which boat can hold the most amount of pennies before it sinks. How does working together on this feel? What kind words can we use to help each other? What actions don't help?
- Use 'Farmer Duck' as a stimulus.
https://www.youtube.com/watch?v=9Pxx_csv40Q
Discuss what was unfair in the story? Provide sand and combs to plough the field, small word figures and diggers so the children can re-enact the story. Why is working together and being kind to each other so important?
- Create sounds of the animals using a microphone and recording station. Record what you would like to say to the lazy farmer? What would you like to say to Farmer Duck?
- Create races, running race, hopping race, silly race. What words of encouragement could we use?
- Use the book 'Elmer and the Hippos' as a stimulus, thinking about others feelings and needs. <https://www.itl.org.uk/resources/dam-building/>
How can you work together using the natural materials to help the elephant and hippos build a dam?
- Use the book, 'The Pirates Next Door' as a stimulus: Set up a pirate role play area. Include: Clothes, a box for a ship, walk the plank, treasure, treasure maps, treasure chests, sheets for the sea.
- Make a class message in a bottle that includes kind words. Each day take out a message to remind everyone of

the importance of kindness and tolerance. Celebrate difference and diversity.

- Use the book 'All are Welcome' as a stimulus: Read the story. Discuss the beautiful pictures. Ask the children to make a portrait of themselves using a variety of media. Wool for hair, paints etc. Make a class display where you connect everyone together: 'All are Welcome Here'. How does celebrating each other's differences help us to feel safe?
- Use the book, 'Troll Stinks' as a stimulus: Read the book and talk about what they like and don't like about the story. What advice could we give to the Billy Goats? Make an advice alley. What would you like to say to the Troll?
- Write a class letter together. Paint pictures of the Troll and the Billy Goats making friends.
- 'Is it Because?' Read the book and discuss what you think a bully is. What does it mean to be jealous? Talk about different examples? Why might someone who is sad be unkind to others? Who could you talk to if someone is being unkind to you? Use hand templates and write on them people you trust who you could tell. Display.

Parents and carers

- Encourage parents to resolve conflicts at home by listening to children talking about how they feel and by using calm words where possible. Share your school approach.
- Ask parents to praise children when they solve problems constructively, and share examples of this at school.
- Invite parents into school to watch the hat parade and to hear about why the children's hats are so special.
- Celebrate how working together is such an important message for our classroom and communities.
- Share pictures of the 'All are Welcome' on the school class page and website.
- Invite parents in to school to discuss their cultural roots - what traditions do they celebrate. Share recipes and make a class book. This could be sold and the money collected could be shared with a local community charity. Invite everyone to bring a small portion of their favourite family food, for a 'bring and share' lunch.
- Share with parents/carers the Anti-Bullying Policy and Mental Health Policy so they understand how this is part of a whole school approach to wellbeing.
- Celebrate anti-bullying week with parents/carers and the importance of e-safety and being responsible online. Read the story 'Troll Stinks' to share the message and help start a conversation.

Assessment Suggestion

Ongoing formative assessment

- Can I explain why I am unique and special?
- Do I understand why kindness to others is important?
- Do I understand that bullying is wrong?
- Can I explain how people can be unkind to others?

PSHE Passport Idea

If I feel sad/upset I can talk to ...

EYFS – PSHE

Spring 1

Topics: Being Healthy, Safe and Responsible

Department for Education Statutory Guidance
Development Matters (Non Statutory) Reception Year
Early Learning Goals (Statutory) End of Reception

Vocabulary

I will build constructive and respectful relationships with adults and peers

I will manage my own personal hygiene needs. E.g:
Know and talk about the different factors that
support my health and wellbeing: regular
physical activity, healthy eating, toothbrushing,
sensible amounts of 'screen time', having a good
sleep routine, being a safe pedestrian.

I will express my feelings and consider the feelings of
others.

I will explore the natural world around me

I will identify and moderate my own feelings socially
and emotionally.

I will give focused attention to what the teacher says,
responding appropriately even when engaged in
activity, and show an ability to follow instructions
involving several ideas or actions.

I will manage my own basic hygiene and personal
needs, including dressing, going to the toilet, and
understanding the importance of healthy food
choices.

I will explain the reasons for rules, know right from wrong
and try to behave accordingly.

Hygiene
Well-being
Physical
Healthy eating
Screen time
Sleep routine
Teeth cleaning routine
Safe Pedestrians
Natural world
Instructions
Rules
Behaviour



EYFS Being Healthy

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Use the toilet with help, and then independently.
- Find ways to calm themselves, through being calmed and comforted by their key person.
- Thrive as they develop self-assurance.
- Grow in independence, rejecting help.

3- and 4-year olds will be learning to:

- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Children in reception will be learning to:

- Manage their own needs. Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Characteristics of Effective Learning

Playing and Exploring

Initiates, curiosity, interest, explores, represents senses, engaging, independence.

Active Learning

Trying, enjoying, being involved, challenging, pride, independence, confidence, persistence.

Creating and Thinking Critically

Planning, deciding, choosing, problem-solving, testing, reviewing, grouping, sequencing, noticing patterns, cause and effect, making links.

Books

- 'The Very Hungry Caterpillar' by Eric Carle.
- 'Handa's Surprise' by Eileen Browne.
- 'Oliver's Vegetables' by Vivian French.
- 'Supertato' by Sue Hendra.
- 'Kitchen Disco' by Clare Foges.
- 'Peace At Last' by Jill Murphy.
- 'Can't You Sleep Little Bear' by Martin Waddell.

Enabling Environment

- 'Refreshment Station': Set up a homely, welcoming, self-service snack area with tongs, cutlery etc. to develop fine motor skills. Include the Eat Well Plate in the Middle of the table. <https://www.foodfactoflife.org.uk/3-5-years/healthy-eating/eatwell-guide/>
- 'Hydration Station': Set up a self-service area where children can help themselves to water. Include a container for clean and dirty cups. Include a display which explains why water is good for the body. 'Drink to Think' etc.
- Set up a 'Nose Blowing Station': Provide a mirror, tissues and a bin. List the instructions and include: 1. Get a Tissue 2. Blow it. 3. Throw it 4. Wash Your Hands.
- Use outdoor learning opportunities to promote physical activity. Include changing clothing such as waterproofs, wellington boots and hats. Reflecting often with the children how nature, fresh air and exercise can make us feel.
- Set up a home corner kitchen where children play out their experiences e.g. cooking, washing up, laying the table, talking about healthy food options, how they cook food, what they need etc. This could be a mud kitchen outdoors.
- Set up a 'Sleep Station': Include a bed, tooth brush, timer, pyjamas, and bedtime stories.
- Create space for a movement/exercise area both indoors and outdoors.
- Provide a designated area that encourages calmness and relaxation e.g. fluffy covers, books, colouring, soft lighting.
- Provide hot water bottles and blankets in winter for children to use if they wish. Provide windmills so children can learn how to control their breathing.
- Set up resources to motivate children to move in a movement area, e.g. gym ball, wobble board, skittles, child-sized sweeping brush, scarves, balancing equipment, ribbons, stepping stones, laundry basket and sponge ball. Make this as an area for continuous provision to meet children's interests and next steps in learning.

Role of the Adult

- Use children's ideas, e.g. what would they use to clean toys and their clothes? Why? What happens if you dry the clothes on a windy day or a sunny day? What about a cold, grey day? Question to extend thinking.

- Discuss sleep hygiene – What does a baby/toddler need to help them sleep well at night. Use the books: 'Can't You Sleep Little Bear' or 'Peace At Last,' as a discussion stimulus.
- Encourage children to explore the resources in creative ways. Support children to persevere to achieve a challenging task and talk about how they did this? Step in to support and encourage but also allow children to persevere, make mistakes and achieve.
- Model, interact, support and extend children's ideas e.g. how do we know if we are getting fitter?
- Model and demonstrate, shopping, weighing, serving, buying and selling food. Differentiate according to individual interests and learning needs.
- Provide a narrative or commentary to support the child's thinking.
- Ask questions to extend thinking and develop ideas. E.g. Use bubble mix to ask/answer these questions. Can they catch the big ones? Do the little bubbles go higher? Why are the big bubbles easier to catch? How do you know? How many can they burst? What is different if you take the game outside? Why?
- Introduce new vocabulary and use in context.
- Demonstrate how to access music and support children to choose from a range of music and instruments.
- Talk about what happens with large breaths or small breaths or on windy days or non-windy days.

Explorations

- Read out a meditation story that takes the children on a wonderful adventure.
- Go on an adventure. Use 'We're Going on a Bear Hunt' or 'We all went on a Safari' as a stimulus. What would we need to take? Where would we sleep? What would you do if you felt scared? How would we get there? What might we see?
- Develop an 'Outdoor Gym' with children. Set up a carousel of activities like hoops to jump through and benches to balance along. Add clip boards, timers and pens to encourage measuring and recording. Enable children to follow up by creating their own carousel of gym activities.
- Develop a similar indoor gym if space allows.
- Prepare healthy food and snacks with children.
- Plan a Teddy Bear's Picnic and use as an opportunity to taste healthy foods.
- Use books such as 'The Very Hungry Caterpillar', 'The Kitchen Disco' or 'The Safari' as a stimulus to introduce foods to try.
- Develop an 'Eat Well Café' which promotes the 'Eat Well Plate' with children. Model a class menu, what it looks like and how to use it. Children can write their own menu and take orders, waiting on tables and over the phone.
- Develop a fruit and vegetable shop with weighing scales and a till. Use real food and money.
- Set up a yoga studio with mats, mirrors and poses to practice. Provide poses to copy alongside mandalas to colour and relaxing music. Can children create their own poses, mandalas or relaxing music?
- Provide a selection of dolls and dolls clothes for the children to wash with sponges, soap and water.
- Make up your own class 'Handwashing Song' with children <https://www.youtube.com/watch?v=50VieWLnEg>.
- Toothbrush Song: 'To keep germs away brush teeth twice a day' or 'This is the way we brush our teeth, brush our teeth.' Use sand timers so that they can model brushing their teeth for 2 minutes. <http://www.dchsh.nhs.uk/early-years>

- Grow your own food like tomatoes, salad leaves, peas and potatoes. Pick prepare and eat whenever possible.
- Write shopping lists of healthy food for your café menu or restaurant and create and cook healthy recipes.
- Being mindful of allergies, explore different foods, familiar and unfamiliar in different ways e.g. look at similarities and differences, look in detail using magnifying glasses, feel, taste etc.
- Dance like the fruit at the 'Kitchen Disco' and stop when the music stops. Provide a choice of dance music for children to move to. Can they make their own music?
- Lay on a blanket to watch the clouds. <https://www.nationaltrust.org.uk/features/no-33-go-cloud-watching>
- Provide a daily challenge. How many star jumps, frog jumps, throws, hops and skips can you do? Can you do more than yesterday?
- Use songs to promote activity.

Parents and carers

- Share information about and support toileting, and ask parents to share their progress with you.
- Share menus with parents. Can children write healthy menus for their food to eat at home, for breakfast, tea or snack? Can parents share the success of this? Are children eating healthy food at home?
- Share the handwashing song and tooth-brushing song with parents so they can practise at home.
- Support children to pair socks and sort laundry when doing the washing at home.
- Promote a termly physical activity challenge and encourage parents to join in too.
- Children to talk with parents and carers about how their body feels after exercise and why this is good.
- Provide a Teddy Task: Give out for families to do over a weekend. What time did Teddy go to bed? What bed time story does Teddy enjoy? Parents and children share Teddy's experiences with school in a mutually agreed way e.g. talking, written, drawings or photographs. Create a book of these experiences – Teddy's healthy food, exercise, naps etc.

Assessment Suggestion

Ongoing formative assessment

- Can I talk about healthy food choices?
- Do I know the signs of physical exercise and understand that exercise is good for me?
- Can I usually manage to use the toilet by myself?
- Can I wash and dry my hands by myself?
- Can I talk about the value of sleep?
- Can I talk about the importance of cleaning teeth?

PSHE Passport Idea

Being healthy is important because ...



EYFS Being Responsible

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Understanding the World ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Begin to show 'effortful control': For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Explore and respond to different natural phenomena in their setting and on trips.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet.
- Make healthy choices about food, drink, activity and toothbrushing.
- Begin to understand the need to respect and care for the natural environment and all living things.

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Manage their own needs including personal hygiene.
- Explore the natural world around them.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, exploring, using senses, choosing, engaging, asking, representing, pretending.

Active Learning

Choice, effort, motivation, persevering, resilience.

Creating and Thinking Critically

Planning, checking, problem solving, reviewing, predicting, decision making, making links, planning.

Books

- 'Please May I Have a Cookie?' By Jennifer Morris.
- 'Alfie Gets in First' by Shirley Hughes
- 'Ol Dog' by Kes Gray.
- 'The Great Paper Caper' by Oliver Jeffers.
- 'Somebody Swallowed Stanley' by Sarah Roberts.
- 'Tidy' by Emily Gravett.
- 'Lost and Found' by Oliver Jeffers.
- 'I'll do It! Taking Responsibility' by Brian Moses.
- 'Please and Thankyou: A Pirate Pete and Princess Polly Book' by Amanda Li.

Enabling Environment

- Set up your classroom so that children can easily access resources from shelves. Ensure that shelves and boxes are labelled (with pictures or silhouettes) so that children can easily find and return equipment. Develop a culture of choose it, use it, put it away.
- Develop/play a song for when children pack away and tidy the classroom. Choose five different songs. Have a class vote about which one they prefer. Have conversations about why looking after our environment is important.
- Set up a recycling area in your classroom or school. Teach children about how to recycle e.g. sorting waste and composting. Set up a wormery or a compost heap to recycle your waste fruit and use the compost to grow more food.

Role of the Adult

- Take time to discuss how we can look after ourselves, each other, our classroom, school and community.
- Discuss how looking after our own environment has an impact on the rest of the world e.g. how a piece of plastic litter thrown on the ground could end up in the sea and harm the marine life.
- Talk about ways we can show care for living things and the environment.

- Model and discuss the importance of hygiene.
- Discuss with the children why we have rules; devise rules together and support children to meet the requirements of these rules.
- Help children's understanding of what is right and wrong.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Discuss the importance of manners and how and when we might say please, thank you, excuse me and I'm sorry.

Explorations

- Use the book 'Lost and Found' as a stimulus. Discuss the people in their lives or in their community who may be lonely. Draw or paint pictures or develop videos that could be sent to a local care home.
- Use the book 'Somebody Swallowed Stanley' as a stimulus. Organise a litter pick on the school grounds with support from other children and members of the community.
- Use the book 'The Great Paper Caper' as a stimulus. Develop a crime scene. Include paw prints, magnifying glasses. Can they find who cut down the forest? Plant seeds together to replace what has been destroyed.
- Circle Time Activity: Don't Wake up the Bear. Form a circle and sit a child on a chair in the middle (bear) of the circle. Include keys underneath the chair. Can another child get the keys without the bear noticing? If you get pointed at you are out.
- Pass the Squeeze: Form a circle and hold hands. Can the children be responsible to 'Pass the Squeeze' all the way around the circle without telling anyone when they have been squeezed. Not too hard not too soft.
- Develop a classroom tree of responsibility. Discuss when a leaf can be added for example, if a child/or the class are helpful, shows good manners, good hygiene, look after the environment etc.
- Read the funny book 'Ol Dog' by Kes Gray as a stimulus. Are the rules fair or unfair? What are the rules for looking after pets? Practise the yoga downward dog pose together. Use 'Cosmic Kids Yoga' as a stimulus.
- Set up an underwater area using sand, water, shells, fish and under water sea creatures. Introduce litter into the space and talk to children about how that makes them feel. Where should litter be? How can we help? What impact does plastic have on our oceans?
- Set up a role play area which includes explorer equipment. Discuss with the children what might be needed e.g. a sleeping bag and warm clothes for the Arctic and a hat and binoculars for the jungle. Hide animals from one environment outdoors and set the children off with their explorer's equipment to find, photograph and log the animals. Discuss why some animal populations are in decline and talk about the human effects on habitat.

- Set up a small world play area with a range of possibilities for children to engage with including animals from different habitats. Provide play mats, small world animal figures, and tough spots with e.g. jungle or Arctic environments by adding leaves or ice blocks. Join in play where appropriate and ask relevant questions about wildlife and care of the environment. Why is looking after the planet particularly important for Arctic/Antarctic animals? <https://www.bas.ac.uk/>

Parents and Carers

- Provide children with a card penguin with a name tag that says, 'I am lonely please look after me.' Ask children and parents/carers to share how they included penguin in family tasks. Take pictures to share.
- Research some facts about a penguin together. Share what you have found out.
- Antarctica is the coldest, driest, windiest continent and it doesn't have a flag! More than 50 countries work together to protect the Antarctic environment and share their scientific research using a peaceful agreement called the Antarctic Treaty System. Design flags using a range of media.
- Invite parents into school to work with the children to care for the environment. This might include a gardening club, a litter pick team, a recycling squad or to plant trees.
- The Tree of Responsibility: Promote this at home. Children add leaves if they tidy their room, show good manners, go to bed when asked. Celebrate in assembly.
- Find a picture of a sea creature affected by plastic waste. Talk to your child about what has happened and why. How could this have been prevented?
- Watch David Attenborough's 'Blue Planet' together and talk about what you see.

Assessment Suggestion

Ongoing formative assessment

- Do I demonstrate good manners?
- Do I understand the importance of washing my hands and catching my sneezes?
- Do I understand that recycling is a responsible thing to do?
- Can I explain that my actions affect other people?
- Do I understand that I can have a point of view?

PSHE Passport Idea

Showing care to others and the environment matters because...



EYFS Being Safe

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development (at the end of their reception year) will:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Personal, Social and Emotional Development ELG: Managing Self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available.
- Begin to show 'effortful control'. For example, waiting for a turn and when crossing a road.
- Safely explore emotions beyond their normal range through play and stories.

3- and 4-year olds will be learning to:

- Increasingly follow rules, understanding why they are important.
- Show more confidence in new social situations.

Children in reception will be learning to:

- Identify and moderate their own feelings socially and emotionally.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, acting out, engagement.

Active Learning

Risk taking, independence, persistence.

Creating and Thinking Critically

Testing, thinking, decision-making, planning, reviewing.

Books

- 'How do dinosaurs stay safe?' by Jane Yolen.
- 'My body belongs to me' by Jill Sarishevsky.
- 'I can play it safe' by Alison Felth.
- 'My body what I say goes' by Jayne Sanders.
- 'Webster's Email' by Hannah Whaley.
- 'The Internet is Like a Puddle' by Shona Innes.
- 'Toad on the Road: A Cautionary Tale' by Stephen Shaskan.
- Goldilocks and the Three Bears.
- Little Red Riding Hood.
- 'The Grizzly Bear who Lost his GRRRR!' By Rob Biddulph.

Enabling Environment

- Discuss and agree ways to keep everyone safe in school and in the playground. Make a list of positive statements like "We always use sensible walking feet indoors" and talk about how that helps to keep us safe.
- Teach children during their daily experiences how to make their own risk assessments. For example, if I jump from this height what might happen? Is my landing area safe? What could happen if I get it wrong? Should I try it? How could I make it safer? E.g. put a soft mat where I'm going to land.
- Have a bench in the playground where children can sit if they feel worried, lonely or scared. Adults monitor the bench and ensure children have someone they can talk to - either an adult or another child.

Role of the Adult

- Talk to the children about why we have codes of conduct like "sensible walking feet" in school. Discuss the importance of safety instructions.
- Help children to learn how to risk assess their ideas before putting them into action. Use phrases like "think about..." "what would happen if..." and "how could we make it safer?"
- Encourage children to manage small risks so that they can learn from their mistakes.
- Talk about levels of risk, things that are always dangerous and things that are sometimes dangerous.
- Complete a risk assessment for new activities to ensure they are as safe as necessary.

Explorations

- Create a road crossing area outdoors. Provide a range of outdoor equipment such as trikes, helmets, scooters, dressing up costumes etc. Can the children cross the road safely?
- Create a giant local area map. Cut out pictures, vehicles, people, dogs, pushchairs, balls, bikes, traffic lights, pedestrian crossing etc. Can the children make a collage? Introduce small world play and a variety of toy cars. Can they think about their journey and what would be safe/unsafe?
- Think.gov. Learn the safer journeys anthem. Sing the song and perform the actions.
- Watch the Sesame Street clip: Elmo says stay safe. Discuss.
- Create a dressing up area which includes costumes from the emergency services. Include telephones so that the children can practise ringing 999 and asking for help. Encourage the children to practise saying their name and where they live.
- Create a magical pencil bicycle journey where children wear a helmet whilst drawing their journey based on instructions.
- Set up a traffic light game where children STOP when you shout RED, jog on the spot when they hear AMBER and run when they hear GREEN.
- Detectives: Give the children magnifying glasses and ask them to investigate the inside and outside area for what they think is safe and unsafe. Take pictures and share.
- Read the book 'My Body Belongs to Me'. Talk about what happens in the book. Talk about who to ask for help if they are worried. Draw around your hand and then cut it out. Make a helpful hand drawing of five people they trust and who they could talk to and ask if they needed help.
- Show the children a balloon and a pin. Move the pin slowly towards the balloon. Ask the children how they feel thinking the balloon might pop? What do you notice about your body when you feel scared? What are your warning signs? Think of things that make you feel scared and uncomfortable. Create a large body outline and include all the feelings.
- Teddy has parachuted in to school instead of coming on the bus. He has landed high up in the tree in the playground but he can't get down. Ask the children to suggest ideas to get Teddy out of the tree. Encourage the children to risk assess their ideas before trying them out. Make a photo journal of what happened and use it afterwards to talk about safety and risk.
- A bag of safety - include lots of different items inside a bag. When the music stops ask the children to take out an object. Will it go into the safe or unsafe hoop in the middle of the circle? Who could we ask if we weren't sure?
- Make Webster the spider using a variety of natural materials. Ask the children to think of rules that are important when we are using technology. Share with parents.

- Read Goldilocks and the Three Bears or Little Red Riding Hood. When the children hear things that they think aren't safe, can they hold up their red card or call "danger"? Make up a variety of stories with different themes and use the same approach.
- Can they explain why it isn't safe?

Parents and carers

- Talk to children about feeling and keeping safe.
- Discuss with them who they could talk to if they feel unsafe. Try to find five people or services who you know they can trust.
- Practise things that are risky together like crossing the road and talk about why it is important to hold your hand and follow other safety rules.
- Talk about risk and safety together and what to do if they are worried or unsure about whether something is unsafe.
- Encourage them to take small risks like balancing along a plank. Be there to provide support if they need it and praise them for having a go.
- Ensure children are safe when they are using mobile phones or computers. Always supervise them and install appropriate safeguarding controls for children.

Assessment Suggestion

Ongoing formative assessment

- Can I ask for help if I need it?
- Can I follow rules?
- Can I name some behaviours that are unacceptable?
- Can I name ways to keep myself safe?
- Can I name things that are unsafe and what to do about them?

PSHE Passport Idea

Following rules is important because...

EYFS – PSHE

Spring 2

Topics: Drug Education Difference and Diversity

Department for Education Statutory Guidance
Development Matters (Non Statutory) Reception Year
Early Learning Goals (Statutory) End of Reception

Vocabulary

I will build constructive and respectful relationships.

I will express their feelings and consider the feelings of others.

I will think about the perspectives of others.

I will recognise that people have different beliefs and celebrate special times in different ways.

I will recognise some environments that are different from the one in which they live.

I know and talk about the different factors that support my overall health and wellbeing.

I explain the reasons for rules, know right from wrong and try to behave accordingly.

I will show sensitivity to my own and to others' needs.

I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Respectful
Feelings
Perspectives
Beliefs
Environments
Different
Health
Well-being
Rules
Behaviour
Sensitivity
Similarities
Differences
Country



EYFS

Drug Education

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. Try new things and start establishing their autonomy.
- Find ways to calm themselves, through being calmed and comforted by their key person.

3- and 4-year olds will be learning to:

- Develop their sense of responsibility and membership of a community.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Know and talk about the different factors that support their overall health and wellbeing.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, senses, asking, seeking challenge, pretending, representing, risk-taking.

Active Learning

Engaged, energy, motivated, trying, focusing, persevering.

Creating and Thinking Critically

Choosing, thinking, deciding, creating, reviewing, adapting, making links.

Books

'Zog and the Flying Doctors' by Julia Donaldson.

'Peppa Goes to the Hospital' by Peppa Pig.

'Six Dinner Sid' by Inga Moore.

'Goldilocks and the Three Bears.'

Nursery Rhymes: 'Miss Polly had a Dolly', 'Humpty Dumpty', 'Jack and Jill.'

Enabling Environment

- Set up a doctors' surgery with a waiting room, link to the nursery rhyme 'Miss Polly had a Dolly.' Have a phone, appointment books, prescription pads etc.
- Set up a hospital including stethoscope, bandages, thermometer, bed, charts, water etc.
- Set up a role play area including a place to make medicines and potions, using water, food colourings, essences, flower petals, small pots, test tubes, funnels, pipettes, syringes etc. Talk to children about the safety of medicines, how these would help poorly characters recover and what they would do if they didn't help.
- What would happen if too much is taken? Who gives the medicine? Can children list their ingredients and make recipes for their own medicines?
- Set up role play space for 'Goldilocks and The Three Bears.' Enable children to retell the story. What are the dangers for Goldilocks? Should she have gone into the strangers' house? Should she have eaten from the bowls? How did she know that what was in them was safe? What are other dangers for Goldilocks?
- Play musical statues and ask the children to move their body in different ways. How does exercise make them feel? Why is doing exercise good for us?
- Set up a beach area- Include sun hats, umbrellas, empty bottles of sun cream, sun glasses, t-shirts, sand pit, tent, chairs etc. Discuss the importance of sun safety and what happens if safety guidance is not followed. How do we use sun cream? E.g. Is it safe to drink?
- Invite an optician into school. Set up an opticians and include an eye test chart etc. When might we use medicines for our eyes?

Role of the Adult

- Ensure the learning environment is safe.
- Enable children to contribute their own ideas and be involved in setting up the role play areas to make them relevant to their experiences and learning needs.
- Talk to children about their experiences of being poorly, e.g. how did it feel? Did medicines help? What medicines were taken? Where were they kept? Who gave them? How did they feel? What made them feel better?
- Talk to children, for example asking questions about how they made their medicines in role play. How do they know these are safe? How will they help those who are poorly?
- Discuss: Are there other ways of feeling better without medicines? Always? Sometimes?
- Discuss the safety of medicines. How would medicines help poorly characters recover and what they would do if they didn't help? What would happen if too much is taken? Who gives the medicine? How much do you use?
- Introduce activities into role play once modelled and experienced by the children.
- To observe engagement, model, support, and interact at appropriate moments to extend children's ideas, understanding and learning.

Explorations

- Use the book 'Zog and the Flying Doctors' as a stimulus. Make a potion for the King to help him with his fever.
- Design and create a poster about the safety of substances, medicines etc.
- Make up a game for Humpty Dumpty that would help him take his mind of his cuts and bruises.
- Design and make a get well card for Humpty Dumpty to help him to feel better.
- Make Humpty Dumpty jigsaws and ask the children to put him back together again, adding kind words as they do it.
- Circle Time: Pass the teddy around the circle and when the music stops give the teddy a hug. What else can we do when someone we love feels unwell? Ask the children to show and tell in the middle of the circle.
- Circle Time: Put a bag of sweets that look like pills/tablets in a sealed bag. What are they? Are they safe to eat? What should we do if we find something in our homes that look like sweets? Make up a class rhyme.
- Puppets: Puppet is very shy and when he feels unwell he finds it very difficult to tell anyone or ask for help. How could we help puppet?
- Ask children to walk around a space sharing different emotions e.g. tired because they haven't slept; excited because it is their birthday; worried because they have lost their toy. Discuss how breathing can help with managing big emotions. Practise together.

- Adventure: Set up a journey where the children have to collect particular items. When they get back ask them to sort them into whether they think they are safe to eat/drink or not safe to eat/drink? How do we know?
- Make telephones out of cups and string. Ask children to communicate with their partner. Discuss when to make a 999 call. What would they say? Can their partner repeat what they said?

Parents and Carers

- Talk to children about medicines, who should give them and what is safe to take when?
- Give out a first aid box template. Add to the box by drawing, writing or sticking things that would help you when you are poorly. Provide an example which may include: a hug, a teddy to cuddle, medicine, sleep, healthy food, water, films to watch. Return, share and compare.
- Read 'Six Dinner Sid' – what advice would you give to Sid? Why can too much medicine be dangerous?
- Safety around Medicines: Design a poster and enter into a class competition if children wish.
- Handwashing Song: Make up a handwashing song and share. <https://www.youtube.com/watch?v=aGJNspLRdrc>

Assessment Suggestion

Ongoing formative assessment

- Can I understand what is safe and unsafe to eat/drink?
- Can I understand what medicine is and how it should be used safely?
- Do I know ways to keep myself healthy?
- Can I ask for help if I need it?

PSHE Passport Idea

Being safe and well matters because...



EYFS Difference and Diversity

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Building Relationships

Children at the expected level of development (at the end of their reception year) will:

- Show sensitivity to their own and to others' needs. Understanding the World ELG: People, Culture and Communities
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Notice and ask questions about differences, such as skin colour, religion, types of hair, gender, special needs, and disabilities.
- Make connections between the features of their family and other families.
- Notice differences between people.
- 3- and 4-year olds will be learning to:**
- Develop their sense of responsibility and membership of a community.
- Understand gradually how others might be feeling.
- Continue developing positive attitudes about the differences between people.

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some environments that are different from the one in which they live.

Characteristics of Effective Learning

Playing and Exploring

Acting out, exploring, curiosity.

Active Learning

Involvement, Independence, self confidence.

Creating and Thinking Critically

Imagination, decision making, risk taking, thinking, planning.

Books

- 'Anna Hibiscus Song' by Atinuke Lauren Tobla.
- 'Dinosaur Department Store' by Richard Merritt.
- 'Julian Is a Mermaid' by Jessica Love.
- 'Ada Twist Scientist' by Andrea Beaty.
- 'Handa's Surprise' by Eileen Browne.
- 'The Frog and the Stranger' by Max Vethulius.
- 'The Family Book' by Todd Parr.
- 'Ruby's Worry' by Tom Percival.
- 'Dogs Don't do Ballet' by Anna Kemp.
- 'This is our House' by Michael Rosen.
- 'Whoever you are' by Mem Fox.
- 'My World, Your World' by Melanie Walsh.
- 'Norman the Slug with the Silly Shell' by Sue Hendra.

Enabling Environment

- Learn basic sign language or Makaton signs and use these alongside spoken words as routine. Encourage all children and adults to learn and use the signs so that if a signing or non-verbal child joins their class they will be able to communicate with everyone.
- Add different dressing up props and equipment to your role play area (indoors and outdoors) so that children can act out different roles e.g. a mechanic, a nurse, a ballerina, a scientist. Display pictures of jobs people do with the intention of removing gender stereotypes.
- Ensure that books, posters and props represent differences in age, ethnicity and ability and challenge stereotypes, e.g. female astronaut, male nurse etc.
- Ensure role play props reflect different ethnicities and cultures, including the unfamiliar.

Role of the Adult

- Talk to the children to help them understand what we can do to make all children feel included and accepted.
- Encourage children to play with a variety of friends from all backgrounds, so that everyone experiences being included.
- Talk to the children about why they are special.
- Help children to identify that we are all different and that is ok.
- Take time to discuss how we can include others.
- Talk about ways we can learn from each other.
- Discuss the importance of respecting each other's differences.
- Discuss with the children why people might be treated unfairly.
- Help children to form positive relationships.

- Support children with initiating conversations.
- Help children to identify what is fair and unfair.
- Help children to understand how we treat each other with kindness and respect.
- Discuss the importance of listening to each other's interests and beliefs.
- Address any behaviour or attitudes that are not inclusive.
- Demonstrate and model strategies to include everyone.

Explorations

- Use the book, 'Anna Hibiscus Song' as a stimulus. Circle time activity: How do we know when Anna is happy? What do you like to do when you are happy? For example – When I am happy I like to sing.
- Make a happiness box and put inside all the things that make you happy. Share ideas and talk about similarities and differences.
- Use 'Handa's Surprise' as a stimulus for a food tasting activity: Which fruits do you like the best? Identify which parts of the world the fruits are from. Why was Handa carrying a basket on her head? How many bean bags can you balance on your head? Who can walk the furthest without dropping them?
- Read the story, 'Julian Is a Mermaid'. What do you love to do? What would you like to be when you are older? Share ideas.
- Read the book, 'The Frog and the Stranger'. How do we show kindness? What could we do to welcome rat into our classroom? Give the children a class toy rat to look after. Take it in turns. How would you include rat in your play? Why might it be hard for rat to fit in?
- Look at nature. Go on a colour treasure hunt. What can you find that is red, yellow or green?
- How did nature inspire Frida Kahlo? Who is Frida Kahlo?
- Plate craft art: Make self-portraits inspired by Frida Kahlo. Display, celebrating everyone's uniqueness in our class, school and community.
- Read the book, 'The Family Book' by Todd Parr. Create a class book called 'Our Families'. Who do you want to include on your page?
- Read the book, 'Ruby's Worries'. Some of us worry more than others. We are all different and that is ok. Why might Ruby worry? Make a worry doll and discuss how to use it.
- Using the book, 'This is Our House', provide a selection of materials like cardboard boxes of various sizes, card, corrugated paper, lolly sticks, tubes, cellophane, fabric, sticks, clay and straw so children can make their own house.

Who lives in your house? Make peg dolls to represent your family members and put them in your house.

- Make a 'Dinosaur Department Store' where everyone is welcome. Provide a tray with dinosaurs. How will they invite the other animals? How do we make people feel welcome and include others who may feel different like Elmer the elephant?
- Provide a range of eating utensils – forks, spoons, chop sticks etc. Provide children with a range of dried foods. Can they move them with their different utensils? Discuss different ways of eating and traditions.
- Introduce music and share dances from around the world.

Parents and carers

- Invite parents to share favourite recipes and make a class recipe book. Invite everyone for a 'bring and share' lunch or picnic.
- Ask parents and children to fill in a one page profile together. Share with the class and celebrate each other.
- Ask children to choose a favourite toy to bring into school. Can they talk about why they like it?
- Decorate a stone with their favourite colours; bring it into school and compare similarities and differences.
- Help children choose an object or photograph to bring in connected to something they do outside of school – talk to others about their sport, hobby, pet or club. Is it ok to like different things? Can you still be friends?

Assessment Suggestion

Ongoing formative assessment

- Can I talk about similarities and differences in different contexts?
- Can I form positive relationships with adults and children?
- Can I initiate play, inviting others to join in?

PSHE Passport Idea

Being kind means...

EYFS – PSHE

Summer 1

Topics:
Money Matters
Being Me

Department for Education Statutory Guidance
Development Matters (Non Statutory) Reception Year
Early Learning Goals (Statutory) End of Reception

Vocabulary

I can identify and moderate my own feelings socially and emotionally.

I show resilience and perseverance in the face of challenge.

I see myself as a valuable individual.

I express my feelings and consider the feelings of others.

I show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.

I set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.

I talk about the lives of the people around me and their roles in society.

Being Special
Unique
Hobbies
Feelings
Resilience
Perseverance
Individual
Valuable
Regulate
Goals
Impulses
Society
Roles
Jobs/employment



EYFS

Money Matters

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Self-Regulation.

Children at the expected level of development (at the end of their reception year) will:

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Understanding the World ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Safely explore emotions (for example needs and wants) beyond their normal range through play and stories.

3- and 4-year olds will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Play with one or more other children, extending and elaborating play ideas.
- Show interest in different occupations.

Children in reception will be learning to:

- Identify and moderate their own feelings socially and emotionally.
- Show resilience and perseverance in the face of challenge.

Characteristics of Effective Learning

Playing and Exploring

Making links, acting out, imagination.

Active Learning

Having a go, testing, thinking.

Creating and Thinking Critically

Decision making, planning, predicting, imagination.

Books

- 'The Great Pet Sale' by Mick Inkpen.
- 'Daisy Eat Your Peas' by Kes Gray.
- 'Have You Filled a Bucket Today?' by Carol McCloud.
- 'Supermarket Zoo' by Caryl Hart.
- 'Let's Explore Needs and Wants' by Laura Hamilton Waxman.
- 'Nigel's Marvellous World' by Lucy Coats.
- 'The Shopping Basket' by John Burningham.

Enabling Environment

- Add a cash till, coins and purses to your role play area and provide equipment which present opportunities for using money. These could be shops, transport or cafes. Add menus or price labels to stimulate conversation about affordability, money management, savings and income. Children can practise counting out quantities of pennies or pounds and giving change.
- Use plastic pennies, counters or marbles to reward children for being kind and helpful. Collect all the earned tokens in a jar. When the jar has sufficient funds (children count how much has accumulated) the class can spend the tokens on a small treat for everyone e.g. a cake, a trip to the local park, or some bubbles for the playground. Treats can be displayed on a menu with 'prices' for each treat. Children are rewarded for good behaviour as well as being encouraged to work as a team.
- Have a culture of fund raising money for charity. Choose a charity and decide as a class what you will do to help. Take photographs and make these into a class journal about your fund raising activities. What difference did you make?

Role of the Adult

- Talk about what money is and what it is used for.
- Explain in simple terms where money comes from.
- How can we make sure we have enough money e.g. budgeting?
- Play and interact with children and talk about concepts like prices, cost, affordability, budgeting and saving.

Explorations

- Using the book 'The Great Pet Sale' as a stimulus. Set up a pet shop with different animals for sale. All of the animals are different prices. Which animals would you choose to buy? Why? Give the children play money to spend, with a wallet and shopping bag.
- Discussion: Use the book 'Daisy Eat Your Peas' as a stimulus. Why was Daisy's mum trying to bribe Daisy? Can you remember all the things she offered? Was Daisy's mum telling the truth?
- Plan to bake a cake. Make a list of what you will need. What do you already have and what will you need to buy? Estimate how much you think it will cost. Visit your local shop or supermarket to buy what you need. How did you know you would have enough money? How much did it cost? How well did you guess the cost? Were there some things you couldn't afford?
- Bury money in the sand. Using a variety of resources such as tweezers, spades, brushes, metal detectors, how many coins can they find? Where will they put the money once they have found it to keep it safe?
- Can we have everything we want? Using puppets, role play a story about a child who wants everything he sees when he goes shopping. If he doesn't get what he wants he is very angry and has huge tantrums. What advice would you give to the puppet? Why is it hard not getting what you want?
- Use circle time to talk about the difference between need and want. What do we need to live; are things we need different to things we want? How can we work towards things we want but can't afford? Discuss saving, earning, gifts etc.
- Read the book, 'Have you filled a bucket today? How can we show kindness without buying things? What things are free and often mean the world to the people we love.
- Think of random acts of kindness. Can you fill someone's bucket today?
- Sing the song, 'Five Currant Buns in a Bakers Shop.' Model the paying process as children collect their buns.
- Think about the jobs people do. Ask the children to think about what jobs people do in school? Why do people have jobs? Talk about how important everyone is to making a school run well.
- Draw pictures of people in school and send thank you cards/videos to everyone involved in their school community.

- Talk about Pudsey Bear. Think about how the Children in Need charity raises lots of money for other children across the country. Identify a local charity and organise a fun day or challenge that children and families can take part in to raise money. Talk together about how their efforts have helped others.

Parents and Carers

- Invite parents/carers in to school to help accompany small groups to the shops to buy snacks or ingredients to make a cake.
- Encourage parents/carers to get involved with your fund raising activities e.g. baking cakes or accompanying children on sponsored walks.
- Ask parents/carers to talk to children about how they earn money and how they spend it.
- Encourage parents/carers to let children help with shopping and talk to them about prices and paying for items.
- Save up for something together.

Assessment Suggestion

Ongoing formative assessment

- Can I enjoy small trips in my local neighbourhood?
- Can I talk about and manage some of my feelings?
- Can I explore emotions through play and stories?

PSHE Passport Idea

I can't always have what I want because...



EYFS Being Me

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Self-Regulation

Children at the expected level of development (at the end of their reception year) will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Thrive as they develop self-assurance.
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

3- and 4-year olds will be learning to:

- Show more confidence in new social situations.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

Characteristics of Effective Learning

Playing and Exploring

Engagement, curiosity, exploring, representing, Imagination.

Active Learning

Involved, motivated, concentrating, energy, satisfied, challenging, persevering, fascinated, enjoy, proud, delight.

Creating and Thinking Critically

Choosing, problem solving, thinking, planning, decision making, reviewing ideas, making links.

Books

- 'Elmer' by David McKee.
- 'Can I build another me?' Shinuske Yoshitake.
- 'Amazing Grace' by Mary Hoffman.
- 'I Don't want Curly Hair' by Laura Ellen Anderson.
- 'Giraffes Can't Dance' by Giles Andreae.
- 'Barry the Fish with Fingers' by Sue Hendra.
- 'It's Ok to be Different' by Todd Parr.

Enabling Environment

- Set up a water-play area with fishing rods, nets, fish, sea creatures, pebbles, shells etc. Help children to recount the story of 'Barry the Fish with Fingers.' How was he different, how did he help his friends?
- Add dressing up clothes, hats and props to your role play area and introduce a stage area where children can be dancers, musicians, actors or puppeteers etc. Talk about what they like to wear and how that makes them feel.
- Add hairdresser's equipment to your role play. Towels, capes, combs, mirrors, magazines and styling heads. Talk about different types and colours/styles of hair.
- Set up an artist /photography studio with an easel, brushes, pallet, cameras, props like hats and glasses for children to draw/paint/photograph each other? Display children's portraits on a 'Proud to be Me' wall. Talk about celebrating differences and what makes us unique. What would they like to be when they grow up?
- Set up an assault course with a range of activities with different skills required- stepping stones, walking the plank, climbing, throwing balls into hoops etc. Encourage children to have a go, keep trying and get others to join in. Help them to notice what they are good at.
- Set up a block play area with a selection of different wooden blocks with free access to small world people and construction vehicles close by. Put up photographs of houses and buildings near your school. Provide paper, clipboards, felt pens and hard hats so that children can build their own community. Encourage children to plan together, co-operate, take turns and show pride in their work.

Role of the Adult

- Talk to children about who they are, what makes them unique etc.
- Encourage children to dress up and pretend to be someone else. Ask questions such as, 'How does that feel?'
- Provide a selection of music, e.g. slow, fast, for children to use for their Jungle Dance. Make available a range of music to reflect different moods.
- Make sure materials and resources are available for self-selection so everybody can make choices.
- Allow children time to complete activities to their own satisfaction and return to something if they want to.
- Provide activities that are challenging but achievable and provide children with opportunities to reflect on their successes and achievements. Encourage them to keep trying if they find things difficult at first.
- Take photos of the children's achievements to go on a 'Proud to be Me' wall. What can they do that no-one else can? What makes them special?
- Add commentary, prompts and vocabulary to support children's understanding. Read stories together and discuss how all of the characters are unique and special; similar and different to each other.

Explorations

- Use 'Elmer' as a stimulus. Draw or paint your own elephant to represent you. Add pictures of food, hobbies, different materials and colours. Why have you chosen that picture to stick on? Make a class herd parade celebrating that it is OK to be different.
- Read the book, 'I Don't Want Curly Hair.' What is happening in the story? What did the two girls learn about themselves? Provide photographs of children in the class but just faces. Can you create a new hair style for everyone? Use wool, crinkly paper, pasta, feathers, string etc.
- Play a game of Change Places if: Set up a circle. Ask the class to change places if they like pizza, change places if you don't like football, like reading, have a brother etc. What have we learnt about each other? You could also do this as a parachute game.
- Paint outside with water and different size brushes. Can they paint their name? Ask the children to make their own name tag inside. Provide pens and paper, glitter, stickers etc. Add the name label to the 'Proud to be Me' wall. Can they say why they are proud of themselves?
- Use the book, 'Can I Build Another Me?' as a stimulus. Provide different 3D mediums such as junk modelling, Lego, salt dough etc. Provide mirrors and magnifying glasses so they can explore what they look like.

Encourage children to make their own sculpture to add to the art gallery.

- Make up a Jungle Dance. Ask the children to choose which animal they would like to be and think about how it moves.

Parents and Carers

- Invite parents in to watch the class parade of elephants. Include the Jungle Dance; celebrate being me.
- Invite parents to an art exhibition. Display the children's portraits and sculptures. Encourage children to write labels, invitations and to talk to the adults about what they have made.
- Suggest parents/carers sit with their child to draw a picture of them. Write five positive things about their child around the picture. "I like how you..." Put the picture up in your home and refer to it often.
- Invite parents/carers to make a treasure box. This might be memories you've written down about things you did together e.g. "I loved the day we went to the park, you were so happy when I pushed you on the swings." It could also be objects like the tiger you bought at the zoo or a picture or postcard from somewhere you visited. Talk about all the fun things you have done together and how that made you feel. Share the most special of these with school and share why it is so special.
- Invite children to tell their parents/carers the things they like/love about them.

Assessment Suggestion

Ongoing formative assessment

- Can I talk about what I like and dislike?
- Can I identify similarities and differences?
- Am I confident to join in new activities?
- Do I encourage peers to join in?
- Do I persevere when experiences are difficult?
- Can I take account of what others say?

PSHE Passport Idea

I am special because...

EYFS – PSHE

Summer 2

Topics: Growing Up Changes

Department for Education Statutory Guidance
Development Matters (Non Statutory) Reception Year
Early Learning Goals (Statutory) End of Reception

Vocabulary

I will see myself as a valuable individual.

I will manage my own needs such as personal hygiene.

I am confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change.

I Understand the effect of changing seasons on the natural world around them.

I am confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

I am confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Valuable
Individual
Personal hygiene
Resilience
Perseverance
Change
Independence
Challenge
Confidence
Independence
Seasons
First, next, after, 2nd, 3rd



EYFS Growing Up

EYFS Statutory Framework

Personal, Social and Emotional Development ELG:
Managing Self

Children at the expected level of development (at the end of their reception year) will:

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. Try new things and start establishing their autonomy.
- Thrive as they develop self-assurance.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

3- and 4-year olds will be learning to:

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Begin to make sense of their own life-story and family's history.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Manage their own needs such as personal hygiene.

Characteristics of Effective Learning

Playing and Exploring

Initiating play, engaging, representing, delight, challenge.

Active Learning

Satisfied, fascinated, perseverance, motivation.

Creating and Thinking Critically

Developing ideas, making links, knowing and deciding when to ask for help, recognising patterns.

Books

'Titch' by Pat Hutchins.

'Pants' by Giles Andreae and Nick Sharratt.

'Now I'm Big' by Karen Katz.

'When I'm Big' by Debi Gliori.

'Mr Seahorse' by Eric Carle.

'Still Stuck' by Shinsuke Yoshitake.

'Jaspers Beanstalk' by Nick Butterworth.

Enabling Environment

- Provide a range of dolls, teddy bears and clothing that encourages dressing and helps develop motor skills.
- Ensure coats, bags and other outdoor clothing and footwear are accessible. Provide a seating area for children to change shoes/boots
- Provide a range of fiction and non-fiction books across the learning environment which explore growing and life cycles.
- Set up an observation area with tadpoles, butterflies, incubating eggs or similar so that children can watch the stages of a life cycle. Add non-fiction books, magnifying glasses, cameras, note books, life cycle puzzles, small world model animals including mini beasts, farm and zoo animals.
- Have a class pet to care for.
- Include a range of dressing up resources to represent different ages in the home. Include resources that may encourage different roles within the age groups.
- Provide aprons and show children how to work together to help each other to fasten them at the back.
- Have a baby clinic in your role play area where children can weigh, measure, wash and change babies. Add dressing up clothes so that children can role play as parents or grandparents.

Role of the Adult

- Provide challenge and stimulation through differentiation, interaction and interventions. Use children's interests to scaffold and extend their learning.
- Encourage children to see adults as a resource and a partner in learning.
- Be there to offer help as needed.
- Introduce and use new vocabulary to support concepts as well as appropriate behaviour.
- Facilitate and enable children to use the Internet and the library to find information about growing, life cycles and changes.
- Talk about the changes that children can observe from real life experiences.

Explorations

- Support children's growing confidence and independence.
- Talk about how they are growing up.
- Children bring in pictures of themselves as babies and toddlers. Talk to them about what is the same and what has changed. Encourage them to talk about their families.
- Describe and compare similarities and differences to demonstrate changes as children grow up. Can children put themselves in height order?
- Read the story of 'Mr Seahorse'. Support children to create their own seahorse or other creature, real or imaginary. Take the seahorse/baby creature with you and teach it new things. Encourage it to ask for help. Who could it ask? How would it ask? Model with a puppet.
- Pot cress seeds with the children. What do the seeds need in order to grow? What do we need to help us to grow into healthy adults?
- Grow beans in wet paper towels, plastic bags, clear, plastic pots or similar, so children can see the roots and shoots grow.
- Plan collaborative experiences and highlight how children can play and work together as they are growing up.
- Teach body parts using songs. Use the song, 'Head, Shoulders, Knees and Toes' and 'Simon Says.'
- Set up a water area incorporating a washing line where different sized clothes can be washed and then hung out to dry. Talk about the difference in size e.g. Baby clothes, toddler clothes and adults clothes. Can they put them in order of size?
- Have a parent visit with a new baby, encourage children to talk about similarities and differences between them and the baby.
- Offer a range of outdoor challenges e.g. trike, balance bike that encourage developing new skills together.
- Provide different daily challenges such as balancing, skipping, star jumps - encourage timing each other. Use the book: 'Too Tall to Twirl,' as a stimulus. Set goals and share 'WOW' moments on your class display.

Parents and Carers

- Ask parents to send in photographs of their children as babies so we can see the changes. Discuss as a class the changes they notice.
- Provide a class challenge. Ask the parents to work with their children at home to develop a character using a potato. How old is it? What does it enjoy doing? What can't it do? Share and compare ideas in school.
- Send home cress seeds and/or beans that have been potted. Give careful instructions of how to look after them. Can children talk about and follow these instructions. Can children send pictures of their growing plants with school/setting?
- Model, demonstrate and make egg and cress sandwiches together. Talk about and ask questions about what children did and how grown up it is to grow and make their own food. Share with teacher and friends at school.
- Encourage a parent to bring in a new baby for a visit.
- Can parents measure their children at home and talk to their child about growing up.

Assessment Suggestion

Ongoing formative assessment

- Can I ask for help?
- Can I help others?
- Do I know babies grow into adults?
- Do I know the difference between young and old?
- Do I know what we need to grow?
- Can I recognise how young and old are similar and different?

PSHE Passport Idea

New skills I have learnt are ...



EYFS Changes

EYFS Statutory Framework

Personal, Social and Emotional Development ELG: Managing Self

Children at the expected level of development (at the end of their reception year) will:

Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Understanding the World ELG: The Natural World
• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Non-statutory Guidance

Development Matters, July 2021.

Babies, toddlers, and young children will be learning to:

- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Find ways of managing transitions, for example from their parent to their key person.
- Engage with others through gesture, gaze and talk.
- Feel confident when taken out around the local area and enjoy exploring new places with their key person.
- Explore and respond to different natural phenomena in their setting and on trips.
- Talk about what they see, using a range of vocabulary.

3- and 4-year olds will be learning to:

- Understand the key features of the life cycle of a plant and an animal.
- Talk about the differences between materials and changes they notice.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change.
- Understand the effect of changing seasons on the natural world around them.

Characteristics of Effective Learning

Playing and Exploring

Curiosity, senses, initiating, asking, seeking, delight.

Active Learning

Focusing, concentrating, trying, enjoying, persisting, fascinating, resilience.

Creating and Thinking Critically

Choosing, deciding, planning, predicting, thinking, testing, reviewing, making links, patterns.

Enabling Environment

- Encourage children to be independent with dressing and undressing for PE and outdoors by making sure they can access coats, hats, gloves and PE kit easily.
- Have a welly rack or tree with bench seating near the door.
- Have a camera or tablet available for children to photograph and record how things change over time.
- Where possible allow children to create their own paint colours, playdough or models by having equipment and resources available for self-selection.
- Enable a shop role play area where children can buy the clothes and accessories they need to be appropriate for the weather, as it changes so quickly. Children can bring items from home for this shop.
- Set up an area to represent a family where a new baby has arrived. Provide dolls, clothes, toys, bath, nappies, bottles, high chair etc.
- Provide a deconstructed role play area. (Loose parts like boxes, crates, cable reels, fabric, tubes or planks.) What could children make it into on the theme of changes?
- Exploring/Investigating science area: Explore changes in ice/water in different parts of the learning environment. Children decide where to put their ice. Will it thaw as quickly outdoors as indoors near the radiator? How does it change?
- Experience, explore and notice changes in properties of sand, wet or dry and water.
- Explore the local environment.
- Children select music to move or dance to. Explore how they move differently to different genres, tempo of music.

Role of the Adult

- Join in child-initiated play, developing relationships, supporting and extending learning.
- Explore the changes within the outdoor learning environment, the surfaces and resources e.g. when dry or wet, hot or cold. Do materials behave the same when it is wet, cold or freezing? Does it feel the same to slide down the slide when it is damp? Do toys feel the same when they're wet/dry?
- Providing a narrative and questioning to support children for example when learning new skills to learn from experiences.
- Sensitive interventions and interactions to challenge and extend individual learning needs.
- Support children's growing confidence, independence and ability to cope with changes.
- Support children through difficult changes e.g. the arrival of a new baby, separation or bereavement by communicating closely with family, maintaining links with familiar adults, providing consistent familiar routines. Answer questions honestly and offer reassurance.
- Provide challenge and stimulation through differentiation, using children's interests.
- Provide different clothing and accessories for different seasons. Include gloves, scarves, sun hat, sun glasses, umbrella, woolly hat, flip flops, boots, sleeping bag, towel etc.

- Provide a sign or poster that says what type of weather it is. Can the children select the correct symbol to match the weather?
- Include paper/card for children to make their own signs to say what kind of weather it is. Can children keep a diary of the weather using words and/or symbols?
- Introduce and develop relevant new, key vocabulary in context.
- Demonstrate and explain language to talk about changes, aspects of change, similarities and differences that children are experiencing. Support children to use this language in conversation.
- Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster, and talk about them.

Explorations

- The Three Little Pigs: Provide sticks, bricks and mud. Ask the children to build a house for the little pigs to live in. Can they work with different children to do this? What would happen if the wolf blew it down? How would they rebuild it?
- Set up a scene where things have changed within the classroom. Things have been stuck down with masking tape. Some items are covered in flour? Who may have done this? What looks the same and what is different? What has changed? How can we make the classroom tidy again? Provide sweeping brushes, water to wash things etc.
- Provide a deconstructed role play area. Imagine that the big bad wolf has blown the house down. How can they rebuild it? What will it become? How can they work together?
- Sing the song, 'The Farmer Plants his Seeds.' <https://www.youtube.com/embed/cRHgOdgWllo> Make up actions together.
- Read the story 'The Tiny Seed' by Eric Carle and encourage the children to develop moves to represent the seed and flower at different stages. Where will it take them? Discuss what you saw? What is happening?
- Explore and do bark or leaf rubbings from different trees in different seasons, examine them and talk about similarities and differences.
- Parachute game: Use leaves or make them using paper and put on a parachute. Imagine the parachute is a tree and toss the leaves into the air. Watch them rise and fall. Can they collect them from the floor? What season is this? How do some trees change during the different seasons? Which season do you like/don't like?
- Read the story - 'The House Inside My Mummy' What is happening? What changes might happen when the baby is born? Discuss feelings related to change.
- 'The Hide and Seek Memory Game' - Firstly model: Place items on a tray and get the children to look carefully at what there is and name them. Take the tray away and remove one item. Can they guess what is missing, how has it changed?
- Set up a similar activity for children to do in pairs.
- Watch the clip 'Caterpillar Shoes' <https://www.youtube.com/watch?v=TYaSOLOHrEC>
- What is changing for caterpillar? What act of kindness does he carry out? What will caterpillar be able to do that he couldn't do before?
- Watch the miracle of metamorphosis by growing your own butterflies. Use a Go Pro to watch carefully. Once you release them into the wild discuss how hard it is to let something go when you have cared for it. How do you feel?
- Visit rural and urban environments. How are they similar? How are they different?
- Demonstrate changes e.g. changes to ingredients when baking, and shapes with play dough etc.

- Feelings and behaviours change. Talk about how and why our feelings and behaviours change, and that all feelings are okay, but not all behaviours are.
- Talk about behaviours changing to make others feel different, e.g. happier or better.
- Ask children for their ideas on how they can make others feel different e.g. better when they are sad or cross.
- Prepare children for changes that will occur in the daily routine or in their own life e.g. transition points like moving classes.
- Support children to understand changes and why changes happen.
- Encourage children to talk about changes and how they feel about them.
- Provide a simple system for children to share how they feel about changes e.g. emojis.
- Pose carefully framed open-ended questions, such as 'How can we...?' or 'I wonder what would happen if...?'

Parents and Carers

- Listen to the nursery rhyme - 'I Hear Thunder.' Make up actions. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-i-hear-thunder-andy-day/zvlf41> Make a weather chart or keep a diary of the weather using symbols and or words, to show how the weather changes every day. Talk about the experiences you have had in the different weather. What did you wear? What did you do? How did it feel? Bring this to share at school.
- Teddy is starting nursery/reception. Can you help him make up a timetable so that he knows what he is doing every day? Record what he would do in a week. Talk about how parts of the day are the same and some are different. How are the days different at the weekend? What changes? Share teddy's timetable with your class.
- Practise a new skill with Teddy. Can you share which new skill you tried. What did you enjoy? What did you find difficult? Share photographs with school.

Assessment Suggestion

Ongoing formative assessment

- Can I identify changes? E.g. When the caterpillar changes to a chrysalis.
- Can I talk about changes: How are things different? How are things similar? How things stay the same?
- Can I talk about how I feel about changes?
- Can I identify patterns in the changes?
- Can I adapt to changes?
- Can I understand why some changes happen or need to happen?

PSHE Passport Idea

Changes make me feel...

Year 1 and 2 – PSHE

Autumn 1

Topics: Settling into classes

Department for Education Statutory Guidance

Vocabulary

L1	what rules are and why different rules are needed for different situations	Rules
L3	things they can do to look after their environment	Relationships
R9	how to ask for help if a friendship is making them feel unhappy e.g not sharing, turn taking	Friendship
R16	How to respond if physical contact makes them feel uncomfortable and unsafe e.g snatching	Feelings/mood
R22	How to treat themselves and others with respect: how to be polite and courteous	Conflicts
R24	How to listen to other people and play and work co-operatively	Outgoing
R25	How to talk about and share their opinions on things that matter to them	Unfamiliar
R6	about how people make friends and what makes a good friendship	Resilience
		Perseverance
		Sensitivity
		Cooperatively
		Behaviour
		Environment
		Uncomfortable
		Unsafe
		Polite
		Courteous
		Lonely
		Opinions
		Hurtful

R8	About simple strategies to resolve arguments between friends, positively	
R10	That bodies and feelings can be hurt by words and actions	
R11	How people may feel if they experience hurtful behaviour or bullying	
R12	That hurtful behaviour is not acceptable	
R7	When they or someone else feels lonely and what to do	
H18	about different things they can do to change their mood when they don't feel good	
H19	When they need help with their feelings; that its important to ask for help with feelings and how to ask for help	
H11	about different feelings humans experience	
H12	How to recognise and name different feelings	
H14	How to recognise what others might be feeling	
H15	That not everyone feels the same at the same time or feels the same about the same things	
H16	Ways of sharing feelings: a range of words to describe feelings	
H17	About things that help people feel good	

PSHE Medium Term Planning for First 6/7 weeks of Autumn Term – All Year Groups FS2 and

KS1 – created by Claire Stockwell 22.5.22

This planning has been prepared by the PSHE Lead Teacher to ensure that all children across Portway Infant school settle into the new school year successfully.

After evaluating our New/Current PSHE Scheme of Work it has been decided that our children need to complete these activities to ensure we provide outstanding classroom management and behaviour strategies.

It focuses on embedding:

- School Rules and Happy Classrooms
- Waiting their turn – sharing and being fair
- Making and Developing good Friendships
- Kindness
- Preventing Loneliness
- Being calm/Zones of Regulations and emotions

We will discuss/practice these areas relentlessly and work on each one until we are sure that our children are able to achieve these skills. We believe we need to embed these skills before outstanding Classroom Management can take place and allow for Outstanding learning and achieving.

These areas will be revisited throughout the school year. Individual classes will focus on different areas depending on the needs of their class during each half term if the need arises.

Year 1 – PSHE

Autumn 2

Topics: Being Healthy Difference and Diversity

Department for Education Statutory Guidance

Vocabulary

H1. Identifying different ways to keep healthy.
H2. Recognising foods that support good health; the risks of eating too much sugar.
H3. Exploring how physical activity helps us to stay healthy.
H4. Recognising why sleep is important and different ways to rest and relax.
H5. Demonstrating simple hygiene routines that can stop germs from spreading.
H7. Exploring what good dental care is; identifying food and drink that supports dental health.
H8. Describing different ways of keeping safe in the sun to reduce skin damage.
H9. Recognising the importance of knowing when to take a break online/offline.
L6. Recognising ways they are the same as, and different to, other people.
L14. Identifying that everyone has different strengths.
L17. Discussing the strengths/interests someone might need to do different jobs.
R2. Identifying the people who love and care for us.
R3. Recognising that there are different types of families.
R4. Identifying common features of family life.
R22. Recognising how to treat themselves and others with respect.
R23. Recognising the ways in which they are the same/different to others.
H21. Recognising what makes them special.
H22. Celebrating the ways in which we are all unique.

Healthy
Healthy eating
Physical activity
Relax
Hygiene routines
Germs
Dental care
Sun care and skin damage
Online and offline and needing breaks
Same and different
Different jobs and needs
Families – different kinds
Common features of families- love
Respect
Special
celebrate

/



Key Stage 1 Being Healthy

Theme: Health and Wellbeing:

H1, H2, H3, H4, H5, H7, H8, H9

H1. Identifying different ways to keep healthy.

H2. Recognising foods that support good health; the risks of eating too much sugar.

H3. Exploring how physical activity helps us to stay healthy.

H4. Recognising why sleep is important and different ways to rest and relax.

H5. Demonstrating simple hygiene routines that can stop germs from spreading.

H7. Exploring what good dental care is; identifying food and drink that supports dental health.

H8. Describing different ways of keeping safe in the sun to reduce skin damage.

H9. Recognising the importance of knowing when to take a break online/offline.

Activities

- Ask the children the question: Why do we need food?
Possible response:
 - We need food to make energy so we can move, breathe, and think.
 - We need food to grow.
 - We need food for so our bodies can carry out repairs, like fixing a broken arm or to heal a cut.
 Useful clip: www.bbc.com/education/clips/zf6w2hv
 Ask the children to do actions for each of their responses. Ask them to make up a sequence to show the class. Use uplifting music to work to.
 Provide a picture of a human body (see page 144) and ask the children to draw/write foods that support good health. (H1)
- Discuss the emotions sad, happy, excited, angry, frustrated, calm, and tired. Play this game: Ask the children to move around the space and when you shout out an emotion they have to show you that emotion. Model this activity first.
 Ask the children to sit in a circle of chairs and in turn show what their face looks like when they are hungry.

Pass around a talking object. Taking it in turns, ask the class to say, 'When I am hungry I feel...'. Do a second round using the object again, this time ask the class to say 'When I have eaten I feel...'

Discuss how food can change the way we think, feel and behave/learn. (Think about how you can build on vocabulary here so children have more words to use.) Reinforce new vocabulary during snack/lunch time.

Homework: My favourite breakfast is...

Make a breakfast diary.

<https://www.foodfactoflife.org.uk/5-7-years/activity-packs/food-route/>

Research: Which breakfast choice keeps your tummy fuller for longer?

(H1, H2)

- Write an A-Z on the board (see page 135). As a class can they name a food for each letter of the alphabet? This can be displayed and added to over the topic. Introduce the Eatwell Guide <https://www.foodfactoflife.org.uk/5-7-years/knowledge-organisers/> and explain that different foods help our bodies in different ways. Why is it important to eat a balanced diet? Using a parachute to reinforce the idea of adding different foods from the Eatwell Guide - you could use different coloured balls/beanbags.
 Challenge: Class Relay. Split the class into teams and ask them to collect food cards. Using the cards ask them to develop a balanced breakfast menu for a week. <https://www.foodfactoflife.org.uk/5-7-years/activity-packs/bnf-healthy-eating-week-2019/have-breakfast/> (H1, H2)

- Introduce a puppet/character and develop a story about what the character eats. For example, for breakfast he eats sugary cereals. (Ask what they could be?) He eats biscuits and crisps for snacks. He hates vegetables and doesn't like trying anything new. He often feels tired. How could we help him to swap his snacks/food so that he might have more energy? Make up a Rebus story (a very short story that uses words and pictures that stand for words) including how the changes made had affected the character in the story.
 Discuss the risks of eating too much sugar using the clip to generate ideas.

Useful clip: www.youtube.com/watch?v=met9h_GQEVc (H1, H2)

- What does it mean to relax? Ask the children to freeze frame their ideas. These may include watching TV, playing sport, colouring, baking, playing with friends, cinema, etc. Why is it important to relax? Breathing can help us to relax and calm us down in different situations.

Introduce the children to 'Chill Skills' to practise.

- Shut your eyes tightly then relax them.
- Wrinkle your nose up then relax it.
- Breathe in and make your stomach tight. Breathe out slowly and relax it. Bite your teeth together and then relax them.
- Move your shoulders up to your ears then relax them.
- Imagine you are blowing bubbles of peace into the room. Imagine you have a pot of bubble liquid. Take in a breath. Slowly and gently blow bubbles into the room. As you blow out the bubbles, imagine they are filled with peace and the whole room is filling up with peace.

Ask the children how they feel after the doing the relaxation exercise. Complete a different breathing/relaxation activity each week. Create a book to share at home. Useful link: <https://www.mentallyhealthyschools.org.uk/resources/brain-breaks-helping-children-settle-back-into-the-classroom/>

(H4)

- What does it mean to you when I say physical activity or sport? Make a class circle. Ask the children to mime which is their favourite physical activity or sport. This can be done one at a time, with no talking, just the skills of looking and concentrating.
 Do a second round of: My favourite physical activity is... Did you guess it right?
 Set up a class challenge, for example, group games. Ask the children to complete and record these challenges at playtime/lunch times using older children to help them (Playground buddies could be used for this). What is their target? After a week discuss how it made them feel. Why is physical activity important for health? Did it change the way they felt? Did it improve their playtimes?
 Activity Ideas: <https://www.nhs.uk/10-minute-shake-up/shake-ups>
 Super Mood Movers: <https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-fit-and-well/zqr67yc> (H3)
- Great science ideas to teach about germs and the importance of hygiene. https://www.e-bug.eu/lang_eng/UK%20KS1%20Pack/Key%20Stage%201%20FULL%20PACK.pdf (H5)
- Ask the children to stand up when they think two minutes has passed. Record their results. Who was the closest? Use a puppet to demonstrate the correct tooth brushing technique. The children mime brushing their teeth for two minutes. Discuss foods and drinks that they could 'swap' to reduce the number of sugar hits their teeth may experience in the day. Watch how astronauts brush their teeth in Space. How is it different?
www.youtube.com/watch?v=3bCoGC532p8
 Can you create a class rhyme to encourage an alien to brush his teeth twice a day? Why is it important to brush your teeth? What might happen if you don't? What else can we do to look after our teeth? Role play going to the dentist. (H7)

- Read 'The Princess Who Could Not Sleep' or Invent a scenario where a child cannot sleep and keeps everyone awake. The child in the scenario could struggle to learn at school and often be angry to other people. Ask the children to think of what could be stopping the princess going to sleep and together explore possible solutions that may help her. Draw a picture of your ideas that could be sent with a class letter to the princess. Finally, discuss why sleep is so important to our health and wellbeing. (H4)

- Watch the clip: <https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids>. Discuss the five S's of sun safety. <https://www.skcn.org/sunSafetyAndPrevention/theFiveSsofSunSafety.htm> Ask the children to make up a sun safety song, rap, poster etc. Use the winning ideas to share with parents/carers. (H8)

- Practise brain breaks: <https://www.mentallyhealthyschools.org.uk/resources/brain-breaks-helping-children-settle-back-into-the-classroom>
 On a gingerbread outline identify the positive effects of having a break from learning. Identify in a different colour the negative effects of not having a break from technology. How can this knowledge help us to be more healthy? Research- Do brain breaks have an impact on learning? (H9)

Assessment Suggestion

Baseline:

Draw an outline of a person on the board and as a group mind map what they consider should be added if that person was considered healthy. What would they be doing? What would they be eating? What would they be thinking? What would their life be like?

Summative:

Using the outline of the person used in the baseline activity ask: Are there things that they would like to change or include? Use different colour crayons to show the change.

PSHE Matters Passport Idea

Being healthy matters because...



Key Stage 1 Difference and Diversity

**Themes: Living In the Wider World:
L6, L14, L17**

**Relationships: R2, R3, R4, R22, R23
Health and Wellbeing: H21, H22**

L6. Recognising ways they are the same as, and different to, other people.

L14. Identifying that everyone has different strengths.

L17. Discussing the strengths/interests someone might need to do different jobs.

R2. Identifying the people who love and care for us.

R3. Recognising that there are different types of families.

R4. Identifying common features of family life.

R22. Recognising how to treat themselves and others with respect.

R23. Recognising the ways in which they are the same/different to others.

H21. Recognising what makes them special.

H22. Celebrating the ways in which we are all unique.

Activities

- Introduce the words 'same/similar' 'different' and 'equal'. Ask the class to find someone who... By moving around the classroom.
Questions could include:
 - Who has similar shoes?
 - Who has different coloured hair?
 - Who is equally special?
 - Who has different sized feet?
 - Who has the same colour eyes?

Think of synonyms for the words same/similar, different and equal.

Read the story book, *'It's Okay to be Different'* by Todd Parr. Introduce phrases that celebrate difference and diversity. Read the book, *'Perfectly Norman'* by Tom Percival. What was Norman worried about? How could we help Norman if he was in our class?

Discuss: What makes everyone of us special/unique? Model a one page profile and then using the templates ask the children to develop their own.

<http://www.sheffkids.co.uk/adultssite/pages/onepageprofiletemplates.html?LMCL=C0Fnzi>

Why does getting to know each other better help us to get along better?

I am special/unique because...

(L6, H21, H22)

- Use Stonewall's different families resources to explore the diversity of the people that can love us.

www.stonewall.org.uk/get-involved/education/different-families-same-love. Read a book about families e.g. *'Family Book'* by Todd Parr and/or *'And Tango Makes Three'* published by Simon and Schuster.

Discuss in pairs what they have learnt then ask them to draw and write in pairs what they have learnt from the stories about families.

(R3)

- Discuss: What makes up a family? Imagine you are developing a picture to represent your family. What would it look like? Show examples of ideas e.g. family tree, finger prints, collage. Ask the class to produce a family portrait including pets, labelling who they are. Share and celebrate.
My family is special because...

(R2, R3)

Warm Up and End Game

Hunt the pair

Prepare paired picture cards, e.g. bucket and spade, each child takes a card and must find their pair without speaking.

Warm Up and End Game

The lining up game

Without help, the children need to line up quickly in register order or birthday month order. Can we beat the time?

- Use the website to share with the children where Barnaby has visited. <https://www.bbc.co.uk/bitesize/topics/z9grd2p/resources/1> Ask the class to identify somewhere they have lived or visited. Imagine you were going on holiday, where would you like to go? Why? What would you pack in your suitcase? Play the game I packed in my suitcase. Provide a suitcase template (see page 150) and include everything you would take with you on holiday. Compare pictures. What is the same/different? What are the common features of your family holidays? Role play ideas.
My favourite thing I like to do on holiday with my family is... (R3, R4)
- Read the book, *'Same, Same but Different'* by Jenny Sue Kostecki-Shaw.
Useful clip: www.youtube.com/watch?v=MJK1J0UxD4
What countries do they think the children came from? In pairs, ask the class to think of three things that were the same but different about the characters.
Draw pictures showing all the ways that the children are 'different but the same' in the story. (R23, L6)
- Read a story or piece of non-fiction to introduce a place that contrasts with the school's locality. For example, an Igloo in Northern Canada. <https://www.oxfam.org.uk/education/>
In groups, ask the children to compare the lives and relationships of the characters in the story to their own. (R3, R23, L6)
- Ask the children to draw a picture of a pirate, an astronaut and/or a scientist, a dancer or firefighter. When complete, ask if the character is male or female? Introduce a range of people who are dancers, scientists, firefighters etc. Ensure there is diversity within the images shared. What would their job involve? Invite people from your

community to talk about their jobs. What qualities/skills do we need to do these jobs? Read the *'The Queen Engineer'* by Suzanne Hemming.

In pairs build a tower. What skills and qualities did you use and need?

(L14, L17)

- Create a Venn diagram using two hoops. Having selected some toys yourself, ask children to put them in the hoops according to whether they are boys' toys or girls' toys. The idea is to stimulate a discussion about whether toys should be for boys or girls. Show a picture of construction/doll and above it write, 'Only boys can play with this'. Share thoughts and opinions. Create a more inclusive version of the picture. (L6)

- Read the story: *'My Hair'* by Hannah Lee. How many hairstyles can you remember from the story? What do you like/dislike about your hair? Draw a hairstyle you would love to have, explaining why. Does everyone like their hair being touched? How can we show respect to each other? (R22, R23)

Assessment Suggestion

Baseline:

Draw and write activity, *'A family looks like...'*

The child then draws a picture and can label it and/or write sentences beside it to explain.

Summative:

Use the Draw and write activity which was completed in the baseline task and add anything else in a different colour.

PSHE Matters Passport Idea

Celebrating our differences matters because ...

Year 1 – PSHE

Spring 1

Topics: Exploring Emotions

Department for Education Statutory Guidance

Vocabulary

H11. Naming different feelings.
H12. Explaining how to recognise different feelings.
H13. Recognising that feelings can affect the way we think, feel and behave.
H14. Talking about how to recognise what others might be feeling.
H15. Recognising that not everyone feels the same about the same things.
H16. Naming a range of words to describe feelings.
H17. Talking about things that help people's mental/physical health.
H18. Identifying ways to manage big feelings.
H19. Recognising when they need help and understand how to ask for help.

Feelings: sad, happy, shy, scared, worried, anxious, frightened, excited, confident, frustrated
Emotions
Explaining feelings
Feelings and their effect on our behaviour
Mental and physical health
Struggling
Asking for help
Knowing they need help



Key Stage 1 Exploring Emotions

Theme: Health and Wellbeing:
H11, H12, H13, H14, H15, H16, H17, H18, H19

H11. Naming different feelings.
H12. Explaining how to recognise different feelings.
H13. Recognising that feelings can affect the way we think, feel and behave.
H14. Talking about how to recognise what others might be feeling.
H15. Recognising that not everyone feels the same about the same things.
H16. Naming a range of words to describe feelings.
H17. Talking about things that help people's mental/physical health.
H18. Identifying ways to manage big feelings.
H19. Recognising when they need help and understand how to ask for help.

Activities

- Use movement to explore different feelings - happy, scared, lonely, excited, frustrated. What does anger look like? Angry movements could include stomping, jerky movements and clenched fists. Create frozen statues, take pictures and observe what happens to our body, faces, etc. Is it the same for everyone? Repeat this activity using different emotions. Discuss: Why might it be better to tell someone how we're feeling than keep it to ourselves?
Read the book: 'My Many Coloured Days' by Dr. Seuss. Can you name the feelings on each page? Have a go at the Super Mood Movers Dance: <https://www.bbc.co.uk/teach/super-movers/pshe-super-mood-movers-coping-with-feelings/228182>
(H11)

- Provide an A4 sheet divided into four equal parts. Ask the children to draw/write their responses to your questions. If anger was a colour what colour would it be? If anger was an animal what animal would it be? If anger was the weather what type of weather would it be? If anger was a food what food would it be? Share and compare ideas.
Can the children explain their choices? This could be repeated with any emotion.
Questions: Is anger a feeling that we like feeling or not? When might someone feel like this? Mind map ideas.
If anger feels uncomfortable, how can we support ourselves when we feel this way?
(H15)
- Introduce a character or puppet (e.g. Jake) and explain that it's his birthday tomorrow and he will be seven years old. Wrap up a present. Play musical statues. Develop different questions for the children to answer when the music stops.
 - How might Jake feel the night before his birthday?
 - How might Jake feel when he opens his presents?
 - How might Jake feel if someone breaks one of his birthday presents?
 - How might Jake feel at the end of the day?
 - How might Jake feel when the class sings happy birthday to him?End with a round: When it is my birthday I feel...
If feelings get too big who can we talk to?
(H11, H16, H18, H19)
- Introduce an Imaginary body scanner. Explain that the body scanner is very useful because it detects what is happening in different parts of the body. Ask a child to lie on the floor and start to move it over the top of their body. Suddenly pretend that the body scanner has stopped working. Will you be able to help? If we can detect how we are feeling early we can sometimes stop it from getting out of control. Give the children a body outline (see page 139) and in pairs ask them to mark with a cross where in their body a person of their age might feel anger, excitement, fear etc. and in what form? How can we recognise how other people might be feeling?
Complete the sentence stems:
I know I feel excited because...
I know I feel scared because...
I know I feel worried because...
(H12, H13, H14)

- Imagine a balloon represents anger - slowly keep blowing up the balloon. What will happen if I don't stop and can't calm down? Repeat the activity using a bottle of fizzy pop. If our emotions get too big then we find it hard to control them. For example we might; shout, swear, fight, run away, freeze, tantrum.
What strategies/chill skills can we think of to stop the balloon from popping or the drink from exploding?
Practise some chill skills and then make a note of the strategies they would like to try.
www.waterford.org/resources/mindfulness-activities-for-kids/
(H17, H18)
- Explore some situations in which two friends might need to say sorry. For example:
 1. Jack is playing tag and knocks someone over in the playground.
 2. Jack says nasty things about the way someone looks.
 3. Molly is playing with a friend's toy and it breaks.
 4. Molly gets angry and kicks someone.
 5. Molly treads on somebody's toe by accident.In pairs create a freeze frame after the event, and then get the children to practise saying sorry. The other person needs to react as well. What happens then?
Read 'Martha Doesn't Say Sorry' by Samantha Berger.
Is it hard to say sorry? Discuss. What often happens when we do have the courage to say sorry?
(H14, H18)
- How can we recognise when we need help with how we are feeling? Brainstorm ideas together. For example we may be struggling to sleep, our behaviour is different, we feel sad all the time. What could we do if we felt like this?
Draw around your hand and identify people in your life who you could talk to.
Draw the people and name them on each finger.
Provide the children with sentence stems of how to ask for help. Role play in pairs.
(H19)
- Read the book 'So Much' by Trish Cooke or develop a story that is about the warmth and love for a baby across a large family. Ask the children how they know if someone cares for them. What might that person say or do?
How do you know when you love or care for someone?
Think about all the ways we could be a more caring class? Make a list.
Provide an outline of a bear (see page 146). This bear is really kind and caring. Colour and decorate the teddy and cut it out. Place the bears in a 'Catch you Caring' box and when the teacher/pupils notices someone being kind, one of the bears is given with the reason on the back.

Discuss how being kind to someone feels and also how receiving kindness feels? Celebrate and reinforce daily/weekly.

Why is being kind good for people's health?
(H17)

- Play the song 'Happy' by Pharrell Williams. Ask the children to move their bodies to the music. Ask the children to describe how this song makes them feel without using the word happy. Record new words. What songs make you feel happy? If we are feeling sad, angry, anxious or upset why can music help people to sometimes feel better? What other things could people do to help change their mood? Share ideas.
Discuss the seven steps to wellbeing from the Anna Freud Teacher Toolkit called SMILERS: <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>
Smilers = Socialise, Move, Interests, Look, Eat Well, Rest, Support.
Develop posters or ideas under each heading.
Share with the whole school community.
(H17, H18)

Useful website: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>

Assessment Suggestion

Baseline:
Brainstorm the names of emotions the children know (see page 149).
Summative:
Repeat the process and hopefully the children will come up with a wider selection of words, showing how their emotional literacy has developed.

PSHE Matters Passport Idea

Understanding how we feel matters because...

Year 1 – PSHE

Spring 2

Topics: Relationships

Department for Education Statutory Guidance

Vocabulary

R1. Recognising the roles different people play in their lives.
R5. Understanding that it is important to tell someone if something about their family makes them unhappy or worried.
R6. Understanding how people make friends and explain what makes a good friendship.
R7. Recognising when they or someone else feels lonely and what to do that may help.
R19. Explaining basic techniques for resisting pressure to do something they don't want to do.
L7. Explaining how the internet and devices can be used safely to communicate with others.
H14. Talking about how to recognise what others might be feeling.
H15. Recognising that not everyone feels the same about the same things.

Roles
Unhappy
Worried
Tell someone
Good friends and friendships
Lonely
Resisting pressure to do things
Internet safety
Device safety
Recognises others feelings
Experiencing different feelings



Key Stage 1 Relationships

Themes:

Relationships: R1, R6, R7, R19

Living in the Wider World: L7

Health and Wellbeing: H14, H15

R1. Recognising the roles different people play in their lives.

R5. Understanding that it is important to tell someone if something about their family makes them unhappy or worried.

R6. Understanding how people make friends and explain what makes a good friendship.

R7. Recognising when they or someone else feels lonely and what to do that may help.

R19. Explaining basic techniques for resisting pressure to do something they don't want to do.

L7. Explaining how the internet and devices can be used safely to communicate with others.

H14. Talking about how to recognise what others might be feeling.

H15. Recognising that not everyone feels the same about the same things.

Activities

- Thumbs up/thumbs down activity. Share statements with the class and ask them to symbolise whether they agree or disagree. A good friend:
 - Is kind
 - Tells me what to do
 - Doesn't share
 - Talks behind my back
 - Asks if I'm okay
 - Makes me laugh
 - Says 'I'm sorry'
 - Is a bully
 - Helps others
 - Pushes me

Ask the children if they can think of any other ways to be a good friend. Add these to a class picture. Repeat a similar activity but with the question: What makes a good classmate? What would the opposite of a good classmate look like? Make a 'Class Team Tree.' Provide each child with a leaf and ask them to add their name using a range of art materials. **(R1, R6)**

- Make cards that form pairs. Randomly shuffle them and then distribute them to the class. They must not tell anyone what they have. Play musical statues and when the music stops the children have to find their partner. They introduce themselves - 'Hello I'm really pleased that you are my partner.' (Model this first.) Ask the pairs to sit at a table. The task is to take it in turns to close their eyes and draw a squiggly picture for five seconds. The other persons has to try and turn it into a picture. Change roles. Thank the person for working with you. Repeat again with different pairings. Working with someone new/making new friends can be difficult. Think of ten things you could do to build a new friendship. Build/draw a tower and explain what each brick represents. Brainstorm: How do you use your devices to communicate safely with friends? **(R6, L7)**
- Useful clip as an Introduction: www.bbc.co.uk/education/clips/zyw9wmn What is the friendship code? Do you agree with what the children are saying? Come up with class ideas. Give each child a hand template and ask them to decorate it. Form a circle of hands and make it into a poster: 'The Class Friendship Code', with all the ideas discussed around the outside. Refer to this daily. **(R1, R6)**
- Read, 'Have you Filled a Bucket Today' by Carol McCloud. In pairs ask the children to identify the different ways in the book that people have filled buckets. Invite them to come to the front and act out one of the ways. How do we know when we have filled someone's bucket? How do they respond/feel? How does it make you feel? Discuss how kindness and nice words helps friendships to maintain and grow. Play the game stand up/sit down. Read out examples of kind/unkind actions. If they agree they 'stand' if they disagree they 'sit down.' Invite the whole school staff/pupils to notice kindness and report it. Provide a box and post its. Read out at the end of the week. **(R1, R6)**

Warm Up and End Game

Listening

All close your eyes and listen for two minutes, then go around the circle to say what sounds were heard.

- Read 'The Rainbow Fish' by Marcus Pfister. Describe the Rainbow Fish's behaviour at different points in the story. How did his behaviour make the other fish feel? Why was the Rainbow Fish lonely? How would we notice if someone was lonely? What could we do if we notice someone is lonely? Does this story have a moral? What is it? What can we learn from it? Think of another animal for example, the Rainbow Lion or Rainbow Butterfly. Using the ideas from the story make up a new story. Can you retell it and act it out with a partner? **(R7, H14)**
- Watch the clip: www.bbc.co.uk/education/clips/ztc3cdm Alvin, a young boy, explains how he feared he would be rejected at school due to scarring on his body. However, he made friends with a boy called Luke. He explains his initial fears of rejection and how he overcame this. Why is their relationship special? Ask the children to think about all the people in their life who are special to them, draw and name them. Choose one person and describe why that person is special. If someone in their family/friendships made them sad/worried why is it important to tell someone? Set up a box in class, I wish my teacher knew... where children can share things positive/negative if they need to. **(R1, R5)**
- Imagine you were playing a game and you left out your friend. How might your friend be feeling? How would you know? Mind map how they might look and what they might do and say. What does it mean to put yourself in someone else's shoes? Watch the clip: <https://www.bbc.co.uk/bitesize/clips/zpymvcw> What might you say to your friend that you have left out? Role play in pairs. Not everyone feels the same about the same things, so why is important to ask people how they are feeling and say sorry if you make a mistake? What does it feel like to be included? What things might you do or say to make some feel included? Develop a display. **(R2, R6)**

Warm Up and End Game

Yoga, Yoga, Pose

The children sit crossed legged in a circle and a chosen pupil will then carefully touch the children on their shoulder and say yoga, yoga, yoga. When they say pose the child chases them back to the space. If they are tagged they are the new chaser.

- Read a scenario: Jack always goes up the hill with Jill to fetch a pale of water but today Jack asked Jill if she would jump into the pond at the bottom of the hill. Jill really didn't want to but Jack kept making fun of her. Jack was putting real pressure on Jill. Jill needs your help! What could she say to Jack or do instead if she didn't want to do it. She doesn't want to fall out with Jack and she is worried he won't be her friend. Brainstorm ideas. Practise possible responses. Think of different scenarios where children of a similar age might ask others to do something that they don't want to do. **(R19)**

Assessment Suggestion

Baseline:

What makes a good class mate?

Summative:

Can the children add more suggestions in a different colour pen to the baseline question?

PSHE Matters Passport Idea

Being kind and caring matters because...

Year 1 – PSHE

Summer 1

Topics: Being Responsible

Department for Education Statutory Guidance

Vocabulary

L1. Understanding what rules are and why different rules are needed for different situations.
L2. Recognising that people and other living things have different needs and understand the responsibilities of caring for them.
L3. Explaining things they can do to help look after their environment.
L5. Exploring the different roles/responsibilities people have.
R25. Sharing opinions on things that matter to them.

Rules
Different needs
Caring
Environment and looking after it
Roles
Responsibilities
Sharing opinions



Key Stage 1 Being Responsible

Themes: Living in the Wider World:

L1, L2, L3, L5

Relationships: R25

L1. Understanding what rules are and why different rules are needed for different situations.

L2. Recognising that people and other living things have different needs and understand the responsibilities of caring for them.

L3. Explaining things they can do to help look after their environment.

L5. Exploring the different roles/responsibilities people have.

R25. Sharing opinions on things that matter to them.

Activities

- Play a game where children are asked to perform the opposite of your instruction. For example, stop means go, go means stop, up means down and down means up. Listen carefully and use all your super skills (see page 26). Could they create their own instructions that mean the opposite? Share ideas. Ask the children to work in groups of four. Provide them with bean bags and a bucket. Ask them to think of a game they could play with the equipment they have. What are the rules? What happens if someone breaks the rules? Practise and share the games developed. Did everyone work together? What would happen if the games didn't have rules? Why are rules needed? Give examples of different rules in different situations. **(L1)**
- Explain to the children that you have brought something to share. Make it very obvious that you are not going to share it equally, if you have blonde hair you can have less, if you have black socks you can have more. Was it fair?

How do we usually make sure that everyone gets a fair share? Do we need to write all rules down? What rules are good when we are working as a team? Make a list. Set activities in the classroom that involve children working in small groups. Set the groups off doing the activities, observe and praise positive behaviours. Using a puppet, feedback all the positive things you observed. Sometimes people find following the rules difficult. How could we encourage others to share if they don't know how? Model and practise.

(L1, L2)

- How do we make decisions? Today, I want to play a game with you all. I have three games to choose from and I don't have time to do all three. I only have time for one. How do I decide which one to play? The choices are: 'Duck, Duck, Goose,' 'What Time Is It Mr. Wolf?' and 'Musical Statues.' (Hopefully the children will suggest that we take a vote.) How could we take a vote? Hands up, stand up, secret ballot. How do we decide after the vote which to play? How might you feel if you did not get your choice? Play the game. How could you make it fairer so that everybody got to play the game they wanted? Does getting what you want always happen? What skills could you use if you don't get what you want? Model and role play ideas. **(L1, L2, R25)**

- In pairs ask the children what they are responsible for. Write up a class list. These might include: making my bed; tying my shoelaces; getting dressed; tidying my room; making my breakfast; cleaning my teeth; feeding my pet; reading/changing my reading book; hanging my things up; washing my hands; fastening my coat. Draw pictures of three responsibilities they have at school and/or at home. Share pictures. Do they like having responsibilities? How does having responsibilities help us? Set personal goals of how you can be more responsible and as a result help others. Share ideas of how you cared for others. Discuss how this feels? Are everyone's needs the same? **(L2)**

Warm Up and End Game

Listen and Clap

Say the child's name. Clap out the syllables.

Warm Up and End Game

Hot Potato

Children sit in a circle and pass a potato as the music plays. Pass it fast or pass it slow as the musical selection indicates. When the music stops, the person holding the potato is out.

- Sit in a circle. Play 'Change Places If'. Using examples of responsibilities. Think of one thing you could do at school that would make life easier for your teacher. Record ideas and display. Discuss people who are inside/outside of their school, what jobs do they do and what is their responsibility to keep us safe? How can we make it easier for them? **(L2, L5)**
- Watch the clip: Explanation - Growing Seeds. www.bbc.co.uk/bitesize/7c62tfr What do the seeds need? What are a gardener's/farmer's responsibilities? Plant seeds, e.g. mung beans, mustard or cress and nurture them. Why is growing your own food good for the planet? Read: *Oliver's Vegetables*. **(L2, L3)**
- Watch the clip: Why do we need trees? https://www.youtube.com/watch?v=z_KMN8532co Discuss and create a mind map about what you have found out. Go outside and observe the trees. Use your senses and notice what you hear, feel, smell and touch. Provide leaf outlines and write down why trees are so amazing. Display them in the classroom. **(L1, L3)**
- Show the class a box of crayons, all different colours. Some broken, some short, some with wrappers ripped. Ask the children to talk in pairs or groups about why the crayons look like this? What might have happened to the crayons to make them this way? Look at the cover of 'The Day the Crayons Quit'. What do the children think the story might be about?

Read the story out loud and discuss what happened. We are going to hold a campaign to support the crayons. Discuss what a campaign is. Get the children into small groups. Ask for children to make a sign and prepare a speech and a catchy slogan to explain what needs to change about their particular coloured crayon's treatment.

(L2)

- A useful clip: www.bbc.co.uk/education/clips/z9p9j6f What should I do with my rubbish? Ask the children what they do with their rubbish. How do they know what to recycle? Introduce a range of pictures or items. Place different signs at opposite sides of the room. Ask the class to move to 'Yes' if they think the item can be recycled and to 'No' if it can't. Why is it confusing? What can we do if we are not sure? Why do people throw rubbish on the floor? What are the consequences? Useful resource: eco-schoolsni.org/eco-schoolsni/documents/006512.pdf Read the book: 'Captain Green and the Plastic Scene'. Explore what 'reuse' and 'reduce' mean. Create a poster to inform people about the '3 R's'. **(L5)**

Assessment Suggestion

Baseline:

Draw pictures of responsibilities that you have at home and at school.

Summative:

Set goals of being more responsible at home and school. Have you achieved the goals?

PSHE Matters Passport Idea

Having rules matter because...

Year 1 – PSHE

Summer 2

Topics: Bullying Matters

Department for Education Statutory Guidance

Vocabulary

R8. Recognising simple strategies to resolve arguments between friends positively.
 R9. Recognising how to ask for help if a friendship is making them feel unhappy.
 R10. Recognising that bodies/feelings can be hurt by words and actions.
 R11. Identifying how people may feel if they experience hurtful behaviour or bullying.
 R12. Understanding that hurtful behaviour is not acceptable.
 R12. Explaining how to report bullying and the importance of telling a trusted adult.
 R20. Identifying what to do if they feel worried.
 R21. Identifying what is kind and unkind behaviour.
 R22. Recognising how to treat themselves and others with respect.
 R24. Playing, listening and working cooperatively.

Strategies
 Resolving issues/problems
 Friendship
 Unhappy
 Hurt emotionally and physically
 Bullying
 Unacceptable
 Reporting bullying
 Trusted adults
 Worries
 Kind
 Unkind
 Respect
 cooperation



Key Stage 1 Bullying Matters

Theme: Relationships:
R8, R9, R10, R11, R12, R20, R21, R22, R24

R8. Recognising simple strategies to resolve arguments between friends positively.

R9. Recognising how to ask for help if a friendship is making them feel unhappy.

R10. Recognising that bodies/feelings can be hurt by words and actions.

R11. Identifying how people may feel if they experience hurtful behaviour or bullying.

R12. Understanding that hurtful behaviour is not acceptable.

R12. Explaining how to report bullying and the importance of telling a trusted adult.

R20. Identifying what to do if they feel worried.

R21. Identifying what is kind and unkind behaviour.

R22. Recognising how to treat themselves and others with respect.

R24. Playing, listening and working cooperatively.

Activities

- Ask the children the question, 'What is bullying?'
www.bbc.co.uk/education/clips/zqypyrd
www.bbc.co.uk/education/clips/zkhmhyt
Share the clip about cyberbullying.
www.thinkuknow.co.uk/4_7/hectorsworld/Episode6/
Can the class explain what happened and what the main messages were? Write a class definition of bullying.
(R10, R11, R12)
- Ask the children to arrange themselves in a circle. Explain that you have a problem and you need their help. Introduce a puppet.
Teacher: You are looking very sad, Rita. What's the matter?
Rita: Nuffin (nothing).
Teacher: I don't like to see you sad, Rita. Please tell me what's wrong. Did something happen at play time?
Rita: No!

Explore what they think has happened and discuss together why they think Rita won't talk about it. Make a list of kind and unkind behaviours during Rita's playtime. Make a list of strategies that may help with the unkind behaviours. Ask the children to role play some of their ideas. Who could Rita tell if a friendship was making her feel unhappy?
(R8, R9, R21)

- What is meant by opposites?
Share some words up/down, in/out, on/off, slow/fast, etc. Introduce a quiz so the children have to say the opposite word. Introduce a game where children travel around the space to music. When the music stops they have to get into a group of three.
Play this with different numbers in a group.
Discuss that when someone is in a group this means they are included. When they are left out - the opposite - this means they are excluded.
How do people feel when they are excluded/left out?
Explore. Brainstorm situations where children of a similar age to them may feel left out. What things could we say or do to help people feel included? Create a class list.
(R22, R24)
- Introduce the idea of filling someone's cup with kindness. Provide everyone with an empty cup. Explain that the cup represents them. How do you think someone would feel if they had no kindness in their cup? How could we fill someone's cup with kindness? Share ideas.
Set up two opposite sides to the room. 'Unkind' on one side and 'kind' on the other. Ask the children to walk around the space with their empty cups and when you shout out a scenario ask them to move to the correct side of the room. Statements could include - a friend shares their snack with you, someone tells you, you can't join their game because you are rubbish, etc. If they go to the kind side they can collect a heart to put in the cup. Filling someone's cup of kindness could be part of daily practice.
(R21, R22)
- Using a fairy tale such as 'Cinderella' or 'The Three Little Pigs' explore how the characters might be feeling. Who is the bully in the story? Why might they be behaving this way? What would you have done differently if you were a character? Show Childline posters: <https://learning.nspcc.org.uk/research-resources/childline-posters-wallet-cards>
Ask the children to design their own posters aimed at the characters in the fairy tales.
(R11, R12)

Warm Up and End Game

Clapping

Going round the circle one clap continues the direction, two claps changes the direction back.

- Using scenarios (see below for examples) ask the children to use their bodies and faces to show how the characters may be feeling. Use freeze frame and thought tracking to create further discussion.
Think of strategies of how to respond positively.
 - A child pulls another child's hair.
 - Some children are never letting another child in the class play.
 - A child is sticking her tongue out and pulling faces at the same child every day when the teacher isn't looking.
 - A child keeps sending unkind messages/pictures on social media.
 - Some children are hiding their friend's book bag.
 - Some children keep saying unkind things to a child who wears glasses.
 - A child keeps laughing at a child because they have a birthmark on their face.
 - Some children keep pointing at a boy because he is wearing a turban.Discuss why these children might be doing these things.
(R8, R10, R11, R12)
- Use colours to indicate whether the above scenarios involve bullying or not. Groups can have pieces of red and green card and can discuss to make the decision.
Red = Bullying Incident. Green = Not considered bullying.
(R12, R21)
- Make a list together on the board to identify what we should do if we think bullying is happening and also what we could do if someone is being unkind. Introduce STOP (Several Times On Purpose) START (Start Telling And Reporting Trouble). Identify who we could tell in school.
Draw a gallery of people and include their names.
Explore together how we might start a conversation or ask for help. What opportunities do we have in school?
(R11, R12, R20)

- Show a picture of a penguin or bring in a toy. Explain that Smartie the Penguin is about to start school. He eats fish, waddles when he walks and hates loud noises. He has travelled from a different country. He doesn't find it easy to make friends and everyone looks at him because he is different. How could we help him to settle into our school? Send Smartie a card that will make him feel welcome telling him a bit about your school.
(R21)
- Give the children maps of the school grounds and get them to mark with coloured dots to show where they feel safe. Red is unsafe. Green is safe. It is important to see if there are any correlations between what children have produced. Explore why they feel unsafe in these places. Share findings with the school council/anti-bullying ambassadors, Headteacher and Governors, etc.
(R12)

Assessment Suggestion

Baseline:

Draw a picture of what a bully looks like.

Summative:

Ask the children three things they have learnt.

PSHE Matters Passport Idea

Being kind to each other matters because...

Year 2 – PSHE

Autumn 2

Topics: Drug Education Being Me

Department for Education Statutory Guidance

Vocabulary

H1. Identifying different ways to keep healthy.
H5. Demonstrating simple hygiene routines that can stop germs from spreading.
H6. Understanding how medicines can help people to stay healthy.
H11. Naming different feelings.
H28. Talking about rules and age restrictions that keep us safe.
H31. Understanding that household products (including medicines) can be harmful if not used correctly.
H33. Talking about the people whose job it is to help keep us safe.
H37. Understanding that things that people put into their body or on their skin can affect how people feel.
L4. Recognising the different groups they belong to.
L14. Identifying that everyone has different strengths.
R23. Recognising the ways in which they are the same and different to others.
H21. Recognising what makes them special.
H22. Identifying the ways in which we are all unique.
H23. Identifying what they are good at, what they like and dislike.

Staying healthy
Hygiene
Germs
Spreading
Medicines
Feelings
Age Restrictions
Household products and their safety
Safe
Groups
Belonging
Strengths
Special
Unique
Likes and dislikes



Key Stage 1 Drug Education

Theme: Health and Wellbeing:

H1, H5, H6, H11, H28, H31, H33, H37

H1. Identifying different ways to keep healthy.

H5. Demonstrating simple hygiene routines that can stop germs from spreading.

H6. Understanding how medicines can help people to stay healthy.

H11. Naming different feelings.

H28. Talking about rules and age restrictions that keep us safe.

H31. Understanding that household products (including medicines) can be harmful if not used correctly.

H33. Talking about the people whose job it is to help keep us safe.

H37. Understanding that things that people put into their body or on their skin can affect how people feel.

Activities

- Draw a gingerbread outline on the board to represent a child-Amena. Explain that Amena doesn't feel very well. Can they think of words that would describe how Amena might be feeling? For example, sick, tired, tummy ache, hot, headache, lonely, scared etc. Write the symptoms inside the gingerbread outline. If this is how she feels on the inside, how would she look on the outside? Ask the children to think of a time when they were unwell. Ask them to role play how they looked and felt. Form a circle and do a round: When I am ill, I feel... When I am well, I feel... How can we stop germs from spreading? Share ideas. (H1, H5, H11)

- Use the nursery rhymes 'Miss Polly had a Dolly' and 'Jack and Jill'. Perform together with actions. Discuss how the characters might be feeling.

- Mind map the ways that the characters from the nursery rhymes could be helped to feel better. For example, medicine, a cuddle, talking about it, a drink, a rest, sleep, etc. Ask the class to think about how kindness can help to make someone feel better. Create a circle and ask pupils to think of how someone has shown them kindness when they were unwell. Pass round an object and complete the sentence stem 'I could...'. For example, I could give someone a cuddle. I could ask them how they are feeling, etc. Ask the class to make a 'Get Well Card' for Jack and Jill. Model what could be included. (H1, H11)

- **Mind map: What are medicines?** Discuss that medicines can be split into four different groups and how medicines can help people stay healthy.
 1. Prevent illness (Vaccinations).
 2. Ease pain (Paracetamol).
 3. Help the body fight illness (Antibiotics).
 4. Help the body work properly (Insulin).Use characters/puppets that all have different circumstances. For example: Character 1 is going on holiday to India and needs a vaccination. Character 2 has a high temperature and needs paracetamol/medicine. Character 3 has an eye infection. Character 4 has asthma. Discuss each character, their condition and how the medicine would be administered. How might the character be feeling? Ask the children to work in pairs/groups to role play the different scenarios discussed. Share and celebrate their performances. Ask the question - Are medicines always safe? Discuss. (H1, H6, H28)

Warm Up and End Game

Smile

A smile is passed around the circle. Progress to a sad face, sour face, scared face etc. Which face was the funniest? Play 'Simon Says' with the different faces.

- Show the children different products/pictures such as head-lice shampoo, skin cream, cough medicine, ointment, nose-spray, insulin, asthma inhaler, etc. Ask the class to demonstrate how they would get into the body - swallowed, injected, inhaled, absorbed through the skin. Create actions for each and ask them to show you the actions when you show them the products. Who might be responsible for administering them? What are the rules for using medicines safely? How might it make the person feel? (H31, H33, H37)
- Place true/false cards on separate sides of the classroom room. Alternatively use thumbs up/thumbs down. Instead. Develop statements that children have to respond to. For example:
 1. Medicines taste nice.
 2. Medicines can help people to feel better.
 3. Medicines can be dangerous.
 4. Some medicines look like sweets.
 5. Some people have to always take medicines/drugs.
 6. There are other ways to feel better as well as taking medicines.
 7. Medicines are drugs.What have we learnt from doing this activity? (H1, H6, H37)
- Put some tablets like sweets in a sealed plastic bag. Pass them round the circle and ask the children to say what they might be. Ask them how they know whether they are safe to eat or not. The point is they don't! Discuss the similarities between some tablets and sweets. Why might it be dangerous to take something if we don't know what it is? What could we do with the tablet to make sure we keep ourselves safe? Make up simple safety rhymes for example: 'If you're not sure leave it on the floor.' 'Stop and think before you take a drink.' (H1, H31, H33)

- Give each child a red card. Explain to them when they hear something unsafe they show the card. Read the story, 'Goldilocks and the Three Bears.' What could Goldilocks have done differently to stay safer? What advice would you give to Goldilocks? Make an advice alley. (H28, H31, H33)
- Show the children household products that Goldilocks might have seen in the house in different rooms. For example: Matches, bleach, tablets etc. What are they? How might they be used safely? What could we do if we are not sure? Where could the medicines be kept so baby bear stays safe? Design a poster for bears to explain where to store their medicines safely. (H31)

Assessment Suggestion

Baseline:

Ask the children the questions: What are medicines? How do medicines get into the body? Provide a body outline and ask the pupils to draw/write their response. This could be completed again or added to and also be used as a summative assessment.

Summative:

Ask the children to work in pairs. Layla and Luke are at home and find something that looks like a sweet. Ask the class to act out what Layla and Luke would do next. Share the reactions of Layla and Luke. Discuss as necessary.

PSHE Matters Passport Idea

Understanding the rules about medicines matters because...



Key Stage 1 Being Me

Themes:

Living in the Wider World: L4, L14

Relationships: R23, R24

Health and Wellbeing: H21, H22, H23

L4. Recognising the different groups they belong to.

L14. Identifying that everyone has different strengths.

R23. Recognising the ways in which they are the same and different to others.

H21. Recognising what makes them special.

H22. Identifying the ways in which we are all unique.

H23. Identifying what they are good at, what they like and dislike.

Activities

- What makes me, me?
www.bbc.co.uk/education/clips/zyt2tfr
An exploration of the concept of identity using the story of the 'Ship of Theseus'. Using the example of a ship changing over time and becoming physically different, it encourages children to consider the meaning of identity, stimulating a discussion. Design a sail for a ship that would represent you. Provide a template. Use the design to discuss what makes us unique to others.
E.g. Culture, interests, personality, heritage, likes/dislikes, appearance etc.
(H22)

Warm Up and End Game

Hedgehogs

Move around the room to the music. When the music stops children curl up on the floor like hedgehogs. Put a cover over one child, the others stand up and guess who is under the cover.

- Magic Box**
First, prepare a decorated box with a mirror inside it. Introduce the magic box and explain that inside it is a picture of the most special person in the whole world. Explain that each of them will be allowed to look inside and discover who it is, but they must be careful not to spoil it for others and not to tell until everyone has had a turn. Provide a range of feelings words. Ask the children to write down how they felt? Why is knowing we are all special important?
(H21)
- There will only ever be one you. How amazing is that! Provide the children with amazing facts. For example: I have big feet, I enjoy playing the guitar, I have glasses, I like spending time with my dog, I have curly hair, I don't like bananas, I have two mummies, I love pepperoni pizza, etc. Ask the children to do thumbs up if the facts are true and thumbs down if they are false. Did you notice that some people have some things in common? Ask the class to draw a picture of themselves including five amazing positive facts that are true and five facts that are false. True/False Game: In pairs read out 10 facts. Can your partner guess if you are telling the truth?
(H21, H22, R23)
- Read the story, 'The Name Jar'. Why did Unhel want to change her name? Why did the children treat Unhel differently? What can we learn from this story? Make a circle and pass around a speaking object. Say my name is... After each person has said their name everyone claps and smiles. Children are then asked to design their own name poster. (Model an example). Provide a word frame and pictures, pens, stickers so they can personalise their work. Celebrate that each person is different and is special and is part of the class. Make a class display. Find out why you were given the name you have and the possible meaning behind it.
(R23)

- In a large area, arrange mats so they resemble stepping stones in a swamp. Then, invite the children to use their imagination to pretend that they must cross the 'swamp' to find happiness. Tell them to imagine that there are crocodiles in the swamp and the only way to stop the crocodiles from eating their toes is for them to think positively and say something good about themselves. Make a list of possible ideas.
Next, have the children take turns crossing the swamp. Remind them to say something positive about themselves each time they step on a rock. How could we help if someone gets stuck?
Discuss how supporting each other positively made them feel? What situations could people be more supportive? Share ideas.
(H21)
- Watch the short film clip, 'Taking Flight': www.literacyshed.com/takingflight.html
What did the boy in the story 'like' and 'dislike'? Describe what grandad was good at? If you were going to go on an adventure where would you go and who with? Draw/write then share and compare your ideas with a partner.
(R23, H23)
- Display images of different foods/toys on the board and ask them to vote on their favourite. In pairs, try to persuade somebody that their food/toy is better. What sort of arguments were used? Ask the class, does it really matter if we all like different things? Discuss that this is what makes us unique.
(H22)
- Watch the film clip, 'The Present': www.literacyshed.com/the-present.html
How was the dog similar/different to other dogs? Discuss why the boy feels the way he does about the dog. Write a diary entry about the dog as if you were the boy.
(R23, H23)

Warm Up and End Game

Listening

All children close their eyes and listen very carefully for two minutes. They are then asked to recall and describe what sounds they heard and anything else they notice.

- Ask the class to think about all the things/people/places in school and in their community. Walk round the classroom, school playground and local area. Ask the class to record: What good things they see. What they are proud of in their school/community. What groups they belong to. Who in their school/community is special to them etc. Share and celebrate different ideas. Make a class community celebration display. Think of someone in your school community who you would like to thank. Make a thank you card showing your gratitude for that person/group.
(L4)
- Watch the clip: www.bbc.co.uk/programmes/p01119pf
How are they different? What are monkeys good at? Identify as a class what you are good. Create a class dance, display or poem to celebrate 'being us.'
(L14, H23)

Assessment Suggestion

Baseline:

Draw and write what makes you special.

Summative:

Add to the picture in a different colour anything else you would like to add. What have you noticed?

PSHE Matters Passport Idea

Knowing I am special matters because...

Year 2 – PSHE Spring 1	
Topics: Changes	
Department for Education Statutory Guidance	Vocabulary
H13. Recognising that feelings can affect the way we think, feel and behave. H16. Recognising ways of sharing feelings. H18. Identifying ways to manage big feelings. H19. Recognising when we need help and understand how to ask for help. H20. Identifying feelings associated with change/loss. H24. Exploring how to manage when we find things difficult. H26. Explaining how people’s needs change as they grow from young to old. H27. Explaining positive ways of preparing to move to a new class/year group.	Feelings Behave Sharing our feelings Managing big feelings Recognising when to ask for help Loss Change Managing when we find things difficult Young Old Changing Positive ways of preparing



Key Stage 1 Changes

Theme: Health and Wellbeing:
H13, H16, H18, H19, H20, H24, H26, H27

H13. Recognising that feelings can affect the way we think, feel and behave.

H16. Recognising ways of sharing feelings.

H18. Identifying ways to manage big feelings.

H19. Recognising when we need help and understand how to ask for help.

H20. Identifying feelings associated with change/loss.

H24. Exploring how to manage when we find things difficult.

H26. Explaining how people's needs change as they grow from young to old.

H27. Explaining positive ways of preparing to move to a new class/year group.

Activities

- Read the book 'The Very Hungry Caterpillar'. Identify the changes. Map how you think the caterpillar may have felt at different stages of the life cycle. Create a word web.
Role play the changes.
How have you changed from being a baby to now? What can you do now that you couldn't do before? Record, celebrate and share ideas.
Do a round of: Change is important because...
(H20, H26)

Warm Up and End Game

Experiencing silence

Sit quietly, be very still. Now pass an object round without a sound, e.g. keys, bells, tambourine. See how quietly the children can do this.

- Show pictures of the seasons. Have a class vote. Which season is the best, why? Show a picture of the same tree during the different seasons. What changes do you notice? Provide a template of a tree. Mind map words that may be linked to change using examples relevant to your class.
Example 1: Having a new brother/sister.
Example 2: Starting a new class.
Add the words to leaves and stick on the tree.
(H20)
- Read, 'Boris Starts School' by Carrie Weston. What problems did Boris have? How could the school have worked harder to make Boris feel safer in school? Draw/write five top things that are wonderful about your class/school. Make a class film to share with any new children who might feel worried about starting school. What things would you do if you were Boris and were finding things difficult?
(H20, H24, H27)
- Split the class into two groups, A and B. Read out a feeling and ask the children to walk around the room to the beat of a drum showing that feeling whilst the other group observes. When the beat stops freeze and take an imaginary picture. How can we recognise what others might be feeling? Change roles using different feelings.
(H16)
- Read the story 'Mum and Dad Glue' by Kes Gray which is about parents wanting to divorce. Alongside reading the story, show the children a bottle of fizzy lemonade. Remove the label. What does the liquid look like? Clear, calm, still?
Using examples from the stories as you read it, explore and name how the character may be feeling. Every time it

Is a difficult feeling shake the bottle.

If the bottle was a person, what would be happening to their body inside if they didn't share how they were feeling? Take off the top... What happens? Discuss the importance of sharing how we feel. What can happen if we don't share how we feel? Like the lemonade, our emotions can get stuck and then burst out when we least expect it - like having a volcano in our tummy!

(H13, H18, H20)

- If the child from the story came to this school and needed to talk to someone about their feelings: Who might they go to? How could they do this? Who else could they speak to in their life? Draw around their hand and make a hand of support. Practise asking for help if they are feeling sad/worried about change.
(H19, H20)
- Ask the children to think of things that would help the character in the story. Share ideas together. Share the message that even when change doesn't feel good it is important to think of things we can think, do or say to help us to cope.
Show the class an empty box. Ask the children to think about what they would include in the box for the little boy in the story.
Provide the class with a box template (see page 150). Draw/write up to 10 things that they would include in a box for themselves that would help them to feel better. (Teacher to model an example using their own box).
(H18)

Warm Up and End Game

Birthdays

'Call out' a month of the year, children whose birthdays are in that month, run around the circle back to their original chair.

- Introduce the idea of loss by explaining that Jamie, who is seven years old, has recently lost his favourite teddy bear while he was on holiday. Jamie has slept with his teddy for seven years and he loves it very much. (Adapt the scenario to fit the maturity of the class). Draw a gingerbread outline to represent Jamie. On the inside include how you think Jamie feels. On the outside explain how you think Jamie's behaviour may have changed.

Make a missing poster - Have you seen Jamie's teddy bear? You could offer a reward. If you were Jamie's friend how would you support him? Name three things you might do. What things from the toolkit might help Jamie?
(H20)

Assessment Suggestion

Baseline:

Without leading the children's conclusions, ask them to discuss in pairs what they understand change to be. Collect their answers and record them/photograph them.

Summative:

Ask the children to work in the same pairs to discuss what they now understand change to be. Compare the differences.

PSHE Matters Passport Idea

Talking about change matters because...

Year 2 – PSHE

Spring 2

Topics: Growing Up

Department for Education Statutory Guidance

Vocabulary

H5. Identifying simple hygiene routines that can stop germs from spreading.
H20. Identifying feelings associated with change/loss.
H21. Recognising what makes them special.
H22. Talking about the ways in which we are all unique.
H25. Naming the main parts of the body including external genitalia.
H26. Explaining how people's needs change as they grow from young to old.
R13. Recognising and understanding the importance of respecting privacy.
R16. Identifying how to respond if physical contact makes them feel uncomfortable/unsafe.
R17. Understanding that there are situations when they should ask for permission.
R18. Recognising the importance of not keeping adults' secrets.
R20. Identifying what to do if they feel unsafe/worried for themselves or others.
R23. Recognising the ways in which they are the same/different to others.

Hygiene routines
Germs
Change
Loss
Unique
Genitalia
Penis
Vagina
Respecting Privacy
Uncomfortable
Unsafe
Worried
Asking for Permission
Adults secrets and not keeping them
Same/different



Key Stage 1 Growing Up

Themes:

Health and Wellbeing:

H5, H20, H21, H22, H25, H26

Relationships: R13, R16, R17, R18, R20, R23

H5. Identifying simple hygiene routines that can stop germs from spreading.

H20. Identifying feelings associated with change/loss.

H21. Recognising what makes them special.

H22. Talking about the ways in which we are all unique.

H25. Naming the main parts of the body including external genitalia.

H26. Explaining how people's needs change as they grow from young to old.

R13. Recognising and understanding the importance of respecting privacy.

R16. Identifying how to respond if physical contact makes them feel uncomfortable/unsafe.

R17. Understanding that there are situations when they should ask for permission.

R18. Recognising the importance of not keeping adults' secrets.

R20. Identifying what to do if they feel unsafe/worried for themselves or others.

R23. Recognising the ways in which they are the same/different to others.

Activities

- Watch the clip about Emperor penguins to identify how male penguins protect their eggs. www.bbc.com/education/clips/zegd2hw. Discuss. Read 'Mister Seahorse' by Eric Carle which is all about a seahorse who meets other fish fathers and they explore all their different ways of caring for their eggs and their babies. Why is protecting their eggs really important? Imagine you

are a seahorse, a fish or a penguin trying to protect your eggs. Move around the space as if you are in the ocean or in the Antarctic.

Now think about a human. Who protects the egg and how? (Draw and write activity). When their babies are born are they expected to then look after themselves like a seahorse? Why not? What do they need? List any ideas.

Draw a picture of what you think a baby needs.

Useful book: 'Once There Were Giants' by Martin Waddell. (H26, R23)

- Ask the children to bring in pictures of themselves as babies. Share in pairs any stories they have about their: First word. First step. First thing they ate etc. How does it feel to be older and have changed? Role play a baby being bathed. How do they keep clean at their age? Why is it important to keep clean? (H5, H20, H22, H26, H21)
- Mind map together the skills a child of their age may have developed from being a baby to being six years old. For example, using a knife and fork, using the toilet, sharing, talking, jumping, reading, writing, using an iPad or tablet etc. Model a timeline (Journey) from being a baby to being six years old which identifies skills and learning. Read the book, 'Zog' by Julia Donaldson or watch the film: [https://www.bbc.co.uk/iplayer/episode/b0bwdw8y/zog?xtor=CS8-1000-Discovery_Cards-\[Multi_Site\]-\[SJ07\]-\[PS_PLAYER-N--P_Zog\]](https://www.bbc.co.uk/iplayer/episode/b0bwdw8y/zog?xtor=CS8-1000-Discovery_Cards-[Multi_Site]-[SJ07]-[PS_PLAYER-N--P_Zog]). What new skills have the dragons learned? How is Zog different? What new skills are you looking forward to developing in the future? How might you develop these skills? Record ideas. (H26, R23)
- Ask children to discuss in pairs the difference between boys and girls, and feedback to the class. Model how to challenge any stereotypical views e.g. 'Hang on, let's think about it - do boys always have short hair?' Read the book 'Boys and Girls' by Lynwen Jones. This book is a gentle introduction to understanding differences between boys' and girls' bodies. It uses the correct vocabulary for body parts in an age-appropriate way. (Provide pictures for children to sort in groups and ask children to make a Venn diagram (see page 147) of what's 'okay for boys', 'okay for girls', 'okay for both'. (H21, H22, H25)
- Prepare a large outline of two bodies, a boy and girl. Make a circle of chairs. Play pass the parcel with a bag containing laminated name labels for parts of the body - arm, chin, shoulder, knee, elbow, penis, vagina etc. When the music stops ask the children to take out a label and place it in the correct place on one of the large body outlines.

Warm Up and End Game

Stick in the Mud

A basic tag game. If pupils are tagged, they must stand with their legs apart (stuck in the mud) until someone crawls through and releases them.

Does everybody always use the same name for body parts in different families? Use the book 'Boys and Girls' to reinforce this. Why is it important to know the correct names of body parts if we have different names for things? Useful leaflet: <https://www.fpa.org.uk/sites/default/files/lets-grow-with-nisha-and-joe-non-printing.pdf> (H25)

- Introduce 'The Pantosaurus Song' <https://www.youtube.com/watch?v=IL07J0GUS0>. What did you learn? Can you sing the song? Introduce the underwear rule. Show children the PANTS acronym. Ask the children to make their own pants by using the template provided on the NSPCC website to reinforce the rule.

On the Pantosaurus clip who did the dinosaur talk to when he was worried? Who could you talk to? How could you ask for help? Practise asking for help. Provide the children with sentence stems. For example:

- Mum please could I talk to you about something important?
 - Dad I feel worried please can I talk to you?
- How could we make asking for help in school easier? Discuss. (R13, R16, R17, R20)

- Read the book, 'Ask First Monkey'. Discuss. Introduce a scenario to explore how we all have different likes/dislikes. For example, the Teddy Twins are both feeling tense after they argued about their toys. One twin enjoys a massage from his mum to help him calm down the other hates massages. Ask the class to draw and write things that help them to feel better if they are tense, upset or sad. Give three pictures of touches e.g. Hugs, kisses or high fives. Ask the class to put them in order of which they prefer. Who could they tell if they received a touch they didn't like? (R16, R20)
- What is a secret? What is the difference between a secret and a surprise? Secret vs. Surprise. Explain the difference between a secret and a surprise. For example, surprises are joyful and generate excitement in anticipation of being revealed after a short period of time. Secrets exclude others, often because the information will create upset or anger.

Keeping secrets can make children unsafe.

If someone is asked not to tell anyone else why could this feel uncomfortable? Read out some questions and ask the children whether they think they should tell someone or not by using thumbs up/thumbs down/thumbs in the middle.

- Zander was walking home from school when an older boy walked up behind him and hit him. The older boy told Zander not to tell anyone or he would hurt him again.
- Alex's aunty was making a special birthday cake for Alex's brother and told Alex to keep it to himself and not to tell his brother.
- Dylan's brother is scared to go to the dentist. His dad asked Dylan to promise not to tell his brother about the loud noises some of the machines make.
- Max's taxi driver said he'd take Max to the toy shop on Tuesday after he dropped all the other kids off. He told Max that he would only take him if he doesn't tell his parents about it.

What have you learnt from this activity? What advice would you give to someone of your age if they were asked to keep a secret? Share and compare. Who can we ask if we are not sure about whether we should tell someone or not? (R18, R20)

- If someone surprised you with a birthday cake - what would be the best birthday cake someone could make you? Draw it and explain what toppings and fillings it would have. Compare ideas with a partner. (H22)

Assessment Suggestion

Baseline:

Ask the children is it okay to keep a secret? Record their responses.

Summative:

Ask the children is it okay to keep a secret? Record and compare responses with the baseline activity.

PSHE Matters Passport Idea

Knowing the right names for our body parts matters because...

Year 2 – PSHE

Summer 1

Topics: Money Matters

Department for Education Statutory Guidance

Vocabulary

L10. Understanding what money is.
L11. Recognising that people make different choices about how to save/spend money.
L12. Recognising the difference between needs and wants.
L13. Understanding how money can be looked after.
L14. Identifying that everyone has different strengths.
L15. Understanding that jobs help people to earn money to pay for things.
L16. Identifying different jobs that people do.
L17. Identifying the strengths/interests someone might need to do different jobs.

Money
Saving
Spending
Needs and wants
Looking after money
Jobs
Employment
Interests
Banks



Key Stage 1 Money Matters

Theme: Living in the Wider World:
L10, L11, L12, L13, L14, L15, L16, L17

- L10. Understanding what money is.
- L11. Recognising that people make different choices about how to save/spend money.
- L12. Recognising the difference between needs and wants.
- L13. Understanding how money can be looked after.
- L14. Identifying that everyone has different strengths.
- L15. Understanding that jobs help people to earn money to pay for things.
- L16. Identifying different jobs that people do.
- L17. Identifying the strengths/interests someone might need to do different jobs.

Activities

- Use the questions: What is money? Where can you get money from? Ask children to complete a draw/write activity as a baseline assessment. (L10)
- Give out a range of coins. Discuss the shape, size, colour and images on the coins. Ask the children to name them and order them from the least - highest amount. Draw around the coins to make a picture. Can their partner guess what it is a picture of? Can they work out how much the picture would cost if they had used real coins. (L10)

Warm Up and End Game Musical Islands

Place large sheets of newspaper on the floor. When the music stops all feet must be on the paper. Slowly take the pieces of paper away.

Warm Up and End Game Hula Hoop

Everyone stands in a circle holding hands. Have two people break hands and put their hands through a hula hoop and re-join hands again. The hoop must be passed the whole way around the circle without breaking hands. Discuss what helped and what made it difficult. Then try to beat the clock. What skills are required?

- Create a class mind map thinking about how people pay for things if they don't use money? Show examples of a debit card. Children design their own debit cards to use during a role play session. Feedback what they bought with their £20 budget and where they bought it from. Discuss why it is important to keep cards and pin numbers safe. (L10)
- Read the online book, 'I want it': <https://www.valuemonymoneyandme.co.uk/teachers/i-want-it-ks2> imagine you want to buy a hamster, use the online activity that supports the book to identify how much it would cost and the saving plan involved. Complete the quiz together. When might people choose to save their money or share it? (L11)
- Read 'Jack and the Beanstalk' and include a bag that Jack has sent to the class. Inside the bag include a letter and some gold coins (one for each child). The letter could explain that he has sent the class some coins and each coin is worth £5. How does having money make you feel? Discuss in pairs. Form a circle and do a round. Money makes me feel... What would you do with the money? Discuss Spend, Save or Share. After discussion time give the child thinking time and do another round. I would spend/save/share because... (L11)
- Watch the video clip: <https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-5-what-are-needs-and-wants/> This short video clip explains the difference between needs and wants, and identifies which are the most important by looking at items used by a family. Identify three things you really want? Share ideas. Discuss that Jack's brother is starting school in September. Draw three things that he needs? Why might it

be difficult for Jack's mum to buy him the designer shoes and bag he wants? What advice would you give to Jack's brother? (L12)

- Read a diary entry from Jack's mum. For example: I am feeling very sad today. It is Jack's birthday and he really wants some new toys but we really need the money for food and bills and I don't have the money for both. What should I do? Ask the children to role play their ideas in pairs. Share and compare. How will Jack feel if he doesn't get what he wants? How could we do something for him that wouldn't cost a lot of money? Make and send Jack a birthday card to cheer him up. (L12, L13)
- Show children pictures of all the places where Jack might keep his money e.g. drawer, bank, purse, pocket, money box, shoe box. Make a continuum from most to least safe. Explain their choices. In pairs, discuss what advice you would give to Jack about where he should keep his money and why. Ask the children to design their own money box. What will they save for? (L13)
- Introduce the children to the £5 note. Useful clip: www.thenewfiver.co.uk/ Explain that money has changed a lot over time. The £5 is said to be safer, stronger and cleaner. Explain these ideas. Who is the picture of? Why are their images on coins and notes? Set a challenge. For example, you have £5 to organise an event for parents. This event will hopefully raise money for people like Jack and his mum who often don't have the money to buy food. (Decide together on the charity). You could start to introduce The Big 13 Enterprise Skills. www.readyunlimited.com and then develop an idea, for example, an art exhibition for parents/carers (which requires no outgoing costs) and decide how to organise the event together. (L11, L13)
- Once the money is collected from the event how will it be kept safe? Where should it be put? How much profit has been made? How will it be given? Sent? Will it be cash/cheque? Write a letter to the chosen charity explaining how you raised the money and why you have chosen them. Share and celebrate your achievements. (L13)

Warm Up and End Game The Minister's Cat

This is an alphabetical word game. Everyone gets in a circle and claps hands to the beat. Start with A. Example: 'The Minister's cat is an angry cat', 'The Minister's cat is a black cat' etc.

- Introduce an A-Z (see page 135). Ask children to think of different jobs beginning with the letters of the alphabet. <https://www.bbc.co.uk/bitesize/articles/zdqnxyx/> Why do people have jobs/don't have jobs? Does everyone get paid the same amount of money? Introduce a character. Tom is a marine biologist. Create a mind map of all the interests/strengths Tom would need to do that job? <https://www.stem.org.uk/resources/elibrary/resource/26074/marine-biologist> Identify a job that may interest you. What strengths/qualities would you need? www.viacharacter.org/character-strengths Share and compare ideas. (L14, L15, L16, L17)

Assessment Suggestion

Baseline:
Complete a draw and write activity of where money comes from and how people get money.

Summative:
Ask for three places we might want to save money, two reasons why we might spend money, and one situation in which money might make us feel sad.

PSHE Matters Passport Idea

Learning about money matters because...

Year 2 – PSHE

Summer 2

Topics: Being Safe

Department for Education Statutory Guidance

Vocabulary

H28. Talking about rules and age restrictions that keep us safe.
 H29. Recognising risk and what action to take to minimise harm.
 H30. Describing how to keep safe at home.
 H32. Describing ways to keep safe in familiar/unfamiliar environments.
 H33. Talking about the people whose job it is to help keep us safe
 H34. Explaining basic rules to keep safe online.
 H35. Understanding what to do if there is an accident and someone is hurt.
 H36. Demonstrating how to get help in an emergency.
 L8. Talking about the role of the internet in everyday life.
 L9. Identifying that not all information online is true.
 R14. R15. Responding safely to people online/offline.

Restrictions
 Risk
 Harm
 Familiar/unfamiliar
 Online safety
 Accident
 Hurt
 Emergency
 Internet
 True/false
 Responding
 Safety
 Safe



Key Stage 1 Being Safe

Themes: Health and Wellbeing:
H28, H29, H30, H32, H33, H34, H35, H36
Relationships: R14, R15
Living in the Wider World: L8, L9

H28. Talking about rules and age restrictions that keep us safe.

H29. Recognising risk and what action to take to minimise harm.

H30. Describing how to keep safe at home.

H32. Describing ways to keep safe in familiar/unfamiliar environments.

H33. Talking about the people whose job it is to help keep us safe

H34. Explaining basic rules to keep safe online.

H35. Understanding what to do if there is an accident and someone is hurt.

H36. Demonstrating how to get help in an emergency.

L8. Talking about the role of the internet in everyday life.

L9. Identifying that not all information online is true.

R14. R15. Responding safely to people online/offline.

Activities

- Draw and write activity. Ask the pupils to draw a picture of 'Who has the job of keeping us safe?' Share and compare ideas. Has anybody included themselves? Provide a scenario.
Jamie is six years old. What hazards might there be in a kitchen that Jamie needs to be aware of?
<https://firstaidchampions.redcross.org.uk/spot-the-danger/>
What are your top tips for keeping safe in the kitchen? Draw a picture of a garden. Can you add 10 hazards/risks? Give your picture to a partner and see if they can they find them.
(H28, H29, H30, H33)

Warm Up and End Game

Doggy, Doggy Where's My Bone?

A child leaves the room and a child in the circle places the paper bone behind his/her back. Bring the seeker back into the room and have them deduce which child is holding the bone.

- Use a range of pictures illustrating different people at work e.g. teacher, nurse, dentist, bus driver, parents/carers, brothers/sisters, friends, etc. Give each group or pair a particular person and ask them what duties they have. These duties could be listed alongside each picture. Provide scenarios:
1. John needs his PE kit washing.
2. Jay needs help with her new computer game.
3. There is a fire.
4. Someone collapses.
5. Someone gets lost.
Discuss which scenarios would be an emergency.
Listen to the clip: <https://www.bbc.co.uk/news/av/uk-england-derbyshire-38321371>
Take part in the quiz: <https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/>
What information is important if we needed to ring 999? Role play calling 999 and responding to questions.
Read 'The Boy Who Cried Wolf'. Discuss why it is important only to ring for help when you need it.
(H29, H33, H35, H36)
- Show the children different pictures:
1. River
2. Internet
3. Road
4. Garden
5. Fireworks
Ask the children to explain what they see. In each situation discuss how they could be unsafe. What steps can be taken to make these situations safer? At one side of the room place the pictures and give examples. If the children think it is 'safe' they take a step forward if 'unsafe' a step back. Examples for the river picture may include:
1. Paddle with your parents watching.
2. It is icy and you decide to jump in.
Ask the children to choose one of the scenarios/pictures and develop a poster to help keep other children, their age, safe.
(H29, H32)

- Use the teacher resources from <https://www.think.gov.uk/> to explore the themes:
1. Stop, Look and Listen: <https://www.think.gov.uk/wp-content/uploads/2018/04/Stepping-Stones-To-Road-Safety-3-to-6yrs.pdf>
2. In-Car Safety: <https://www.brake.org.uk/road-safety-week> Even though we know the rules of keeping safe, what things can stop us from following them? What rules can we think of that have age restrictions? What is the purpose of having age restrictions?
(H28, H32)
- Read the story, 'Little Red Riding Hood'. Provide children with green and red cards. Green = Safe and Red = Unsafe. Read the story and ask the children to hold up the appropriate card. Stop and discuss. Hot seat Red Riding Hood and ask the children to give her advice of how to stay safer in future.
(H29, H32)
- Read: 'DigiDuck's Big Decision': www.childnet.com/resources/digiducks-big-decision
Use the questions at the end of the book to discuss the story with the children. Discuss why it might be a good idea to have a username when playing a game online. Make up some usernames for the class puppets. Explain that giving personal information online is not safe behaviour.
(H34, L8, L9)
- Draw and write about different ways people of their age might have fun on the computer/technology. Watch clips identifying how to use computers safely.
https://www.thinkuknow.co.uk/4_7/hectorsworld/
What have they learnt? Invent a character from a computer game. What is its name and what advice would it give to a child (of their age) about staying safe?
(H34, R14, L7, L8)

Warm Up and End Game

'The Magic Wand'

Teacher has a magic wand, waves it and says 'You are all elephants/mice/rabbits' etc. Children pretend by doing actions inside the circle.

Warm Up and End Game

Silent Yoga

Strike a yoga pose and see how long your children can hold that pose.

- Use the Childnet resources 'Smartie the Penguin' to explore how to ask for help when something online is upsetting or confusing. www.childnet.com/resources/smartie-the-penguin
How can we respond safely to people we do and don't know online?
(H33, R14, R15)
- Explain what is meant by the term 'privacy' or 'keeping something private'. What sorts of things might people keep private? For example: Phone number, passwords, diary, email address, body parts. (The NSPCC underwear rule PANTS.) www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
In what different ways do people keep things private? When might we need to break privacy?
Useful book: 'Chicken Clicking' by Jeanne Willis and Tony Ross.
(L8, R14, R15)

Assessment Suggestion

Baseline:

Discuss what websites, games and/or any other ways they use the internet.

Summative:

As a class develop a class display. For example, use hand outlines. Together write five ways on the digits, about how they can keep themselves and/or others safe online, at home, near the road etc.

PSHE Matters Passport Idea

Rules matter because...

