

Subject Curriculum Overview

RSHE

Southwater Infant Academy

Planning and Progression

'Growing, Learning and Succeeding Together'

Curriculum Statement



Intent

At The Southwater Infant Academy we place a high emphasis on children's personal, social and emotional learning to enable our children to become healthy, independent and responsible members of society. We aim to develop their knowledge, skills and attributes so they can understand the choices they face as they grow up, how to make healthy and safe choices and prepare for life and work in a modern and diverse Britain.

Implementation

Across each year, children learn through topics such as 'New Beginnings', 'Going for Goals', 'Good To Be Me', 'Relationships', 'Getting On and Falling out' and 'Changes', with UNICEF rights and British Values embedded throughout. Children will have the opportunity to explore these topics through discussion, drama and shared experiences, enabling them to apply the skills and strategies they have learnt to different and sometimes challenging situations. Topics and lesson content are adapted to the needs of each group ensuring that sensitive issues are made accessible in a safe and supportive environment.

Impact

Our children are healthy, independent and responsible members of the academy and the wider community. They show respect, resilience and kindness towards others and understand the impact of their choices.

Long Term Plan

Reception overview												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Respecting ourselves and others					Family and friendships				Safe relationships		
Spring	Belonging to a community					Media literacy and digital resilience				Money and work		
Summer	Physical health and mental wellbeing				Growing and changing				Keeping safe		Transition	

Year 1 overview												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Transition weeks		Respecting ourselves and others			Families and friendships				Safe relationships		
Spring	Belonging to a community			Media literacy and digital resilience			Money and work					
Summer	Physical health and mental wellbeing			Growing and changing			Keeping safe on the Internet				Growing and changing	

Year 2 overview												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Transition weeks		Family and Friendships		Online safety					Respecting ourselves and others		
Spring	Belonging to a community/ Sense of self			Media literacy and digital resilience				Money and work				
Summer	Physical health and mental wellbeing			Keeping safe				Growing and changing				


RSHE Subject Disciplines



	EYFS	KS1	Thinking about LKS2
Health and well-being			
Relationships			
Living in the wider world			

Progression of skills, knowledge and vocabulary

EYFS - Autumn

Autumn - Relationships		
Family and Friendships Roles of different people, families, feeling cared for	Safe Relationships Recognising privacy, staying safe	Respecting Ourselves and Others How behaviour affects others, being polite and respectful
<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> about similarities and differences between families that all families are special and important ways that we can show our families and friends we care about similarities and differences between each other respecting similarities and differences 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> who helps us to stay safe what to say if we need help PANTS rule 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> to name and recognise a range of feelings to understand how we behave in different environments know some ways to recognise when someone is sad how to help people who are feeling sad how to listen how to share and take turns about being fair / unfair about how to be a good friend

	Sticky knowledge	Vocabulary	Activities	Challenge
<p>1. Respecting Ourselves and Others - Carpet Rules / How to listen</p> <p>L.O. to understand the importance of listening</p>  <p>British Values – Respect</p>	<p>I know how to sit on the carpet.</p> <p>I can show good listening.</p>	<p>Listening</p>	<p>Key questions:</p> <p>How do we sit on the carpet?</p> <p>How do we show good listening?</p> <p>Go through how we sit and listen on the carpet and why it is important.</p> <p>Read / watch 'Howard B Wigglebottom Learns To Listen' https://www.youtube.com/watch?v=HHOrQiwKtSs</p> <p>What happened to Howard when he didn't listen?</p>	
<p>Lesson 2</p> <p>Respecting Ourselves and Others – How to behave in</p>	<p>I know the rules for different places in school.</p>	<p>Rules Behave kind</p>	<p>Key question:</p> <p>How do we behave in the classroom?</p> <p>How do we behave in the shared space?</p>	

<p>different environments</p> <p>L.O. To understand how to behave in school</p>  <p>British Values – Respect</p>			<p>How do we behave outside?</p> <p>Talk about the different places the children can play; classroom, outside space, shared space, other classrooms</p> <p>Go through how we behave in each area.</p>	
<p>Lesson 3</p> <p>Respecting Ourselves and Others – How to share and take turns</p> <p>L.O. To understand what it means to share, and why it is important.</p>  <p>British Values – Respect</p>	<p>I can share and take turns.</p> <p>I can show this during my play.</p>	<p>Share</p>	<p>Key questions:</p> <p>What does it mean to share?</p> <p>Why is it important to share?</p> <p>How do you feel if someone doesn't share with you?</p> <p>What can you do if someone isn't sharing?</p> <p>Ask the children what it means to share? Why is it important to share?</p> <p>Read/watch 'This Is Our House'</p> <p>https://www.youtube.com/watch?v=wf_n6yjr9T0</p> <p>Talk about the choices George makes. What should he have done and why? How can we make sure we share and take turns in school?</p> <p><i>Have games out in CIL that encourage turn taking.</i></p>	
<p>Lesson 4</p> <p>Respecting Ourselves and Others – About being fair and unfair</p> <p>L.O. To know what it means to be fair and unfair.</p>	<p>I know what it means to be fair / unfair.</p> <p>I can show this during my play.</p>	<p>Fair unfair</p>	<p>Key questions:</p> <p>What does it mean to be fair?</p> <p>What does it mean to be unfair?</p> <p>How can we be fair at school?</p> <p>Ask the children if they know what it means to be fair or unfair. Link it back to last week's lesson on sharing and taking turns. Give some examples e.g. If I have all the dinosaurs and don't let anyone else play with them is that fair?</p>	



British Values –

Respect

Read/watch 'The Little Red Hen'
<https://www.youtube.com/watch?v=WYwjuufc19Q>

Was it fair that the other animals didn't help her?
Do you think she should have shared the bread with them when it was ready?

Lesson 5
Respecting Ourselves and Others – How to recognise when someone is sad and how to help them.

L.O. To know the different emotions

I can recognise happy, sad, angry, scared.

I know some ways to help someone who is sad.

Emotion
Angry
Happy
Sad
scared

Key questions:
Can you show me a _____ face?

If someone is sad how can we cheer them up?

Show the children pictures of different emotions. Can they name them? Say an emotion and ask the children to show that emotion on their face.

Show them a picture of someone feeling sad. Have they ever felt sad? Ask some of them to share what has made them feel sad. Pick some of the things that have made the children sad and ask the children what they could do to help someone who is feeling sad in that situation.

Explain what it means to feel sad and how being sad might make you feel. Ask children to discuss when they might feel sad. E.g. when you hurt yourself, when you get told off, when you lose something.

Show a picture (human) of a sad face. Ask children what they notice about their face.

Ask children to discuss what they could do when they are feeling sad to make themselves feel better. E.g. find a friend, do something you enjoy.

In CIL have the feelings faces available for sorting.

Lesson 6
Respecting Ourselves and Others – how to be a good friend

L.O. To understand what it means to be a good friend



I know some ways to be a good friend.

Friend
kind

Key questions:
How can we be a good friend?

Read/watch 'The Rainbow Fish'.
<https://www.youtube.com/watch?v=tU5ot9R2p6A>

			<p>Was the fish a good friend at the beginning of the story? How did he become a better friend by the end?</p> <p>Discuss ways that we can show we are good friends and make a list.</p> <p>Children to create their own fish scale showing a way they could be a good friend.</p>	
<p>Lesson 7</p> <p>Family and Friendships – similarities and differences between each other and respecting them</p> <p>L.O. To understand that people have both similarities and differences</p>	<p>I know how I am the same as other people.</p> <p>I know how I am different to other people.</p>	<p>Different similar</p>	<p>Key questions:</p> <p>Does it matter if someone is different to us?</p> <p>Does it matter if someone is similar to us?</p> <p>Read/watch 'Along Came A Different'.</p> <p>https://www.youtube.com/watch?v=w_OvKn7I7M8</p> <p>Discuss the story with the class;</p> <ul style="list-style-type: none"> • What sorts of things did the different shapes like to do? • How did the different shapes look? • Were the shapes happier when they stayed with shapes like them or when they were with everybody? <p>Choose some of the 'We Are All Different' discussion cards (avoid ones that ask about looks or family);</p> <ul style="list-style-type: none"> • Do you have pets? • What is your favourite fruit? • What is your favourite colour? • What is your favourite type of weather? <p>and ask the children to share their answers. Note that we can have different ideas.</p> <ul style="list-style-type: none"> • Does it matter if someone likes the same as us? • Does it matter if someone likes something different to us? <p>Remind the children about when we read 'This Is Our House' and George tried to stop other children from coming in because they were different to him. Was that fair? If someone is different to us is that a good thing or a bad thing? Does it matter?</p>	

			Ask children to bring in a photo of their family for the next lesson.	
<p>Lesson 8</p> <p>Family and Friendships – similarities and differences between families</p> <p>L.O. To understand that not all families look the same</p>  <p>British Values – Respect</p>	<p>I can talk about who is in my family.</p> <p>I can spot similarities between my family and others.</p> <p>I can spot differences between my family and others.</p>	Family different	<p>Key questions: What do different families look like?</p> <p>Read/watch ‘The Great Big Book Of Families’ focusing on the first few pages about families. https://youtu.be/UbQ8_S-cBvA</p> <p>Talk about the different kinds of families that are shown and remind the children that just like last week when we talked about how we are the same and different it is the same for families.</p> <p>Ask the children to share their family photo and talk about who is in their family.</p> <p><i>These photos could be made into a ‘My Family’ photo book for the children to look at and talk about.</i></p>	
<p>Lesson 9</p> <p>Family and Friendships – all families are special and important</p> <p>L.O. To understand that not all families look the same</p>  <p>British Values – Respect</p>	<p>I can say why my family is special.</p> <p>I can say why someone else’s family is special.</p>	Family special	<p>Key questions: What makes your family special?</p> <p>Remind the children that last week we found out about different kinds of families and shared our own family photos. Can the children remember any of the different families we saw in the book?</p> <p>Look at the ‘Special Family’ powerpoint and go through it together, emphasising that all families are special and important.</p> <p>Show children a variety of pictures of families and explain that not all families look the same. Look closer at how families can be different – 2 daddies, 2 mummies, one mummy, one daddy, looked after by someone else, no daddy or mummy.</p> <p>Ask children what they think makes their family special. Create a class ‘recipe for a special family’</p>	


			Ask children for their opinions. Some things you could include: kindness, sharing and caring, trust, fun, laughter, love	
Lesson 10 Family and Friendships – ways we show our families and friends we care L.O. To know what it means to be a good friend	I can say some ways I show I care.	Care friendship	Key questions: How can we show people we care for them? Remind the children about our Friendship Fish and how we can show we are a good friend. Ask the children to share some ways we can show our families and friends that we care about them. Explain what kindness is: being friends, looking after people, helping people, being nice (get children's opinions first) Ask children how they could show kindness in the classroom. Ask children why they think it is important to be kind. Ask children to think back on their day. Can they think of something kind they have done?	
Lesson 11 Safe Relationships – PANTS L.O. To understand the PANTS rule	I know how to keep myself safe.	Worried Scared Trust safe	Key questions: Who can we talk to if we are worried or scared? Explain to the children that we are thinking about keeping safe. Ask the children why they think we wear clothes. Watch the PANTS song https://www.youtube.com/watch?v=-lL07JOGU5o Look at the poster together and talk about each letter and what it means. Ask the children who they could talk to if someone asked you to do something you didn't want to do or did something you didn't like. Ensure the children understand that they can talk to grown ups at home and at school.	
Lesson 12 Safe Relationships – who helps us to stay safe	I know who to talk to if I am worried or scared at home or school.	Worried Scared PANTS	Key questions: Who can we talk to if we are worried or scared? Remind the children about the PANTS song from last week. Can they remember someone they could talk to if they were upset or worried about something?	

L.O. To understand the PANTS rule			Read 'The Worry Monster' and talk about how Sally felt much better when she told her Mum about her worries. Children to draw a picture of someone at home and someone at school they could talk to.	
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EYFS - Spring

Spring – Living In The Wider World		
Belonging to a Community What rules are, caring for others' needs, looking after the environment	Media Literacy and Digital Resilience Using the internet and digital devices; communicating online, keeping safe online	Money and Work Strengths and interests, jobs in the community
In this unit of work children learn... <ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling 	In this unit of work children learn... <ul style="list-style-type: none"> how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online about keeping safe online and what to do if we see something online we don't like 	In this unit of work children learn... <ul style="list-style-type: none"> the difference between things we 'want' and things we 'need' that everyone has different strengths, in and out of school about people whose job it is to help us in the community about different jobs and the work people do

	Sticky knowledge	Vocabulary	Activities	Challenge
Lesson 1 Belonging to a Community L.O. To understand what it means to make a resolution	I can set a goal I know how I can work towards my goal	resolutions	Key questions: What is a resolution? What would you like to get better at? How could you get better at this? Read or watch 'Squirrel's New Year Resolution' https://www.youtube.com/watch?v=tpG9SZjl78l Talk about what it means to make a resolution. What kinds of things did the other animals want to do / achieve?	

			<p>Ask the children to think about the next term at school. What would like they to get better at? Is there something they would like to achieve?</p> <p>Look back through Tapestry Obs with the children, adding pupil voice to show something they have enjoyed and something they would like to get better at.</p>	
<p>Lesson 2</p> <p>Belonging to a Community – rules in different situations</p>  <p>British Values – Rule of law</p>	<p>I know why rules are important</p> <p>I know that different places have different rules</p>	<p>Rules safe</p>	<p>Key questions:</p> <p>Why do we need rules?</p> <p>What rules do we have at school?</p> <p>What rules do you have at home?</p> <p>What would happen if you didn't follow the rules?</p> <p>Explain that we need rules in order to keep safe, so we can be happy, so we can learn. Discuss the reason for these rules and what might happen if we didn't follow them.</p> <p>Read/Watch 'But Why Can't I?' https://www.youtube.com/watch?v=noO3U3ul4wg</p> <p>What rules did Noah have to follow? What happened when he didn't follow the rules?</p>	
<p>Lesson 3</p> <p>Belonging to a Community – that different people have different needs</p> <p>L.O. To understand that people have needs</p>	<p>I know some needs we all have</p> <p>I know that some people have different needs</p>	<p>Needs Water Clothes food</p>	<p>Key questions:</p> <p>What needs do we have?</p> <p>Does everybody have the same needs?</p> <p>Talk about the different needs we have e.g. water, clothes, food, somewhere to live etc.</p> <p>Read/watch 'Lucy's Picture' https://www.youtube.com/watch?v=mgZ9fqYwgi4</p> <p>Why did Lucy want to make her picture in a different way for her Grandad?</p> <p>Discuss how Lucy's Grandad needed a Guide Dog and how he used his hands to feel things as he couldn't see. Link to real life e.g. beeps that a crossing makes, bumpy bits near the crossing etc.</p>	

<p>Lesson 4</p> <p>Belonging to a Community – how we care for animals</p> <p>L.O. To understand what animals need to be healthy and happy</p>	<p>I can list some things a pet needs to be happy and healthy</p>	<p>Animals healthy</p>	<p>Key questions: What do animals need to be healthy and happy?</p> <p>Ask the children who has a pet? Make a list on the board of the different ways they look after their pet e.g. walks, food, water, toys, cuddles etc</p> <p>Read 'The New Puppy'. What did Anna learn about looking after her dog? Is there anything we need to add to our list about how to look after a pet?</p> <p>Powerpoint – 'What Does My Pet Need' for choosing the different things that different pets need.</p>	
<p>Lesson 5</p> <p>Belonging to a Community – looking after the environment</p> <p>L.O. To understand the importance of helping the environment</p>	<p>I know why we need to look after our environment</p>	<p>Environment Look after</p>	<p>Key questions: Why is it important to look after our environment?</p> <p>What are some ways we can do this?</p> <p>Read/watch '10 Things I Can Do To Help My World' https://youtu.be/V7ykNJ1drhY and/or George Saves the World by Lunchtime</p> <ul style="list-style-type: none"> • What are some of the ways we can look after the world? • Why is it important? 	
<p>Lesson 6</p> <p>Belonging to a Community – looking after the environment</p> <p>L.O. To understand how recycling can benefit the environment</p>	<p>I know some objects that can be recycled</p> <p>I know what happens to objects that are recycled</p>	<p>Recycle Litter clean</p>	<p>Key questions: How do you recycle at home?</p> <p>Why is it important to recycle?</p> <p>What happens to objects that are recycled?</p> <p>Watch 'Come Outside Litter' https://www.youtube.com/watch?v=OfoAtbDiduQ</p> <ul style="list-style-type: none"> • How does Auntie Mabel sort her rubbish? • What does Pippen do with the litter? <p>Ask the children about their homes – do they have different bins for different items? Do they know why? Talk about how when we recycle things they can be turned into new objects like the old glass</p>	

			bottles being broken down and made into new glass bottles. Link back to the story from last week and why it is important to look after our world.	
<p>Lesson 7</p> <p>Media Literacy and Digital Resilience – using the internet and keeping safe</p> <p>L.O. To understand what we use the internet for</p>	<p>I know some rules for using the internet</p> <p>I know who to speak to if I see something on the internet that I don't like</p>	<p>Internet Computer</p>	<p>Key questions:</p> <p>What rules do you have when you use the internet?</p> <p>What do you use to get on the internet?</p> <p>Who should you talk to if you see something on the internet that you don't like?</p> <p>Ask the children if they know what the internet is and how we might use it.</p> <ul style="list-style-type: none"> - The internet is made up of billions of computers that connect to each other all around the world - They are connected by cables and Wi-Fi - They share information <p>Ask the children to share how they use the internet at home and on which devices. Ask if they have any rules they have to follow when they are using the internet. How can they stay safe when using the internet?</p> <p>Read 'Buddy The Dog's Internet Safety' story and talk about the ways we can keep ourselves safe when on the internet.</p>	

<p>Lesson 8</p> <p>Media Literacy and Digital Resilience - keeping safe online</p> <p>Jessie and Friends Episode 1</p> <p>L.O. To what to do if we see something on the internet that makes us feel worried</p>	<p>I know how to recognise some facial expressions</p> <p>I know who to speak to if I see something on a computer I don't like</p>	<p>Feeling</p> <p>Computer</p> <p>Safe</p> <p>emotion</p>	<p>Key questions:</p> <p>How do our faces show how we are feeling?</p> <p>How do our bodies show how we are feeling?</p> <p>Who should you speak to if you see something on the computer that you don't like?</p> <p>Show the children the picture of Jessie. Explain that this is Jessie and she has seen something on the computer that has made her feel worried. What could she do? Take ideas from the children and scribe them around the picture of Jessie.</p> <p>Watch Jessie & Friends: Watching Videos</p> <ul style="list-style-type: none"> • What did you think about the cartoon? • Which were your favourite parts? • How did Jessie feel when she watched 'The Funny Tummy' video? (Happy, excited, she was having fun) • How did she feel when she watched 'The Happy Croccy' video? How did her feelings change? (At the start she enjoyed it, but when the crocodile snapped she was shocked and scared) • How did she get help to feel better? (She spoke to a trusted adult) <p>Show the children 'Jessie's Facial Expressions' and identify and explain how Jessie is feeling in each image. Encourage the children to give reasons for their answers e.g. 'She feels happy because she is smiling.'</p> <p>Explain that although we can sometimes tell how someone feels by looking at their faces, this isn't always the case and sometimes these feelings can express themselves in a number of different ways i.e. funny feeling in tummy, feeling frozen, unable to speak, feeling wobbly and hot.</p> <p>Remind the children that Jessie felt better when she spoke to a trusted adult and that if they see something on the computer of tablet that they don't like they should do the same.</p>	
<p>Lesson 9</p>	<p>I know what to do if I am scared</p>	<p>Scared</p> <p>worried</p>	<p>Key questions:</p> <p>What should you do if you feel scared?</p>	

<p>Media Literacy and Digital Resilience - keeping safe online Jessie and Friends Episode 1</p> <p>L.O. To identify a trusted adult in their lives</p>	<p>I know which trusted adults I can talk to</p> <p>I know when I would need to speak to a trusted adult</p>		<p>Which adults can you talk to if something is upsetting you?</p> <p>Remind the children about the video from last week. What made Jessie feel scared? What did she do to feel better?</p> <p>Show the children a 'Help Hand' outline. Explain that they are going to create their own 'Help Hand'. They are going to choose 4 grown ups they can go to and ask for help, who they can tell if they ever feel worried, scared or sad. They will then draw that person's face and / or write their name on each finger. The thumb will represent them.</p> <p>Ask the children to consider the following statements to help them to identify an adult they trust;</p> <ul style="list-style-type: none"> • This adult makes you feel better when you are feeling sad or hurt • This adult doesn't scare you • This adult is someone you can talk to about anything without feeling worried • This is an adult you may feel close to • This adult may have helped you with something before <p>Encourage the children to consider people from different parts of their life e.g. school, immediate and extended family, child carers, key workers etc.</p> <p>Remind the children how important it is to talk to a trusted adult about anything that makes them feel scared, sad, worried etc.</p>	
<p>Lesson 10</p> <p>Money and Work – wants and needs</p> <p>L.O. To understand the difference between wants and needs</p>	<p>I know some things I want</p> <p>I know some things I need</p> <p>I know that we can't always get what we want</p>	<p>Wants needs</p>	<p>Key questions:</p> <p>What 'wants' do we have?</p> <p>What 'needs' do we have?</p> <p>How can we get things that we want?</p> <p>Do we always get the things we want?</p> <p>Show the children some pictures of different objects e.g. house, water, computer, toys, food, holiday. Explain that some of these are things we need to have and some are things we want to have. Ask the children to decide which are which.</p>	

			<p>What is a need? – something that is essential for us to survive. Water, food, shelter etc</p> <p>What is a want? – something you would like to have but can survive without.</p> <p>Ask children to discuss then show some examples of needs and wants.</p> <p>Can they explain/ discuss why these are wants and needs?</p> <p>Go through the needs and explain why they are so important</p> <p>CIL – Needs and Wants sorting / Colouring</p>	
<p>Lesson 11</p> <p>Money and Work – strengths in and out of school</p> <p>L.O. To understand that we have strengths and weaknesses</p>	<p>Express their I can name some things I am good at</p> <p>I can name some things that I find trickier</p>	Strength weakness	<p>Key questions:</p> <p>I know some things that I am good at</p> <p>I know some things that I find trickier</p> <p>I know that everyone has different strengths and weaknesses</p> <p>Read/Watch 'You're Too Small'. https://www.youtube.com/watch?v=G8JiBdNk8EE</p> <p>Talk about how the other animals thought that Mouse couldn't help because he was too small but he ended up being the perfect size. Discuss how we all have things that we are good at and things that we might find a bit trickier and that's ok. Ask the children to think of something they are good at and something they find a bit trickier and share if they want to.</p>	
<p>Lesson 12</p> <p>Money and Work – Different jobs</p>	<p>I know what different jobs people can do</p> <p>I know some skills that people need for those jobs</p>	Jobs	<p>Key questions:</p> <p>What different jobs do people have?</p> <p>What skills do they need to have for those jobs?</p> <p>Covered through 'Southwater Stars' topic</p>	

EYFS - Summer


Summer – Health and Wellbeing		
<p>Physical Health and Mental Wellbeing</p> <p>Keeping healthy, food and exercise, hygiene routines, sun safety</p>	<p>Growing and Changing</p> <p>Recognising what makes them unique and special, feelings, managing when things go wrong</p>	<p>Keeping Safe</p> <p>How rules and age restrictions help us, keeping safe online</p>

<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • how we grow and change • ways to keep ourselves healthy • about healthy eating 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • to recognise what makes them special and unique, including their likes, dislikes and what they are good at • how they are the same and different to others • about gender stereotypes – are there ‘girl’ toys and ‘boy toys’ or can we play with whatever we like? • how to manage and who to tell when finding things difficult, or when things go wrong • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • how to keep safe in a range of situations, including summer • who helps us to stay safe • what to say if we need help • about keeping safe online and what to do if we see something online we don’t like
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	Sticky knowledge	Vocabulary	Activities	Challenge
<p>Lesson 1 Physical Health and Mental Wellbeing – sun safety</p> <p>L.O. To understand the importance of sun safety</p>	<p>I can name some ways to stay safe in the sun</p>	<p>Sun safe</p>	<p>Key questions: Why do we need to stay safe in the sun?</p> <p>What are some ways we can stay safe in the sun?</p> <p>Talk about why it is important to stay safe in the sun and the different ways we can make sure we stay safe. Show different ways we can stay safe in the sun – hat, sun cream, drink water, shade, sunglasses etc.</p> <p>CIL – Sun Safety posters</p>	

<p>Lesson 2</p> <p>Physical Health and Mental Wellbeing – healthy eating</p> <p>L.O. To understand the importance of healthy eating</p>	<p>I can identify which foods we can eat more / less of</p> <p>I know how food keeps me healthy</p>	<p>Healthy Diet food</p>	<p>Key questions:</p> <p>Why do we need to eat a healthy diet?</p> <p>What are some foods that we can eat lots of?</p> <p>What are some foods we should eat a little bit of?</p> <p>Read ‘Oliver’s Fruit Salad’ or ‘Oliver’s Vegetables’. Talk about the fruits/vegetables that the children like and why it is important to eat them.</p> <p>Ask why children think food is important. Can they say some foods they think is healthy/unhealthy? Go through some healthy foods. Emphasis that all food is good but some food we can eat more of than others to keep healthy.</p> <p>CIL – create a healthy lunchbox/plate</p>	
<p>Lesson 3</p> <p>Physical Health and Mental Wellbeing – ways to keep healthy</p> <p>L.O. To understand what they can do to stay healthy</p>	<p>I can name some ways to keep healthy</p>	<p>healthy</p>	<p>Key questions:</p> <p>What do we need to do to stay healthy?</p> <p>Recap the last two lessons about ways we can keep healthy – staying safe in the sun and healthy eating.</p> <p>Can the children think of any other ways they need to look after themselves so they stay healthy? Make a list on the board.</p> <p>Go through some of their ideas and explain why these are important in keeping healthy.</p> <p>Other ideas may include: talking about how we are feeling, eating a balanced diet, exercise, hygiene, sleep.</p>	
<p>Lesson 4</p> <p>Physical Health and Mental Wellbeing – how we grow and change</p>	<p>I know how I have changed since being a baby</p> <p>I know how I will change as I get older</p>		<p>Key questions:</p> <p>What happens to us as we get older?</p> <p>What can you do now that you couldn’t do as a baby?</p> <p>What will you be able to do when you are older?</p>	

<p>L.O. To understand what happens as we get older</p>			<p>Read/watch 'The Growing Story' https://www.youtube.com/watch?v=Jm74y-MoD2c</p> <p>or 'Once There Were Giants' https://www.youtube.com/watch?v=STwCfjVaiys</p> <p>Talk about the changes that the characters go through. How have we changed? What can we do now that we couldn't do when we were a baby? What do the children think they will be able to do when they are older?</p>	
<p>Lesson 5</p> <p>Growing and Changing – what makes me special</p> <p>L.O. To understand what makes you special</p>	<p>I know what makes me special</p> <p>I know that everyone is special in different ways</p>	<p>Special Happy Emotions</p>	<p>Key questions: What makes you special?</p> <p>Do we all need to be special in the same way?</p> <p>Do we always need to be happy?</p> <p>Read/watch 'Super Duper You' https://youtu.be/rRcvQysq_Uw</p> <p>Talk about how it is normal to have a wide range of emotions, nobody is happy and positive all the time and that we do not have to be the same as everybody else. Emphasis that we should be proud of all the brilliant things we are.</p> <p>Ask the children to think about what makes them special / brilliant and share their ideas.</p>	
<p>Lesson 6</p> <p>Growing and Changing – similarities and differences to others</p> <p>L.O. To understand that people have</p>	<p>I can recognise similarities and differences between us</p> <p>I know it is a good thing that we have these similarities and differences</p> <p>ELG Building Relationships – Show sensitivity to their own and to others' needs</p>	<p>Similarities Differences</p>	<p>Key questions: Do we all look the same?</p> <p>What similarities / differences do we have?</p> <p>Why is it a good thing that we are all different?</p> <p>Watch 'The Colours Of Us' by Karen Katz: https://www.youtube.com/watch?v=O58brpCvmRs</p> <p>Point out that Lena's mother is an artist and tells Lena that she can <i>mix</i> colours to find the shade of brown for her skin colour. Discuss all the different colours it takes to mix the</p>	

<p>both similarities and differences</p>			<p>right shade of colour to match Lena's skin.</p> <p>Talk about the colour of your skin and the different shades it can be. Ask the children to get into a circle. Ask the children to all put their hands out. Are they all the exact same shade? Talk about the different colours we can see using the vocabulary from the story;</p> <p>Light brown, creamy peanut butter, chocolate, peachy, tanned, honey, reddish brown - like leaves in fall, light cocoa brown, butterscotch, golden brown, cinnamon, jewel, bronze, amber, ginger, tawny tanned, coffee.</p> <p>Read 'Skin' and talk about how as well as our skin all being different colours there are other differences as well e.g. freckles, scars etc.</p> <p>Emphasis that all skin types are perfect and having these similarities and differences is a good thing.</p>	
<p>Lesson 7</p> <p>Growing and Changing – gender stereotypes</p> <p>L.O. To understand that boys and girls can like the same things</p>  <p>British Values – Respect, tolerance</p>	<p>I know that being a boy or girl does not mean I have to play with certain toys, like certain colours or do certain jobs</p>	<p>Boys Girls similar</p>	<p>Key questions:</p> <p>Can boys and girls like the same things?</p> <p>Are there toys for boys and toys for girls?</p> <p>Are there colours for boys and colours for girls?</p> <p>Read/watch 'Red Rockets and Rainbow Jelly' https://www.youtube.com/watch?v=iy99zaFILRE</p> <p>Use the book to question whether certain things – cars, the colour pink are 'girls' things, 'boys' things or whether we can all like them regardless of whether we are a boy or girl.</p> <p>Talk about how we can all enjoy anything, regardless of our gender, and that we do not have to choose our friends because they like the same things we do.</p> <p>Note that some people think that boys are girls are very different but like Nick and Sue they actually like a lot of the same things. Nick likes apples and Sue likes pears, Nick likes yellow socks and Sue likes yellow ducks. While they seem to like different things, they have more in common that then realise – they both like fruit and the colour yellow.</p>	



			<p>Talk about how we all enjoy dressing up and pretending to be other people. We can play at being anything when we dress up – including being a different gender. It’s fun to try out different identities and see which ones suit us – for example, we can play at doing different jobs. Encourage children to sample all sorts of job roles and if any gender stereotypes emerge – or children suggest that ‘only’ girls or boys can do a particular job – take the opportunity to challenge these assumptions. Show them examples of men and women doing ‘unstereotypical’ jobs. (Link back to Southwater Stars topic)</p> <p>Nick likes red cars and Sue likes pink and orange cars. Could a boy like pink and orange cars too? After all, as we discover on the next page, Nick likes pink and orange dinosaurs... Sue likes red rockets – does anyone find the idea of Sue as a spacewoman surprising? Nick likes green and red and pink and orange and yellow and purple jelly. The world is much more fun with lots of colours and identities in it. Isn’t it great that we are all different? We don’t all need to like the same things but we should celebrate our differences and be proud of our own abilities.</p> <p>Sue likes everything blue. Does that surprise anybody? What are our favourite colours? You could introduce the idea that some people think that boys and girls ‘should’ like (or not like) particular things – and point out how silly this is. Sue likes Nick, Nick likes Sue. We don’t need to pick our friends because they are the same (gender) as we are. It is great to know lots of different people. People who are different from us can teach us all sorts of exciting things. Through them, we find out about things we didn’t know about before – and discover all sorts of new things to enjoy.</p>	
<p>Lesson 8</p> <p>Growing and Changing - feelings</p> <p>L.O. To identify how someone is feeling</p>	<p>I can recognise and name different feelings</p> <p>I know ways to help people who are feeling sad, scared, unhappy etc</p>	<p>Feeling Emotion</p>	<p>Key questions:</p> <p>How is this person feeling?</p> <p>How can you tell?</p> <p>What could you do if you saw a friend feeling that way?</p> <p>Show the children a variety of emotions/feelings photos. What emotion/feeling is being displayed? How can we tell? (use photographs of people not clipart) talk about how the different children are feeling, whether they have ever felt like that and what we could do if we saw a friend feeling that way.</p>	



<p>Lesson 9</p> <p>Growing and Changing – managing when things go wrong</p> <p>L.O. To know some strategies for when we are feeling sad.</p>	<p>I know some strategies to help me manage if things go wrong</p>	<p>Happy Unhappy help</p>	<p>Key questions: Do we need to be happy all the time?</p> <p>What can you do if something goes wrong?</p> <p>Read/watch ‘The Jar of Happiness’ https://youtu.be/ilb5-PetjcE</p> <p>Discuss how we can feel unhappy or cross when things go wrong but there are strategies we can use to help with that. Point out that at the end of the story Meg realizes that her happiness isn’t dependent on her jar, but on those around her which allows her to be happy again.</p> <p>As a class talk about the different things we can do if something goes wrong e.g. try again, ask for help etc.</p>	
<p>Lesson 10</p> <p>Keeping Safe – different situations</p> <p>L.O. To know what dangers there might be at home</p>  <p>British Values – Safe</p>	<p>I know ways to keep safe at home</p> <p>I can spot different dangers</p>	<p>Dangers Electrical Safe</p>	<p>Key questions: What dangers are in ___?</p> <p>Why is that dangerous?</p> <p>What should you do instead?</p> <p>Read ‘Look Out At Home’ and talk about how although home is a special place it may not always be safe. Discuss the dangers of playing with sharp things, touching hot things and playing with electrical items. Highlight that cleaning materials and medicines can be dangerous if used wrongly and they should not touch them. As you go through the book stop and ask ‘Is It Safe?’ and discuss why or why not.</p> <p><i>CIL – sorting ‘Safe / Unsafe cards</i></p>	
<p>Lesson 11</p> <p>Keeping Safe – what to say if we need help</p>	<p>I know who to speak to if I need help</p> <p>I know what to say if I need help</p>	<p>Safe trust</p>	<p>Key questions: What should you say if you don’t feel safe?</p> <p>Who could you talk to?</p> <p>Show children a variety of activities and ask them how they can make sure they are keeping safe in each situation. E.g. bike riding, swimming, sun, car.</p>	

L.O. To know what to do if they don't feel safe.			Discuss what the children could do if they ever felt unsafe in one of the situations from the book or the powerpoint. What could they say to make sure an adult listened to them? Link it to if they are using a computer/tablet as well. Remind the children of their 'Helping Hand' which had their trusted adults on it.	
Lesson 12			Transition to Year 1	


Year 1 – Autumn

Autumn - Relationships				
Family and Friendships Roles of different people, families, feeling cared for	Safe Relationships Recognising privacy, staying safe, seeking permission		Respecting Ourselves and Others How behavior affects others, being polite and respectful	
In this unit of work children learn... <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them if they are worried about something in their family 	In this unit of work children learn... <ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission 		In this unit of work children learn... <ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	
Objectives	Sticky Knowledge	Vocabulary	Activities	Challenge

<p>1  British Values – Tolerance, respect</p>		Resilient relationship	<p>Learning Powers</p> <p>Recap the four learning powers. What does each animal represent? How can we show this in our learning?</p>	
<p>2  British Values – respect, rule of law</p> <p>Respecting Ourselves and Others - Class Charters</p>	<p>To begin to feel part of a class group and enjoy it</p> <p>Explain their own and others roles within the group</p> <p>Describe how it feels when everyone works together</p> <p>Explain how class rules help them to learn and make the classroom a safe place</p> <p>Understand how to make class rules</p> <p>Describe the consequences and what can happen when rules are not followed</p>	<p>Charter Fair Respect Behaviour Rights responsibilities</p>	<p>Key questions:</p> <p>What makes a good friend?</p> <p>How do I like to be treated by my friends?</p> <p>What are our classroom rights?</p> <p>How does it feel if responsibilities are not carried out?</p> <p>Why do we need classroom rules?</p> <p>Why is it important that we make up our own rules?</p> <p>What could happen if the rules are not followed?</p> <p>Read / watch 'This Is Our House' by Michael Rosen. https://www.youtube.com/watch?v=wf_n6yjr9T0</p> <ul style="list-style-type: none"> • Is George being fair? • Why not? • What should George do? • How does his behaviour change by the end of the story? <p>Use the story as a base for discussing what the children would like their class and friends to be like. Work together to create a new class charter, showing agreed rights and how to respect these.</p>	

<p>3 Respecting Ourselves and Others (Democracy) – School Councillors</p>  <p>British Values – democracy</p>	<p>To explain simple ideas of different communities, such as family and adult direction and support school, and begin to contribute to the life of the class and school with.</p>	<p>Democracy Vote fair</p>	<p>Key question: What can we do at school that shows we can be responsible?</p> <p>Explain the School Council to the children – what it means to be on the School Council and what they do. Ask the children to think about whether it is something they would like to do.</p> <p>Read ‘The Class Vote: Roshan Learns About Democracy (British Values) by Deborah Chancellor, emphasising why sometimes we have to vote on decisions, and although the result might be disappointing for some this is fair because the option that wins is the one most people voted for.</p>	
<p>4 Respecting Ourselves and Others (Democracy) – Eco-Team</p>  <p>British Values – democracy</p>	<p>Understand with support some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks</p>	<p>Respect Democracy Environment conservation</p>	<p>Key question: What can we do at school that shows we can be responsible?</p> <p>Recap on the academy eco-code Watch the film clip of Charlie and Lola- ‘Look after your planet’. Discuss what happened in the clip. What do you do to look after the planet? Make a list of the things children do at home and school to care for the environment. Incl. Walking Wednesdays, forest schools, recycling, composting, turn off the taps, switch off monitors, take care of our conservation area etc. Remind children of the eco-team and their role. Take this time to vote for new eco-reps for each class.</p>	
<p>5 Respecting Ourselves and Others - Getting on and falling out</p>	<p>Understand how to be a friend and that friendships change Consider the value of being a friend and having friends Know what acts of kindness are, what they feel like and how they affect us and others</p>	<p>Respect friendship</p>	<p>Key questions: What makes a good friend? How do I like to be treated by my friends? What behaviours show our friends that we care about them?</p> <p>Read ‘Together we can’ by Caryl Hart What things did the friends do in the story?</p>	

	<p>Show kindness to self and others</p>		<p>Talk about the qualities of being a friend and introduce the idea that you can be friendly to everyone but a friend is someone that you get to know better.</p> <ul style="list-style-type: none"> • the qualities that they would want in a friend • the things about them that they think a new friend would like (why would someone want to be friends with them) • the things they might want to do with a friend (e.g. hobbies) <p>Ask the children to think of some of the qualities and behaviours that make a friend, and write down their responses. Encourage children to be as specific as possible.</p> <p>Children to use some of these ideas to create their own friendship recipe. (Individual or whole class) can provide pictures for children to cut and paste.</p>	
<p>6 Families and Friendships Love umbrella</p> <p>To recognise who our important people are and that they help us to feel better</p>	<p>To know the people who are important to them</p> <p>Be able to identify special people in their lives</p>	<p>Love Worry Symbol Feelings</p>	<p>Key questions: Who are our special people?</p> <p>What relationships do I have in my life?</p> <p>Read the story 'Under the Love Umbrella' by Davina Bell.</p> <p>Before reading the book, discuss what you think this story is going to be about.</p> <p>After reading it, were you surprised by the story? Why or why not?</p> <p>This story talks about some of the worries that the children have — dogs, moving house, a loose tooth. What are some of the things that worry you? What makes your worries feel better?</p> <p>Why do you think the author has chosen an umbrella as a symbol of love? Talk about how an umbrella can cover and protect. Brainstorms some other objects that could be used as a symbol of love.</p> <p>Discuss people that may be important to the children – child-led discussion. How do these people make them feel?</p>	

			<p>If you could create your very own love umbrella, who would you choose to have under it and why?</p> <p>Children to create a love umbrella drawing pictures/ writing who would belong under their love umbrella.</p>	
<p>7 Families and Friendships</p> <p>What makes a family</p> <p>To understand that there are many differences and similarities between families and to note some of those similarities and differences</p>  <p>British Values – respect, tolerance</p>	<p>To know the people who are important to them</p> <p>Be able to identify special people in their lives</p> <p>To describe what makes them special</p>	<p>Respect</p> <p>Family different</p>	<p>Key questions:</p> <p>Who are our special people?</p> <p>What relationships do I have in my life?</p> <p>What makes them special to us?</p> <p>Explain to the children that today we are learning;</p> <ul style="list-style-type: none"> • About what makes a family • About our own families and other people’s families • About the importance of love and respect <p>Ensure that the children are familiar with the term ‘respect’ and explain it if not. Treating someone with respect means that you show you care about their well-being and how they feel. You treat them kindly, listen to them and use good manners.</p> <p>In small groups / pairs ask the children to explain what they understand by the word ‘family’. Ask the children to share their ideas.</p> <p>Read ‘This Love’ by Isabel Otter.</p> <p>What is this book about? How many different types of families did you see?</p> <p>Explain to the children that families can have similarities and differences. In small groups / pairs ask them to talk about their families and find as many things as possible that their families have in common. Use this time to go around the groups helping to spark conversation. Popular conversations are:</p> <ul style="list-style-type: none"> • Pets • Siblings 	

			<ul style="list-style-type: none">• Grandparents• Parents• Dining together• Going to the park• Watching TV together <p>Ask the pairs / groups (or as class discussion) to share their ideas and make a note of the similarities. Now that they have found out what they have in common ask them to repeat the activity to find what they don't have in common. They may have some ideas from their first discussion. Again, go around the groups and spark conversation / hear from a view. Bring the class back together and hear a few of their ideas, making a note of the differences. The children may spot that some ideas appear on both lists.</p> <p>Summarise by using their responses to highlight how all our families are different, but we can always find something we have in common. The most important thing for all our families to have in common is love.</p> <p>Game: Explain that we are going to play a game that will show us how are families are similar, but also how they are different.</p> <p>Have children stand in a circle around the classroom. Teacher to read out prompts that may be true of the children (use some ideas from class discussion) e.g. I have 2 sisters, I only live with my mummy etc.</p> <p>If the statement is true, children must swap places. If the statement is not true, children stay still.</p>	
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<p>8 Families and friendships</p> <p>Special people</p> <p>To recognise who our 'special person' might be and what makes them important to us.</p>	<p>To know the people who are important to them</p> <p>Be able to identify special people in their lives</p> <p>To describe what makes them special</p> <p>Describe ways people care for each other</p> <p>Suggest some ways they can help special people to care for them</p> <p>To be able to tell when they feel cared for</p> <p>To be able to tell when they love or care for someone</p>	<p>Special Important Friendship</p>	<p>Key questions:</p> <p>Who are our special people?</p> <p>What relationships do I have in my life?</p> <p>What makes them special to us?</p> <p>How do people look after each other?</p> <p>How can we help the people who look after us?</p> <p>How do I like to be treated by people in my family?</p> <p>Introduce the children's story; 'Grandfather and I' by Helen E Buckley, explaining that it is about a friendship between a child and their grandfather. Read the story to the class.</p> <p>Discuss with pupils that Grandfather is a 'special person' for the child in the story and then the other special people that were mentioned. Draw the child from the story in the centre of a piece of flipchart paper or on the board and around the outside write the different special people that were mentioned, or take suggestions from the pupils. Use labels such as friend, mum, dad, sister, brother, auntie, uncle, neighbour, teacher etc.</p> <p>Ask the class questions to explore the special friendship between Grandfather and the child, for example:</p> <ul style="list-style-type: none"> • What things do the child and Grandfather like doing together? • What words could you use to describe Grandfather? • What does Grandfather do that is special? • Why is Grandfather an important/special person in the child's life? <p>Ask the pupils whether they have any special people in their lives and what makes them special. Teacher to give example to prompt children. e.g., my sister is special to me because she always makes me laugh.</p> <p>Children to create a 'My special person' poster using words to describe why their person is special.</p>	
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<p>9 Families and Friendships</p> <p>To discuss how we can let people know they are special to us.</p>	<p>To know the people who are important to them</p> <p>Be able to identify special people in their lives</p> <p>To describe what makes them special</p> <p>Describe ways people care for each other</p> <p>Suggest some ways they can help special people to care for them</p> <p>To understand that there are different ways of expressing love</p>	<p>Helping Special</p>	<p>Key questions:</p> <p>Who are our special people?</p> <p>What relationships do I have in my life?</p> <p>What makes them special to us?</p> <p>How do people look after each other?</p> <p>How can we help the people who look after us?</p> <p>What are the different ways we can show that we love someone?</p> <p>Recap the story ‘Grandfather and I’ by Helen E Buckley. Ask pupils to think about the different ways that Grandfather (or any of the other special people mentioned in the story) help and care for the child. <i>Pupils may need support to infer ideas from the story as not all the information will be mentioned in the book.</i></p>	

			<p>Discuss the importance of special people helping and caring for each other, including how the child might help care for Grandfather. Make a grid on the board/flipchart to record / list some of the ways Grandfather / others and the child care for each other.</p> <p>Look back over the past few lessons;</p> <ul style="list-style-type: none"> • Who are some of the special people in our lives? • How do our special people help and care for us? • How can we care for and help our special people? <p>Discuss why it is important and what we can say and do to let our special people know they are special to us. This might include special celebration days (such as Mother's Day / Father's Day), remembering their birthday, giving gifts or simply saying thank you.</p> <p>Provide the pupils with card and craft materials to make a 'thank you' card to give to their special person.</p>	
<p>10</p> <p>Families and Friendships</p> <p>To understand that families are different in many ways but that it is love that makes a family.</p>	<p>Consider why families are all different</p> <p>Know that different types of families can have common features and functions</p> <p>Understand why families are special for caring and sharing</p> <p>Value the way their family is special</p> <p>To consider that all families are different</p>	<p>Differences similarities</p>	<p>Key questions:</p> <p>What does family mean to me?</p> <p>Remind the children that last week we looked at the similarities and differences between our families. Show the children the book 'And Tango Makes Three'. Read it to the children asking them questions throughout.</p> <ul style="list-style-type: none"> • How do you think Roy and Silo feel? • What do you think the other penguins have that Roy and Silo don't have? • What do you think Mr Gramzay's idea will be? • How do you think Roy and Silo feel now that they have an egg to take care of? • Do you think Roy and Silo will know how to take care of the egg? <p>Some more challenging questions could include:</p> <ul style="list-style-type: none"> • Why do you think so many people have come to see Roy and Silo's family? • How would you describe Roy and Silo's family? What makes you describe it this way? • What kind of personality do you think Tango has? 	

			<p>End by asking them who thinks it's a true story. Explain that it's a true story and that if they go to New York Zoo, they will see Roy and Silo with their daughter Tango. Share that Roy and Silo were the first ever male penguins to get a baby penguin.</p> <p>Remind the children about the similarities and differences between families. Explain that today they need to draw and label a family that is different to theirs e.g if they have two brothers this family could have one brother and a step-brother.</p> <p>At the end of the lesson ask some children to share their pictures, emphasising the different variations of what a family can look like, highlighting diversity and ensuring the children understand that there's not just one particular way a family should look.</p>	
<p>11</p> <p>Safe Relationships</p> <p>To understand the PANTS rule and what it entails.</p>	<p>To know that what's in your pants is private</p> <p>To understand the private parts of our body</p>	PANTS	<p>Key questions:</p> <p>How do I keep my body to myself?</p> <p>How do I know what is appropriate or not?</p> <p>How do I ask for help?</p> <p>How else can we say 'no' to being touched?</p> <p>Introduce the PANTS rule to the class, showing the Talk PANTS poster or image. You can also show the short clip featuring the friendly mascot Pantosaurus. https://www.youtube.com/watch?v=-lL07JOGU5o</p> <p>Show children the PANTS acrostic to explain the main messages. Take each sentence in turn and explain what each letter of PANTS stands for. Check that the children understand each phrase. Encourage them to say it out loud as a chant.</p> <p>Provide a variety of arts materials so that the class can design their own pants. Working in pairs / small groups ask children to design and make their own pants using the pants template or by designing their own pants shape. Remind the children that their pants have to include one of the letters in PANTS.</p>	

			<p>Display the pants in the classroom as part of the ongoing objective to reinforce the PANTS rule.</p> <p>Review and reinforce the PANTS acrostic. See if the children can remember it.</p>	
<p>12</p> <p>Safe Relationships</p> <p>PANTS rule</p> <p>To understand the difference between good touch and bad touch</p>	<p>To know that what's in your pants is private</p> <p>To understand the private parts of our body</p> <p>Know when to keep a secret and when to tell</p> <p>Be able to name body parts and know which parts should be private</p> <p>Know that they have rights over their bodies</p> <p>Recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private that they should tell an adult they trust – even if they have been asked not to</p> <p>Know the difference between appropriate and inappropriate touch</p> <p>Identify different types of touch (cuddles, kisses,</p>	<p>Safe</p> <p>Penis</p> <p>Vulva</p> <p>Touch</p> <p>Affection</p> <p>Dangerous</p> <p>worried</p>	<p>Key questions:</p> <p>How do I keep my body to myself?</p> <p>How do I know what is appropriate or not?</p> <p>How do I ask for help?</p> <p>How else can we say 'no' to being touched?</p> <p>Create a large representation of the human body so that the children can help to label key body parts and identify which area is covered by pants. Ask the children to help label each part of the body. <i>Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina. Introduce this vocabulary in measured terms when explaining that the pants region shouldn't be touched. Say that there are special circumstances when touching is ok, which you will cover next.</i></p> <p>As a class discuss the difference between appropriate/'good' touch and inappropriate /'bad' touch. Explain that touch can be good, bad or unwanted.</p> <p>Move on to a teacher-led discussion about positive and negative feelings linked to 'good' touch / 'bad' touch'. Say that 'good' touch should make you feel positive – like hugs and kisses from family members. Talk about why people might touch you:</p> <ul style="list-style-type: none"> • To show affection (hugs, kisses, cuddles) • To keep you safe (holding your hand when you cross the road) • If you're ill or hurt (doctors and nurses) <p>Then talk about touch which maybe doesn't feel good but is necessary such as:</p> <ul style="list-style-type: none"> • Grabbing you to stop you running into a busy road, or other danger 	

	<p>punches, pinches, pokes, tugs, strokes)</p> <p>Understand that they have the right to say 'no' to unwanted touch</p>		<ul style="list-style-type: none"> • Examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present) • <p>Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no, and should never be asked to keep secrets that make them feel worried or uncomfortable.</p> <p>Make sure the children understand that they should not be asked to keep secrets that involve touch. Give this example: <i>A parent's friend comes into your room and gives you a hug and a kiss, then they tell you it's a secret and you shouldn't tell anyone.</i> Explain to pupils that if they are being asked to keep secrets by people and don't understand why, they should talk to someone they trust about them.</p> <p>Finally – 'bad touch'. Again this needs to be teacher-led. Avoid discussions about abuse, reinforce that if they feel uncomfortable about touch they can talk to someone they trust.</p> <p>Review and reinforce the PANTS acrostic. See if the children can remember it.</p>	
<p>13</p> <p>Safe Relationships</p> <p>People you can trust</p> <p>To be able to recognise a safe adult that you can trust</p>	<p>Recognise and name feelings associated with worry</p> <p>Know some of the things that can cause different worries</p> <p>Know where to get help and the people who can help them</p> <p>Start thinking about who they trust and who they can ask for help</p> <p>Identify where they can do for help and how to ask for help in different contexts</p>	<p>Helpful Trust worries</p>	<p>Key questions:</p> <p>Who looks after us?</p> <p>Who helps us to keep safe?</p> <p>Who and what can help us when we feel worried or unsafe?</p> <p>Who helps me?</p> <p>How do we know who to ask for help?</p> <p>Who should we tell if we feel uncomfortable, worried or confused?</p> <p>Lead a discussion and ask the children to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people and could include a parent, a sibling, a friend's parent, a teacher, a police officer etc. Go through the points below to help identify an adult they can trust.</p>	

	<p>Explain why it is very important to tell someone if they are worried about something</p> <p>Develop strategies to be able to manage worries</p>		<ul style="list-style-type: none"> • This adult makes you feel better when you are feeling sad or hurt • This adult doesn't scare you • This adult is someone you can talk to about anything without feeling worried • This is an adult you may feel close to • This adult may have helped you with something before <p>Helping Hands Activity – children to draw around their hands and write down in each finger the name of someone they could speak to if they were upset or worried about something. Ensure that the children have people from school and home, reminding the children that they need both as they might have a worry at school and their parents aren't there or vice-versa. Laminate the hands and keep them somewhere the children can access – ribbon loop on their peg / in their trays.</p> <p>Read 'The Big Bag of Worries'. Throughout the story when the little girl has worries, ask the children who could she speak to. Emphasis the ending – when she shared her worries people helped her.</p> <p>Review and reinforce the PANTS acrostic. See if the children can remember it.</p>	
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Year 1 – Spring

Spring – Living In The Wider World		
Belonging to a Community What rules are, caring for others' needs, looking after the environment	Media Literacy and Digital Resilience Using the internet and digital devices; communicating online	Money and Work Strengths and interests, jobs in the community
In this unit of work children learn... <ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways 	In this unit of work children learn... <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	In this unit of work children learn... <ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do

<ul style="list-style-type: none"> how they can look after the environment, e.g. Recycling 		
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Learning Objectives	Sticky knowledge	Vocabulary	Activities	Challenge
<p>Belonging to a community</p> <p>To understand what is meant by 'community' and be able to discuss/show how they can help their school community</p>	<p>Identify the range of groups they belong to and what is special about them.</p> <p>Explain their own and others roles within the groups.</p> <p>Describe how it feels to be a member of a group and what they do.</p> <p>Describe how it feels when everyone works together.</p>	<p>Belonging community</p>	<p><u>Key questions:</u></p> <p>What groups do we belong to?</p> <p>How does it feel to be a part of this group and how can we make sure that everyone feels included in a group?</p> <p>What do we do at school that shows that we can be responsible?</p> <p><i>What does it mean to belong?</i></p> <p><i>What does community mean?</i></p> <p>Discuss and show definitions/ explanations.</p> <p>Discuss the meaning of 'community'. Ask the children to think about which groups or communities they belong to and share this with their partner using the sentence "I belong to..." Ask the children to share the communities they belong to and list them on the board. Try to refer back to prior learning e.g. Religion.</p> <p>Who belongs to our school community? Ask children to discuss this question with their partner and then share their answers with the class. List the responses and emphasise the wide range of people we have that make our school community.</p> <p>Ask the children to think about how they can help to make the school community a happy place. Go through the suggestions and ask children to share their ideas.</p> <p>In Nuts and Bolts books children to draw a picture of a way they could help their school community and write a sentence to describe it. Encourage the children to use the vocabulary on.</p>	

			<p>After the children have drawn their pictures ask some of them to share their ideas by finishing the sentence 'I am going to try to...'</p> <p><i>What does it mean to belong to a community?'</i></p> <p><i>'What can we do to help our school community?'</i></p>	
<p>That different people have different needs</p> <p>To understand that memory helps us to remember things</p>		<p>Different Need memory</p>	<p>As a class talk about the things we need e.g. food, water, clothes, somewhere to live etc and make a list. Once completed discuss that although we all need those things some people might need other things to help them as well e.g. glasses to help you see, hearing aids to help you hear. Explain that some people might need help with remembering things.</p> <p>Show the children a tray with 5 objects on. Tell the children they have 1 minute to look really carefully and then you are going to remove one objects and they need to try and work out what you have taken away. Repeat a few times with more items / less time as needed.</p> <p>Ask the children;</p> <ul style="list-style-type: none"> • How did you remember the items on the tray? • What did you find difficult? <p>Introduce the word 'memory' and explain that it helps us to know who we are, where we are and what we are doing.</p> <p>Ask the children to talk with a partner about when they think they use their memory every day? Make a list on the board.</p> <p>Can any of the children say which part of our body controls memory? Show the children the picture of the brain and explain that different parts of the brain are in charge of different jobs and sometimes people might need help with one of these areas.</p>	

			<p>Explain to the children that we all forget things sometimes and give an example e.g., forgetting your water bottle but we can do things to help people remember. Link to the daily timetable and explain that we have this to help us remember what we are doing at school each day.</p> <p>Children to work as a class (or in groups) to create their own 'hide and reveal' memory game. Each child must create 2 cards with the same picture on each. When the class has finished creating their matching cards, place them upside down and have a go at flipping them over and trying to find the matching pair.</p> <p>Children to play memory games? Kim's game, when I went to the shops I...</p> <p>Finish off by asking talking partners to discuss;</p> <ul style="list-style-type: none"> • What part of our body helps us to remember things? • What things can we do or games can we play to help us remember better? 	
<p>Caring for animals</p> <p>How people and other living things have different needs; about the responsibilities of caring for them</p>	<p>Name the basic needs we all have.</p> <p>Consider the needs animals have and how those needs differ depending on the animal.</p>	<p>Caring Animals needs</p>	<p>Key Questions:</p> <p>What needs do we have?</p> <p>What needs do animals have?</p> <p>How do those needs change depending on the animal?</p> <p>As a class recap a list of the basic needs we have e.g. food, water, clothes, somewhere to live etc.</p> <p>What about pets. What needs do they have?</p> <p>In groups give the children the pictures of different animals. Ask them to sort them into ones they would like to have as a pet and ones they wouldn't. Encourage them to think about why some animals make good pets and others do not.</p>	


			<p>Talk about the way different animals live and what they need to be happy and healthy. Could you keep a cow in your bedroom? Would a badger be happy in a cage? Watch the RSPCA video about looking after pets.</p> <p>https://www.youtube.com/watch?v=FOLP8p0jSoA</p> <p>Make a class list of suggestions for what animals might need. Look at the 'Pets Need photo'. Which ideas did they think of? Do we need to add any to our list?</p> <p>In Nuts and Bolts books children to stick a picture of an animal in their book and using the class ideas write suggestions for how to look after their animal. This can be as sentences e.g Cats need ___ or as in the photo short captions around the photo.</p>	
<p>Looking after the environment</p> <p>To understand that there are different types of environments and say what things may be good/ bad for our environment.</p>	<p>Recognise the difference between 'built' and 'natural' environments.</p> <p>Name some things / ways that can harm an environment.</p> <p>Name some things / ways they can look after their environment.</p>	<p>Environment Neighbourhood Safe Healthy Harm Pledge positive</p>	<p>Key questions:</p> <p>What do you like about where you live?</p> <p>What is the difference between built and natural?</p> <p>What can harm our environment?</p> <p>What can we do to look after our environment?</p> <p>Why is it important to look after our environment?</p> <p>What does neighbourhood mean? Discuss and explain. Children to use TP to discuss what they like about their neighbourhood.</p> <p><i>'What makes our neighbourhood a nice place to live?' 'How can we keep it a pleasant place for everyone?'</i></p> <p>Talk about the different kinds of environments we have locally and show the children a variety of pictures and ask them to decide if the pictures are 'built' and 'natural'.</p>	


			<p>Read 'Dinosaurs and All That Rubbish' by Michael Foreman. Use the questions to discuss the themes of the book and highlight that we all have a responsibility to meet the needs of other people and living things in our neighbourhood by keeping it safe and healthy, so that it is a pleasant place to live.</p> <p>Ask the children to list all the things they can think of that harm their neighbourhood.</p> <p>Show children a photograph of the playground (Taken by teacher – make sure there is some rubbish, mess and other things in the photo) Ask children if they can say what things they can see that might harm our environment (circle in red) and what things they can see that are good for our environment (circle in green)</p> <p>What could you do to make your neighbourhood a nice place?</p> <p>Task options:</p> <p>Make a poster to hang around the school telling people why it is important to pick up rubbish.</p> <p>Go on a rubbish hunt around the school/ make a pledge to keep in clean and tidy.</p>	
<p>Media Literacy and Digital Resilience</p> <p>Using the internet and digital devices; communicating online</p> <p>To understand how to use the internet safely and kindly</p>	<p>Understand the different ways we can go 'online'.</p>		<p>Key questions: What do you do online?</p> <p>Digiduck</p> <p>Story: Digiduck's big decision</p> <p>Read through the story and answer questions at the end (Print off question page to stick into floor book to show pupil voice!</p> <ol style="list-style-type: none"> 1. What was digiducks big decision? 2. Why did Digiduck want to send the photo that he received of Proud pig to his friends? 3. Why did Digiduck decide not to send the photo in the end? 	

			4. How can you be a good friend to others on the internet?	
Media Literacy and Digital Resilience Using the internet and digital devices; communicating online L.O. To understand how to safely search for information on the internet.	Know how to safely access information online. Identify different methods of finding information – search engines, voice activation, information sites.		Key questions: What information do you access? How do you ensure you safely search for information? Story: Digiduck’s famous friend Read through the story and answer questions at the end (Print off question page to stick into floor book to show pupil voice!) <ol style="list-style-type: none"> 1. Why was digiduck excited to go to school this morning? 2. Why does the mystery guest not answer Proud Pigs questions? 3. Why were digiduck and his friends surprised to see wise owl on the stage? 4. What did you learn from the story about staying safe online. 	
Media Literacy and Digital Resilience Using the internet and digital devices; communicating online L.O. To understand how to communicate safely online	Understand the different places and ways people can communicate online. Explain some risks of communicating online with others I don’t know well.		Key questions: What would you do if you came across information that worried or upset you? What are the different online platforms I can use to communicate with people? How do I make sure I am safe when communicating with other people online? Story: Digiduck’s big decision Read through the story and answer questions at the end (Print off question page to stick into floor book to show pupil voice!) <ol style="list-style-type: none"> 1. What three things did wise owl teach digiduck to do, to check what he had found out? 2. Decide if each of these sentences is a fact, opinion or untrue <ul style="list-style-type: none"> • A duck has feathers • A duck can spin a web 	

			<ul style="list-style-type: none"> • A duck is beautiful • Can you think of your own examples too? • Name 5 adults that you know and trust that could help you with any problems online. <p>3. If anything online confused, worried or upset you, how would you ask for help? What could you say?</p>	
<p>Media Literacy and Digital Resilience Using the internet and digital devices; communicating online</p> <p>L.O. To understand how to communicate safely online.</p>	<p>Understand the different places and ways people can communicate online.</p> <p>Explain some risks of communicating online with others I don't know well.</p>	Communicate download	<p>Story: Digiduck's saves the day</p> <p>Read through the story and answer questions at the end (Print off question page to stick into floor book to show pupil voice!</p> <ol style="list-style-type: none"> 1. Why did DJ Dog show the message from Groovy Guinea pigs to Mr Dog? 2. Why did digiduck want Krazy cat to ask her parents before downloading the party app 3. What did proud pig ask Krazy cat to do before sharing invitations online and why? 4. What did digiduck say about information online when Shy Sheep and Footie fox couldn't decide who was right? 5. Have you ever done something kind online to help others? 	
<p>Money and work; What makes me special</p> <p>To understand that different people have different strengths and what it means to be resilient.</p>	<p>Be proud of who they are and accept that everyone is an individual.</p> <p>To describe what makes them special.</p>	Money Work	<p><u>Key questions:</u> What is special about everybody?</p> <p>What do I like doing? Am I good at it? How do I know?</p> <p>Children to discuss with talk partners what things they enjoy doing. Either at school or at home. CT to scribe on IWB. What makes them think they are good at it?</p> <p>Then ask children to discuss what they think they aren't good at and why. Listen to these discussions and make a mental note of conversations.</p> <p>Use some of the children's ideas and discuss how we can't be good at everything, however, if we enjoy doing it, it doesn't matter if we are the best or not. CT to</p>	

			<p>give an example of something they like to do, but may not be the best at. It is not a bad thing that we are not the best at everything. Now, can children discuss the same things they think they aren't good at, but to discuss how they might be able to get better at it?</p> <p>Children to sit in a circle as CT passes around a jar with all of the children's names in. Pass the jar around and ask children to pick out a name, and say one thing they think that person is good at/ one thing they like about that person. Emphasise the importance of highlighting other people's strengths and good qualities as it makes us feel good.</p> <p>In Nuts and Bolts books children to identify one thing that they are good at and one thing that they are proud of themselves for (using sheet in folder)</p>	
<p>Money and Work; different jobs</p> <p>To be able to discuss different jobs they know and what they entail and to talk about some of the strengths and interests someone might need to do those different jobs.</p>	<p>To name some common jobs.</p> <p>To explain what might make someone good at that job.</p> <p>To think about what they would like to be when they grow up and why they would be good at that job.</p>	<p>Jobs Skills</p>	<p><u>Key questions:</u></p> <p>What kind of jobs do people do?</p> <p>What skills / qualities / uniform etc might they need for that job?</p> <p>What do you want to be when you grow up?</p> <p>Why would you be good at the job?</p> <p>Remind the children that last week we talked about our things we like to do and things we think we are good at. Remind the children that our star qualities and the ones other people have are important as they help us to learn and take part in activities.</p> <p>Use the 'Different jobs' flash cards and ask children to identify the different jobs they can see.</p> <p>Ask the children if they can think of any other jobs they know?</p> <p>Give each child a card from the job's flashcards. Put the children into pairs and explain they need to describe the job on their card to their partner who must</p>	

			<p>guess what job it is. This might include what the job involves, what you might wear to do this job or what type of skills you might need. Once everyone has finished emphasise how wonderful it is that there are so many different jobs as we are all unique and have different talents and skills suited to different things.</p> <p>Children can stand up and describe their job card to the class if they would like to.</p> <p>Begin a discussion of what jobs children would like to do when they grow up and why. Why do they think they would be good at this job? CT to scribe some ideas on the IWB.</p> <p>In Nuts and Bolts book children to draw a picture of themselves doing a job they would like to have as an adult. Include and answer 'When I grow up I would like to be...' 'I would be good at this job because...'</p>	
<p>Money and Work; Jobs For All</p> <p>To understand that there may be gender-stereotypes linked to certain jobs and know that it is our skills and knowledge that should determine whether we would be good at that job.</p>  <p>British Values – respect, liberty</p>	<p>Consider the different between boys and girls and what a stereotype is.</p>	<p>Money Work jobs Skill Stereotype</p>	<p>Key questions: LINK TO EMMELINE PANKHURST IN HISTORY. WOMENS RIGHTS. What do people say that girls / boys like / like to do? Is it true that only boys do some things and girls do others? How do we recognise stereotypes and why do we need to challenge stereotypes?</p> <p>Children to begin the lesson at their tables. Explain that today you will be asking the children to draw some pictures of different jobs. Use a timer to give children 5 – 10 minutes per picture. During the drawing time, ask children if they can give their people a name. Do not make and comments on the gender of their person. Make a note of how many children draw their people as men/ how many as women. (Children can be given a gender-neutral person outline to help)</p> <p>Children to draw: firefighter, surgeon/ doctor, builder (any typically male jobs).</p>	<p>Are there any other stereotypes you know about jobs?</p>

			<p>Bring children back to the carpet. Tell them you are going to show them some pictures of people doing these jobs – use only females.</p> <p>Explain that sometimes we have an idea in our head call a stereotype. A stereotype is a generalized belief about a person. Looking back at children's drawings (or speaking generally if drawings are non-stereotypical) explain that a lot of people believe that these jobs are mainly done my men and because of stereotypes, you have drawn them like that too.</p> <p>It is important for us to remember that jobs can be done by anyone, as long as they have the right skills and are interested in the job. (Refer back to what was learnt in previous lesson).</p> <p>Pupil voice etc to be recorded into floor book.</p>	
<p>Money and Work; Money Sense – Where does money come from?</p> <p>To understand where money comes from and what we use it for.</p>  <p>British Values – liberty</p>	<p>To know some places money comes from.</p> <p>To know some ways they could make money.</p> <p>To understand why it is good to save for things they want.</p>	<p>Money Work Earn save</p>	<p><u>Key questions:</u></p> <p>Where does money come from?</p> <p>How can people make some extra money?</p> <p>What would you like to save for?</p> <p>As a class, come up with ideas about where money comes from, e.g. earning a salary, gifts, selling things, pocket money. If relevant, children might like to use examples of people they know and the jobs they do.</p> <p>Explain that the Jackson family love travelling and have decided they would like to raise some money for a holiday at the seaside. They want to work together as a family to save up the money for the trip.</p> <p>Play the 'Where does money come from?' interactive activity (https://natwest.mymoneysense.com/challenge/where-does-money-come-from/) Login: a.farrington@southwaterinfants.co.uk</p>	

			<p>Password: Yellowwing2022!</p> <p>During the game we learn about the Jackson family and where they get their money. Look at the character information we find out about each person and discuss what each character could do to earn or raise extra money towards their holiday, for example</p> <ul style="list-style-type: none"> • Could Priya hold an art show and sell her crafts and jewellery? • Could Sam try to get new customers for his photography business, or bake cakes to sell? • Could Lara increase her hours at work, make clothes for friends or sell some of her DVDs? • Could Amir carry out odd jobs for neighbours, like cleaning or fixing computers? <p>Ask children if they have ever saved up for something either by themselves or as a family.</p> <p>In Nuts and Bolts books children to think of something they would like to save up for and draw and label it.</p> <p>Plenary:</p> <p>Ask children to answer 'true' or 'false' or use 'thumbs up /down' and this discuss the following statements;</p> <ul style="list-style-type: none"> • You can only earn money by having a job. • You can only earn money if you're an adult. • Anyone can come up with a good idea to make money. 	
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Year 1 - Summer

Summer - Health and wellbeing		
Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe

Keeping healthy, food and exercise, hygiene routines, sun safety	Recognising what makes them unique and special, feelings, managing when things go wrong	How rules and age restrictions help us, keeping safe online
<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines e.g. handwashing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • to recognise what makes them special and unique, including their likes, dislikes and what they are good at • how to manage and who to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feeling in themselves and others • how feelings can affect how people behave 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • who to tell if they see something online that makes them feel unhappy, worried or scared

	Sticky knowledge	Vocabulary	Activities	Challenge
<p>Lesson 1</p> <p>Physical Health and Mental Wellbeing – Keeping Healthy, Taking Care of Themselves including Hygiene</p> <p>To understand the importance of keeping ourselves clean</p>	<p>To understand what is meant by the terms well and unwell</p> <p>To know some of the things that affect the way I feel</p> <p>Identify how infections such as coughs and colds can be spread</p>	<p>Germs</p> <p>Healthy</p> <p>Body</p>	<p>Key questions:</p> <p>What do we mean by well and unwell?</p> <p>How do we keep our bodies well and what might make us unwell?</p> <p>How can germs be passed from one person to another?</p> <p>What can we do to help stop germs and diseases spreading?</p> <p>When might we need help to keep well?</p> <p>When in the day to we have to think about keeping clean?</p>	

	<p>Demonstrate simple steps that they can take to prevent germs being passed on e.g. hand washing, use of tissues, covering their mouth when they cough</p> <p>To know about basic personal hygiene routines and why these are important</p> <p>Describe daily personal hygiene routines</p> <p>Understand the benefits of taking care of their bodies and what might happen in personal hygiene is not maintained</p> <p>Recognise how some diseases can be spread and that these can be controlled by personal hygiene practises</p> <p>Explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene</p> <p>Recognise how good health depends on physical activity,</p>		<p>How will keeping clean and healthy help us as we grow up?</p> <p>What practises do we have to keep clean and what choices do we have to do this?</p> <p>What happens if we do not keep clean?</p> <p>Discuss germs with the children and what they can do. Explore how often we need to clean the different parts of our body and what equipment we need to do this.</p> <p>Give each group an A3 copy of the Tiger Teeth poster. Ask them to work in groups to write their ideas about why tigers need strong teeth. Share some of the ideas as a class.</p> <p>Ask each group to look back at their list and think about which examples also apply to us. Children to tick the matching ideas. Share as a class which ones apply to tigers and us.</p> <p>Sing the 'Brush Your Teeth' song https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-brush-your-teeth/zv33hbk</p> <p>Act out good tooth brushing with the class.</p> <p>Teach the children the 'Washing Hands' song and go over each step acting out how to do it. Highlight the key areas to wash; in between fingers, the backs of the hands, thumbs and wrists. Remind children they need to dry their hands after washing them.</p> <p>Go over the key points together about keeping ourselves clean. In Nuts and Bolts books children to make their own poster about how to keep clean. Encourage them to choose one of the areas we have learnt about today – our bodies, our teeth, our hands.</p>	
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	<p>rest, healthy eating, taking care of their teeth</p> <p>Identify the benefits of being active, taking rest, eating healthily and looking after their teeth</p> <p>Describe different ways in which they can keep themselves healthy</p>		<p>Play a game of 'Simon Says' as 'Clean Bean Says'. Try to trick the children by leaving out the 'Clean Bean Says' instruction. Remind the children that we keep clean to get rid of germs and to reduce illnesses.</p>	
<p>Lesson 2</p> <p>Physical Health and Mental Wellbeing – Healthy / Unhealthy foods and physical activity</p> <p>To understand the importance of a healthy diet</p>	<p>Recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth</p> <p>Identify the benefits of being active, taking rest, eating healthily and looking after their teeth</p> <p>Recognise that they have choices about what they eat and drink</p> <p>Recognise food which need to be eaten to keep them healthy and which ones need to be eaten in moderation</p> <p>Recognise how food choices affect our bodies and minds</p>	<p>Food Healthy Strong Grow</p>	<p>Key questions:</p> <p>What does food do to our health?</p> <p>What does a 'healthy diet' mean?</p> <p>How does what we eat affect our bodies and minds?</p> <p>What do we know about healthy eating and how it can help keep our bodies healthy?</p> <p>Ask children's opinions on food to gauge what sort of food children are eating at home.</p> <p>What types of food and drinks do you like/dislike?</p> <p>What meals do we usually eat during the day?</p> <p>At what times are these meals eaten?</p> <p>How do you feel when it is nearly lunchtime or at other times when you need some food?</p> <p>Continue class discussion by asking children some questions about food:</p> <p>Why do we need food?</p> <p>What does food do?</p> <p>We need food and drink for many different reasons: can you think of any? - To grow, to be active, to stay healthy.</p>	

			<p>Show children some images of different types of food. We eat lots of different types of food to stay healthy, some include: fruits and vegetables, potatoes and pasta, milk and eggs. (Think about foods you mention in case of intolerances/ allergies.</p> <p>There are also some foods that we shouldn't be eating all of the time. These foods are seen as unhealthy foods. Why do you think they might be unhealthy? Can children help you to sort them into healthy and unhealthy food. Can they discuss their thinking?</p> <p>Can children explain that healthy food can often be eaten every day, whereas unhealthy food should be eaten less often.</p> <p>Explain that there are lots of reasons we shouldn't eat unhealthy food every day. Do they know why? Highlight that eating less of these foods is healthier for the teeth, body and mind. Ensure the children understand that it is ok to eat these foods but we wouldn't eat them as often as something like a banana.</p> <p>Ask the children to think about a change they could make to be healthier. If any of the children are happy to share their idea with the class they can.</p> <p>Task: Children to complete the sheet using the sentence starters: I need to eat more healthy food so that I can... I need to eat less unhealthy food because... Children to draw a picture and complete the sentence starter.</p>	
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<p>Lesson 3</p> <p>Physical Health and Mental Wellbeing – Balancing indoor, outside and screen time</p> <p>To understand the importance of exercise and rest.</p>	<p>Recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth</p> <p>Identify the benefits of being active, taking rest, eating healthily and looking after their teeth</p> <p>Describe different ways in which they can help keep themselves healthy</p>	<p>Heart Exercise</p>	<p>Key questions: How can we keep active to keep healthy?</p> <p>What might happen if we are not physically active?</p> <p>Ask the children to put their hands over their hearts and feel their resting heartbeat for one minute. Next, get them moving – jumping or dancing on the spot for two minutes. Ask the children to put their hand back over their hearts and feel the difference. Discuss the other ways the body reacts when we exercise.</p> <p>Talk about the ways that exercise helps our brains.</p> <p>Discuss what happens when we don't get enough exercise. What might this do to our bodies and our minds? Link to spending too much time using a screen. (Think back to prior learning)</p> <p>Look at the things that might make doing exercise difficult and discuss fun, free things we can do to exercise.</p> <p>Explain that as well as getting enough exercise it is important to get enough rest. Ask the children to think about how much sleep they need and discuss what happens when we don't get enough sleep. Think about how it affects our mood and our ability to concentrate. Look at the potential barriers to getting a good night's sleep and share ways to get a 'super sleep' including not looking at screens just before bedtime.</p> <p>Ask children to help you sort the 'getting ready for sleep' cards in their table groups. Are there any things that they do differently from their friends? Anything they do the same?</p>	
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<p>Lesson 4</p> <p>Physical Health and Mental Wellbeing – Sun Safety</p> <p>To understand the importance of sun safety</p>	<p>Describe different ways in which they can help keep themselves healthy</p>	<p>Sunshine Shade Sun safety</p>	<p>Key questions: How do we keep our bodies well and what might make us unwell?</p> <p>Show the children a picture of people enjoying the sunshine. Talk about what the children can see in the picture. Draw attention to people wearing sun hats or sitting underneath shade. Explain that today we are going to be thinking about how we can stay safe in the sun. Ask the children to think about when it's a sunny day what they do to stay safe, e.g Sun cream, sun hat, drinking lots of water, sitting in the shade and make a list.</p> <p>Read the story – 'Fun In The Sun'. After ask the children the following questions and ask them to discuss them with their talking partner/ group.</p> <ul style="list-style-type: none"> • Where did Kelly and Jo go on the 1st day of the weekend? (To the park) • What was the weather like at the park? (Hot and sunny) • What were the girls wearing? (Katie wore jeans and a hat, Jo wore shorts and t-shirt) • What happened to Jo at the park? (She got sunburnt) • Why did Jo get sunburnt and not Kelly? (Kelly put on sun cream and was wearing long trousers) • What happened when it was time to go to Vijay's party? (Jo couldn't go) • Why couldn't Jo go to the party? (Because the sunburn made her feel unwell) • What can we learn from this story? (We should cover up when it's hot, stay out of the sun and use sun cream) • What else could the girls have worn, to help protect their eyes from the sun? (Sunglasses) <p>Explain that although covering up and wearing sun cream is important, we can also make sure we stay safe in the sun by finding shade and making sure on warm days we drink plenty of water.</p> <p>Walk around the playground and outside areas of the school and count how many shady places there are. Talk about whether they are good places to be on a sunny day. Discuss what shadows are and how shadows move during the day</p>	
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			<p>because the Earth spins around so a shady place at break time might be sunny at lunch.</p> <p>In Nuts and Bolts books children to create their own Sun Safety posters using the info they have learned – wear a hat, sun cream, sun glasses, find shade and drink water. Photocopy and display some in windows to remind children when they are outside.</p>	
<p>Lesson 5</p> <p>Growing and Changing</p> <p>To understand how you have changed throughout your life</p>	<p>Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't</p> <p>Identify changes that they or other children might experience in their lives</p> <p>Know that change can be positive and something to look forward to</p> <p>Know how they have grown and changed since they were a baby and know that they will go on growing and changing as they become adults</p>	<p>Change Older Unique special</p>	<p>Key questions:</p> <p>Is change a normal part of life? Does it happen to everyone?</p> <p>What changes might I or other children experience in our lives?</p> <p>What changes can be positive, and might be something to look forward to?</p> <p>How do I feel when things change?</p> <p>How have I changed since I was a baby?</p> <p>How do we know we are growing?</p> <p>How do we feel about growing up?</p> <p>Ask the children to make a list of all the things that are changing as they are changing and growing older. This can be verbally or on post-it notes. Ask the children to share their ideas and make a class list.</p> <p>Ask the children to look at the picture of a baby and child and work in pairs to discuss the differences between the two life stages. Prompts could include;</p> <ul style="list-style-type: none"> • What do they look like? (hair, height, teeth) • What type of clothes do they wear? • What / how might they eat and drink? • How do they move? • What do they do or like to do? • Where do they go? 	

			<p>Give the children the sentence starters: 'When I was a baby... Now I...' and ask them to discuss the differences between them as a baby and as they are now.</p> <p>Look back at the picture of the baby again and ask the children to discuss in pairs about all the ways a baby needs caring for and make a list of their suggestions. Discuss whether these are the same needs that children of their age have too. If they are the same, mark them with a tick on the list and discuss any differences. Draw out that people of all different ages and stages of the life cycle have needs and that these change as we get older.</p> <p>Discuss how growing up means becoming increasingly more independent and responsible.</p> <p>Provide the pupils with a list of ideas – Things We Can Do Now / In The Future. In groups children to identify which things they are responsible for or allowed to do now and which they are still too young to do or be responsible for. They can circle the ideas with 2 different coloured pens to show this. Bring the class back together to share their ideas.</p> <p>Read 'The Growing Story' by Ruth Krauss and Helen Oxenbury and discuss the following questions;</p> <ul style="list-style-type: none"> • How does the little boy feel about growing up? • How are things and animals growing and changing around him? • What is good about growing? • What is not so good about growing? • What does the story tell us about growing or the time it takes to grow? <p>Look back at the list from the beginning of the lesson of the things that are changing as they are changing and growing older. Is there anything on the list that the children think should be changed, removed or added?</p>	
<p>Lesson 6</p> <p>Growing and Changing – Feelings</p>	<p>Be able to name feelings they have, both good and not so good</p>	<p>Growing Changing Feelings</p>	<p>Key questions:</p> <p>What makes me happy? Sad?</p> <p>How does my body know how I feel?</p>	

<p>To understand we have a wide array of emotions and to describe how those emotions might make us feel.</p>	<p>Identify how their body identifies these feelings</p> <p>Recognise facial expressions and body language that show these feelings</p> <p>Identify ways to feel better when not feelings so great</p> <p>Explain what makes them feel happy, sad, good and not so good</p> <p>Be able to identify facial expressions and body language associated with key feelings</p> <p>Be able to discuss how having a range of feelings can make you feel</p> <p>Notice and identify feelings in themselves and others</p> <p>Know that all feelings are ok</p> <p>Demonstrate how faces and bodies show different feelings</p>		<p>How do I know how other people are feeling?</p> <p>What do we look like when we feel different ways?</p> <p>What can we do to help feel differently?</p> <p>What are feelings and how do we recognise them?</p> <p>What are all the different ways I can feel?</p> <p>How does it feel in our bodies when we feel happy, sad, nervous, excited etc?</p> <p>Personal reflection – ask the children ‘How do you feel today?’ Without telling anyone else the children should sit and think about how they are feeling.</p> <p>Put the image of the alien on the flipchart and add the heading ‘Feelings’. Explain that the alien Maz is visiting earth to discover more about people and today Maz wants to learn all about feelings. Ask the children to tell Maz everything they know about feelings, recording their answers around his image.</p> <p>Following on tell the children that Maz wants to know the names of the feelings we might have every day. Create a list on the board. Explain that we all have different feelings – some we might feel every day, and others just sometimes. Our feelings can come and go, and change over time. (Keep this list for next week.)</p> <p>Using the feelings listed, ask pupils to show Maz what different feelings might look like on people’s faces and bodies. Example questions;</p> <ul style="list-style-type: none"> • Can you show Maz a happy face? • What does an angry face look like? • How do we look when we are excited? • Can you show Maz a happy body? • What does an angry body look like? • How does our body look when we are excited? 	
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			<p>Put the children into groups and give each group one or two of the cut out word cards from the 'Feelings vocabulary cards'. Ask each group to discuss and describe how the word on their card might feel in Maz's body. Ask</p> <ul style="list-style-type: none"> • Where in his body might Maz experience this feeling? • What might happen to his face when he feels it? • What might happen to his body when he feels it? <p>Children can discuss this verbally or record on post-it notes to describe how Maz might experience the feeling e.g. worried – Maz might clench his fist. Maz's tummy hurts. Maz bites his nails. Note that we are all different, we might have the same feelings but our bodies might react in different ways.</p> <p>In their groups, give pupils the 'Feelings scenarios' and ask them to discuss which feelings they think the characters are experience and write their answers on the sheet. Discuss as a class whether or not they agreed within their group on what the feeling was, and ask if there were any other feelings the characters could be feeling. What might the character say that would give a clue as to how they were feeling?</p> <p>Go through the scenario cards together as a class and work together to identify which of the characters might need help with their feelings. Give each group the cut up 'Help Cards' and ask the children to discuss how effective each of the suggestions is in helping the characters and put them in order of usefulness. Ask the groups to feedback and organize them at the front of the class. Did each group agree? Does that matter?</p> <p>Go back to the activity where we told Maz about feelings. Is there anything they'd like to add, to tell Maz or to change? Annotate any new learning in a different colour.</p>	
<p>Lesson 7</p> <p>Growing and Changing – Feelings</p>	<p>Describe when people might experience different feelings and how this can affect their behaviour</p>	<p>Feelings</p>	<p>Key questions:</p> <p>How do our feelings affect us and the way we behave?</p> <p>How can we manage the feelings we are unsure about?</p> <p>What can we do about different feelings we have?</p>	

<p>To understand the difference between good and bad feelings and to discuss what we can do to make ourselves feel better.</p>	<p>Identify strategies to help manage different feelings, including ones that don't feel as 'good'</p> <p>Know that it is important to share feelings with others</p>		<p>What can we do to help ourselves and others feel better?</p> <p>Ask children to think of as many feelings as they can, and write or draw the feelings under the 'Good Feelings' or 'Not So Good Feelings' heading they feel fits it best. Encourage them to add in something that gives the good or bad feelings.</p> <p>Look back at the 'Everyday Feelings' list that you created in the previous lesson. Are there any other feelings that need to be added? Ask the children to decide if each of the feelings is a good or not so good feelings and draw or display a 'happy' face or a 'sad' face next to each of the feelings. Draw a question mark by any feelings that the children are unsure how to classify.</p> <p>Put the feelings words / picture cards around the room and ask the children to pretend they are Maz. Read out the first scenario from the 'Everyday Situations' and ask the children to decide which of the displayed words / pictures best represents how they think Maz might feel and stand next to that word / picture. Repeat for the remaining scenarios. During this activity ask;</p> <ul style="list-style-type: none"> • Does everyone agree on how Maz feels? • Does everyone feel the same? • Think about how someone else might feel in this situation – would they feel the same as Maz? • Why might they feel different? <p>Give each child the 'My Feelings' frame and ask them to identify whether the situation gives them a good or not so good feeling and write their feeling in the box. Ask the children to share their responses with a friend and compare their feelings about different things. Discuss as a class and ask questions to elicit the understanding that not everyone will feel the same. Ask; does everyone like sweets / the sun / pop music? Is everybody scared of the dark / spiders?</p> <p>Explain that all feelings come and go, even happy and good feelings can sometimes change to not so happy and good feelings. Using 'Maz's Feelings'</p>	
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			<p>read each scenario to the children. In pairs children to record or say feelings words which show how Maz's feelings change on the 'Changing Feelings Grid'. E.g. eating sweets – at first Maz feels happy, later on he feels unhappy. Ask the children to make suggestions for what he could do to feel better e.g. have a glass of water and next time save some sweets for another day. Note that these are things that we can all do when something is bothering us, or when we are having not so good feelings.</p> <p>Ask children to verbally suggest ways that they could help Maz to feel better. If necessary, support pupils with suggestions such as: listen to him, share a toy with him, play with him or help him to find an adult to talk to.</p> <p>Ask children to discuss some of the things we can do to help us feel better when we're not feeling so good. Display a large postcard addressed to Maz and write down some of the ideas the pupils have for what Maz could do to help himself feel better when not feeling so good.</p> <p>Are there any strategies for Maz that they could also use to help themselves to feel good? Discuss where at home and at school they can go to for support with their feelings.</p> <p>Go back to the 'Feelings Grid' from the beginning of the lesson. Ask the children to complete the blank column with ideas for what can make them feel good.</p>	
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<p>Lesson 8</p> <p>Growing and Changing – Managing When Things Go Wrong</p> <p>To find strategies we can use to help us manage our emotions.</p>	<p>Describe when people might experience different feelings and how this can affect their behaviour</p> <p>Identify strategies to help manage different feelings, including ones that don't feel as 'good'</p> <p>Know that it is important to share feelings with others</p>	<p>Feeling Cross Unhappy Uncomfortable manage</p>	<p>Key questions:</p> <p>How do our feelings affect us and the way we behave?</p> <p>How can we manage the feelings we are unsure about?</p> <p>What can we do about different feelings we have?</p> <p>What can we do to help ourselves and others feel better?</p> <p>Explain that we experience a vast range of feelings and in pairs ask the children to identify the feelings shown. Explain that some feelings feel good when we experience them but others do not and this means they are uncomfortable feelings. Ask each pair to identify which of the feelings might be uncomfortable. Highlight that exploring uncomfortable feelings helps us learn to manage them in an appropriate way.</p> <p>Explain that it is ok to sometimes feel unhappy or cross but it is important to know what to do when we are feeling that way. In pairs, ask the children to discuss different circumstances or scenarios that might make them feel unhappy or cross. Emphasise that they can reflect on their own experiences or talk about hypothetical situations e.g when someone takes your toy, when you don't get your own way, when you get hurt, when someone doesn't do something, they promised and you feel let down, when someone breaks something that belongs to you, when you feel like you have been treated unfairly. If they are happy to share ask some children to share their thoughts with the class.</p> <p>Re-emphasise to the children that it is important to manage our feelings of sadness and anger in order to prevent further hurt to ourselves and others. As a class, explore the different strategies given for dealing with our uncomfortable feelings. Encourage the children to think about the strategies they think would work best for them and if they feel happy to do so, share their thoughts with the class.</p> <p>Children to complete their feelings wheel by drawing three things that make them feel unhappy or cross on the inside of the wheel, then draw things they</p>	
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			<p>could do to help manage their feelings and feel better in these situations on the outer edge of the wheel.</p> <p>Encourage the children to think about ways in which they could help others if they were feeling unhappy or cross. Ask them to record their ideas on a post-it note and put it on a large piece of paper displayed at the front of the class. Share the children's ideas.</p>	
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<p>Lesson 9</p> <p>Keeping Safe: The internet and me</p> <p>To begin to understand what the internet is and what it might be used for</p>	<p>Understand the different ways we can go online</p> <p>Understand what is meant by being online and offline</p>	<p>Internet Devices</p>	<p>Key questions: What activities are classed as being online or using the internet?</p> <p>Where is the internet?</p> <p>Define what the internet is and talk about how we can use it, making it clear to the children the importance in plays in our everyday lives. Establish which of the devices display can be used to access the internet.</p> <p>Explain to the children that there are lots of different ways we can use the internet. It can be very useful when completing many tasks we need to do daily and it can make things quicker, easier and more efficient.</p> <p>Give each group a picture of a device that uses the internet and ask them to think about the ways we can use it. They can think of their ideas verbally or record around the picture by drawing or writing. Ask the groups to share their ideas with the class.</p> <p>Give each child a 'My Internet Storyboard Activity Sheet' and ask them to make their own story, using pictures and sentences, about how the internet can be helpful for the things they need to do each day.</p> <p>Think back to the beginning of the lesson when we discussed the helpful tasks we can use devices for. Discuss how we could achieve these tasks without the internet and how helpful the internet truly is. E.g. if one of the uses of a smartphone was checking train times, how could we do this without the internet?</p> <p>Establish that the internet makes information readily available and enables us to find answers quickly.</p>	
<p>Lesson 10</p> <p>Keeping Safe: Staying Safe Online</p>	<p>I know how to balance screen time with other activities and understand why this is important.</p>		<p>Key questions: How do I make sure I am safe when communicating with other people online?</p> <p>Where / who would I go to if I was affected by something I saw or someone said online?</p>	

<p>To begin to understand how we can stay safe on the internet.</p>			<p>Explain that we are going to be thinking about how we can stay safe online.</p> <p>Optional: First, we are going to play a game to remember all the ways we can use the internet. In small groups give the children the 'Internet Uses Picture Cards' to play a game of charades. One child in a group chooses a card and has to act out the way the internet is being used on that card. When someone guesses correctly, someone else has a turn to choose a card and act it out. (Can be played as a whole class)</p> <p>Highlight that although there are many useful and fun ways we can enjoy the internet, there are also things we need to keep in mind about staying safe. Talk about age restrictions, downloading videos or apps, receiving messages from people we don't know and watching videos that appear on screen and explain how we can make sure we stay safe from the risks that these things present.</p> <p>Put the children in pairs and explain that they are going to give advice for the scenarios on the 'Staying Safe Online Picture Cards'. Remind them of what we have discussed about staying safe online. Children to stick the pictures into their Nuts and Bolts book and either write or draw advice underneath each one, explaining how to stay safe from each risk that is shown.</p> <p>Remind children that nothing they see or do should make them feel uncomfortable so if they are at all worried by anything they notice online they should tell a trusted adult straight away.</p> <p>Explain that you are going to read a short story about using the internet. Read the 'Internet Advice Story' about Len's use of the internet. Whenever children think they need to remind him of one of the online safety rules that has been discussed they should put their hands on their shoulders. At these points in the story, invite contributions from children and discuss the points raised. Remind the children that the internet is lots of fun and can be very useful, we just need to remember a few simple rules to stay safe.</p>	
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<p>Lesson 11</p> <p>Keeping Safe: Personal Info</p> <p>To recognise that we must not share personal information online.</p>  <p>British Values – respect, rule of law</p>	<p>Identify what information is personal</p> <p>Consider what information should not be shared online</p> <p>Describe more detailed examples of information that is personal to an individual and know when it may not be appropriate to post this online e.g. address, names, school etc</p> <p>Consider why it is appropriate and safe to ask a trusted adult if unsure about sharing personal information online</p>	<p>Safe Internet Personal information</p>	<p>Key questions:</p> <p>How can I make sure I am safe when communicating with other people online?</p> <p>What information is classed as personal?</p> <p>Why is it important to keep personal information private?</p> <p>What information should not be shared online?</p> <p>What type of information is safe to share online?</p> <p>Explain that we are going to play a game called ‘Odd One Out’. Give each group a set of ‘Odd One Out cards’ and explain that the children need to look at each card and work together to identify which card is the odd one out. Give the groups some time before discussing together. Identify that all the cards display some form of personal information apart from the shopping list, so this is the odd one out.</p> <p>Explain that the personal information we have been looking at can tell us a lot of information about someone. Explain that there are many ways this information is useful and that certain things can’t happen without some people knowing it e.g. if nobody knew our address we wouldn’t get post – but we need to know who it is that we are sharing this information with and when we are online, we do not this for certain. Explain that our personal information should be private to us and we must be careful who we share it with. We should never share in online because we don’t know who we are talking to.</p> <p>Show children scenario cards and discuss their opinions.</p> <p>Ask children what they would say to teach other children to be safe on the internet</p> <p>Ask the children to think about all they have learnt about keeping personal information private online. Give each child a sticky note and ask them to record</p>	
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			one thing they would tell someone else about how to keep personal information private online. Share the sticky notes and display them.	
<p>Lesson 12</p> <p>Keeping Safe: Jessie and Friends</p> <p>To understand what might happen if we share our photos online</p>	<p>Identify how to behave positively online</p> <p>Describe ways that some people can be unkind online and how this can make others feel</p> <p>Know where / who to go to if mine or others' feelings were negatively affected by someone online</p> <p>Know that I need to be careful before I share anything about myself or others online</p> <p>Know who I should ask if I am not sure if I should put something online</p>	<p>Internet Safe Personal information</p>	<p>Key questions:</p> <p>How do you decide if you should post something about someone else online?</p> <p>How do we consider the consequences of our online actions on ourselves and others?</p> <p>How could negative actions make people feel?</p> <p>Show the children the picture of a camera on the board. Ask them to discuss in group what they think of when they see this picture.</p> <p>Watch 'Jessie and Friends; Sharing Pictures' - https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</p> <p>Explain that although many people don't share pictures that have been sent to them by other people, it is always a possibility that someone might, so we are going to look at what might happen if someone does share a picture.</p> <p>Explain that we are going to do some 'pretend' sharing. Although there are times when sharing can be a really nice thing to do, such as sharing your toys, sweets etc with family and friends, it is not always a good idea to share a picture, especially if you haven't asked permission first.</p> <p>Ask for a volunteer to pretend to be Tia and bring them to the front of the class. Ask 'Tia' to mime taking a simple photo of herself on a mobile photo. Give 'Tia' one of the Tia cut-outs to show the class. Tell 'Tia' that she is going to share her picture via text/picture message with 3 friends and ask 3 children to come to the front of the class. Give 'Tia' 3 more cut-out images to hand to her friends. Choose one of the friends and tell them they are going to share it with 4 more friends. Give them 4 extra copies of the image and help them choose children</p>	



			<p>to come up to the front to receive them. Count how many images there are now. Repeat as many times as you feel necessary.</p> <p>Ask the children;</p> <ol style="list-style-type: none">1. How do you think Tia might feel now that x number of people have a copy of her photo? (Sad, upset, angry, embarrassed)2. Why might she feel this way? (She didn't give permission for the photo to be shared, people she doesn't know have a copy of her photo, she can't stop more people from sharing it)3. How can Tia get help? (She can tell an adult who can help her, like a teacher, parent, carer) <p>Ask everyone with a copy of the photo to delete it from their pretend phone and to pass all copies of the image to you to put in the bin. Now 'Tia' should be the only person with a copy of the photo.</p> <ol style="list-style-type: none">1. How do you think Tia feels now? (Happy, relieved) <p>Remind the children that if they are ever upset or worried about a photo that has been shared or anything else, they should tell an adult they trust who will be able to help.</p> <p>Show the picture Kyle and tell the children the following scenario - "Kyle's friend Al has just sent him a picture of their friend Layla when she fell over on the way to school." Ask;</p> <ol style="list-style-type: none">1. What should Kyle do?2. Is there anything that he should not do? <p>Elicit – he should not send the image to anyone else, he should delete the photo from his phone, if he thinks that Al has sent the picture without asking Layla's permission first he should tell an adult he trusts.</p> <p>Remind the children of Kyle's line in the song - "If someone else is in it, check they're happy for others to see." Clarify this – if they wish to share a picture of somebody else, they should get permission from that person first.</p>	
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			<p>Use this as an opportunity to challenge the assumption that if your friend has done something this makes it ok for you to do it too. Just because other people do it doesn't make it right. You can begin to introduce the concept of peer pressure and reinforce the message that it is ok to say 'No' to your friends, especially if they are asking you to do something which makes you feel uncomfortable.</p> <p>Remind the children of how they can identify adults they trust;</p> <ol style="list-style-type: none"> 1. This adult makes you feel better when you are feeling sad or hurt 2. This adult doesn't scare you 3. This adult is someone you can talk to about anything without feeling worried 4. This is an adult you may feel close to 5. This adult may have helped you with something before 	
Lesson 13			<p>Growing and Changing – Changes</p> <p>Transition to Yr 2</p>	



Year 2 – Autumn

<p>Family and Friendships</p> <p>Making friends, feeling lonely, getting help</p>	<p>Safe Relationships</p> <p>Managing secrets, resisting pressure and getting help, recognizing hurtful behaviour</p>	<p>Respecting Ourselves and Others</p> <p>Recognising things in common and differences, playing and working co-operatively, sharing opinions</p>
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<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> How to be a good friend, e.g. kindness, listening, honesty About different ways that people meet and make friends Strategies for positive play with friends, e.g. joining in, including others, etc About what causes arguments between friends How to positively resolve arguments between friends How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> How to recognise hurtful behaviour, including online What to do and whom to tell if they see or experience hurtful behaviour, including online About what bullying is and different types of bullying How someone may feel if they are being bullied About the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help How to resist pressure to do something that feels uncomfortable or unsafe How to ask for help if they feel unsafe or worried and what vocabulary to use 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> About the things they have in common with their friends, classmates and other people How friends can have both similarities and differences How to play and work cooperatively in different groups and situations How to share their ideas and listen to others, take part in discussions and give reasons for their views
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Unit	Sticky knowledge	Key Vocabulary	Activities	Challenge
<p>Transition week</p>  <p>British Values – respect</p>			<p>Learning Powers</p> <p>Recap the four learning powers. What does each animal represent? How can we show this in our learning?</p> <p>Revisit each Learning Power in more detail during an assembly time over the next 4 weeks.</p>	
<p>Transition week</p>  <p>British Values – respect, rule of law</p>	<p>1.1 about what rules are, why they are needed and why different rules are needed for different situations</p> <p>RE C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>		<p>Respecting Ourselves and Others - Class Charters</p> <p>Read 'The Red Flag: Josh Learns How Rules Keep Us Safe' by Deborah Chancellor.</p> <p>Use the story as a base for discussing why we need rules. Go through the Twinkl powerpoint 'Why Do We Have Rules' and use this to discuss what the children would like their class and friends to be like. Work together to create a new class charter, showing agreed rights and how to respect these.</p>	<p>To begin to feel part of a class group and enjoy it</p> <p>Explain their own and others roles within the group</p> <p>Describe how it feels when</p>

				<p>everyone works together.</p> <p>Explain how class rules help them to learn and make the classroom a safe place</p> <p>Understand how to make class rules</p> <p>Describe the consequences and what can happen when rules are not followed</p>
<p>Transition week</p>  <p>British Values – respect, democracy</p>	<p>KS1 about what rules are, why they are needed and why different rules are needed for different situations</p> <p>KS5 about the different roles and responsibilities people have in their community</p> <p>RE C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>		<p>Respecting Ourselves and Others (Democracy) – School Councillors</p> <p>Talk about the School Council with the children – ask the children who were School Councillors last year to tell the class what their role was, what they did and what they learnt from their experience.</p> <p>Read ‘The Class Vote: Roshan Learns About Democracy (British Values)’ by Deborah Chancellor, emphasising why sometimes we have to vote on decisions, and although the result might be disappointing for some this is fair because the option that wins is the one most people voted for.</p> <p>Choose / vote for the new School Councillors.</p>	<p>Explain their own and others roles within the group</p> <p>Describe how it feels when everyone works together</p>
<p>Transition week</p>	<p>KS3 about things they can do to help look after the environment</p>		<p>Respecting Ourselves and Others (Democracy) – Eco-Team</p> <p>Read ‘Michael Recycle’ by Ellie Bethel. Recap on the academy eco-code. Why is it important to try and follow this? What do you do to look after the planet?</p>	<p>Explain their own and others roles within the group</p>

 <p>British Values – respect, democracy</p>			<p>Make a list of the things children do at home and school to care for the environment. Incl. Walking Wednesdays, forest schools, recycling, composting, turn off the taps, switch off monitors, take care of our conservation area etc.</p> <p>Remind children of the eco-team and their role.</p> <p>Take this time to vote for new eco-reps for each class</p>	<p>Describe how it feels when everyone works together</p>
<p>Lesson 5</p> <p>Family and Friendships</p> <p>To know what it means to be a good friend</p>  <p>British Values – respect</p>	<p>Know what acts of kindness are, what they feel like and how they affect us and others</p> <p>Show kindness to self and others</p> <p>Know which behaviours are and are not kind and what to do in times of need</p> <p>Understand how to be a friend and that friendships change</p> <p>Consider the value to being a friend and having friends</p>	<p>Friendship</p> <p>Happy</p> <p>Kindness</p> <p>respect</p>	<p>Key questions:</p> <p>What does a good friend look like?</p> <p>What behaviours show our friends that we care about them?</p> <p>How do I like to be treated by my friends?</p> <p>https://www.youtube.com/watch?v=aIM51_iCbjI</p> <p>Watch video/ read story about Beekle.</p> <p>What was Beekle waiting for? Who did Beekle meet?</p> <p>Talk partners:</p> <p>‘What makes a good friend?’ and ‘How can we be a good friend?’ with the children. Ask them to discuss with their talking partners. Share some of the ideas and scribe onto the board/ use post-it notes.</p> <p>What made Beekle a good friend? Ask the children to talk with a partner about what they like about their friends. Share some of the ideas. Summarise that having friends in our lives is important as they can help us to feel good, have happy times and support us when we are facing more challenging situations.</p>	

			<p>Acknowledge that friends can sometimes make us feel sad as well as happy. Highlight that we can fall out with friends, this is part of our learning about friendships but these are qualities that make people good friends. Share the qualities one at a time and discuss why that quality makes someone a good friend. Explain that it is important that our friends treat us with kindness and respect and are people we trust.</p> <p>Explain that it is important to all be good friends to others. Discuss how we can reflect on the qualities we already have that make us a good friend and those we would like to work on.</p> <p>Children to create friendship flowers – drawing a picture of themselves at the center of the flower and then in each petal, write the qualities they have that make them a good friend. On the leaves, write the qualities they would like to develop further.</p> <p>Explain that a part of being a good friend is saying thank you to those who have been good friends to us. Ask children to sit quietly and think of a friend they would like to thank and encourage them to do so during the day.</p> <p>Look back at the ideas the children had at the beginning of the lesson. Is there anything they would like to change or add to their answers?</p> <p>Use this story as a way to discuss how we can be better friends, and also what to do if there is something in a friendship making us unhappy.</p>	
<p>Lesson 6</p> <p>Family and Friendships</p> <p>To discuss different strategies we can use</p>	<p>Respect others' needs, feelings and opinions</p> <p>Think about why bullying is unacceptable</p>	<p>Healthy Friendship Conflict</p>	<p>Key questions:</p> <p>What makes a good friend?</p> <p>How do I like to be treated by my friends?</p> <p>What are the differences between joking, hurtful teasing and bullying and how do they make people feel?</p>	

to solve problems in our friendships.



British Values – respect

Know what bullying is and what to do if they experience or see it

Know which behaviours are and are not kind and what to do in times of need

Identify what is meant by bullying and why this is wrong

Identify that hurtful teasing and bullying can happen in different ways e.g. physically or with words

Identify who they can talk to if they are worried about teasing/bullying

Describe feelings that people might have if being bullied

How can we get help or help when we are worried about teasing or bullying?

What does 'healthy friendship mean?

Ask children questions and give time for TP's to discuss and come to their own conclusions.

Do good friends always have to like the same things?

Do good friends always need to agree on everything?

Do good friends only ever play with each other?

Do good friends share their things with each other, and their other friends too?

Look through some scenario cards where we can be a good friend to someone.

Choose a scenario and discuss/ act out with the class.

How can you help? What actions would a good friend show and do?

Explain that there are ways to positively resolve differences to avoid escalation of arguments, hurt feelings and friends falling out. Read the scenario together. Ask the children to share their thoughts on the different ways to work conflict out and ask them if they can think of any other strategies.

Revise the ways to work disagreements out. Ask the children to choose one or more of the strategies which they feel will help them when they fall out with their friends, or feel cross or sad because of someone else's actions.

Reinforce the ideas that there are positive steps we can take to solve disagreements and stop them escalating. Explain that sometimes we need someone else to help us sort things out. Ask the children to sit

			<p>quietly and think of someone they trust that they could ask for help. Ask the children to share their ideas.</p> <p>Children to complete the Problem Solving Wheel, to stick into their Nuts and Bolts books, magpie-ing ideas from the WAGOLL or using their own thoughts.</p> <p>Add simple symbols or pictures too!</p>	
<p>Lesson 7</p> <p>Safe Relationships</p> <p>To be able to name certain people we can trust who we can talk to when we are feeling worried.</p>	<p>Recognise and name feelings associated with worry</p> <p>Know some of the things that can cause different worries</p> <p>Know where to get help and the people who can help them</p> <p>Start thinking about who they trust and who they can ask for help</p> <p>Identify where they can go for help</p> <p>Explain why it is very important to tell someone if they are worried about something</p> <p>Develop strategies to be able to manage worries</p>	<p>Trust</p> <p>Worry</p> <p>safe</p>	<p>Key questions:</p> <p>Who should we tell if we feel uncomfortable, worried or confused?</p> <p>Who looks after us?</p> <p>Who helps us to keep safe?</p> <p>Who and what can help us when we feel worried or unsafe?</p> <p>How do we know who to ask for help?</p> <p>People you can trust - Lead a discussion and ask the children to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people and could include a parent, a sibling, a friend's parent, a teacher, a police officer etc. Go through the points below to help identify an adult you can trust.</p> <ul style="list-style-type: none"> This adult makes you feel better when you are feeling sad or This adult doesn't scare you This adult is someone you can talk to about anything without ng worried This is an adult you may feel close to This adult may have helped you with something before <p>Helping Hands Activity – children to draw around their hands and write down in each finger the name of someone they could speak to if</p>	

			<p>they were upset or worried about something. Ensure that the children have people from school and home, reminding the children that they need both as they might have a worry at school and their parents aren't there or vice-versa. Laminate the hands and keep them somewhere the children can access – ribbon loop on their peg / in their trays.</p> <p>Read 'The Big Bag of Worries'. Throughout the story when the little girl has worries, ask the children who could she speak to. Emphasis the ending – when she shared her worries people helped her.</p>	
<p>Lesson 8</p> <p>Safe Relationships</p> <p>Safe touch and PANTS</p> <p>To understand the PANTS rule and what it means</p>	<p>To know that what's in your pants is private</p> <p>To understand the private parts of our body</p> <p>Know when to keep a secret and when to tell</p> <p>Be able to name body parts and know which parts should be private</p> <p>Know that they have rights over their bodies</p> <p>Recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private that they should tell an adult they trust – even if they have been asked not to</p>	<p>PANTS rule</p> <p>Penis</p> <p>Vulva</p> <p>Vagina</p> <p>Testicles</p> <p>Bad-touch</p> <p>Good-touch</p> <p>Safe Affection</p> <p>Necessary secret</p>	<p>Key questions:</p> <p>How do I keep my body to myself?</p> <p>How do I know what is appropriate or not?</p> <p>How do I ask for help?</p> <p>How else can we say 'no' to being touched?</p> <p>Recap the PANTS rule to the class, showing the Talk PANTS poster or image. Can the children tell you what each letter stands for? You can also show the short clip featuring the friendly mascot Pantosaurus. https://www.youtube.com/watch?v=-lL07JOGU5o</p> <p>Show children the PANTS acrostic to explain the main messages. Take each sentence in turn and explain what each letter of PANTS stands for. Check that the children understand each phrase. Encourage them to say it out loud as a chant.</p> <p>Create a large representation of the human body so that the children can help to label key body parts and identify which area is covered by</p>	


	<p>Know the difference between appropriate and inappropriate touch</p> <p>Identify different types of touch (cuddles, kisses, punches, pinches, pokes, tugs, strokes)</p> <p>Understand that they have the right to say 'no' to unwanted touch</p>		<p>pants. Ask the children to help label each part of the body. <i>Curriculum guidance says that pupils aged 5-7 should know the terms penis and vagina. Introduce this vocabulary in measured terms when explaining that the pants region shouldn't be touched. Say that there are special circumstances when touching is ok, which you will cover next.</i></p> <p>As a class discuss the difference between appropriate/'good' touch and inappropriate /'bad' touch. Explain that touch can be good, bad or unwanted.</p> <p>Move on to a teacher-led discussion about positive and negative feelings linked to 'good' touch / 'bad' touch'. Say that 'good' touch should make you feel positive – like hugs and kisses from family members. Talk about why people might touch you:</p> <ul style="list-style-type: none"> To show affection (hugs, kisses, cuddles) To keep you safe (holding your hand when you cross the street) If you're ill or hurt (doctors and nurses) <p>Then talk about touch which maybe doesn't feel good but is necessary such as:</p> <ul style="list-style-type: none"> Grabbing you to stop you running into a busy road, or other dangerous situations Examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present) <p>Reinforce that if someone needs to break any of the rules of PANTS they should explain why. Children can say no, and should never be asked to keep secrets that make them feel worried or uncomfortable.</p> <p>Make sure the children understand that they should not be asked to keep secrets that involve touch. Give this example: <i>A parent's friend comes into your room and gives you a hug and a kiss, then they tell you it's a secret and you shouldn't tell anyone.</i> Explain to pupils that if they are being asked to keep secrets by people and don't understand why, they should talk to someone they trust about them.</p>	
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			<p>Finally – ‘bad touch’. Again this needs to be teacher-led. Avoid discussions about abuse, reinforce that if they feel uncomfortable about touch they can talk to someone they trust.</p> <p>Review and reinforce the PANTS acrostic. See if the children can remember it.</p> <p>Provide a variety of arts materials so that the class can design their own pants. Working in pairs / small groups ask children to design and make their own pants using the pants template or by designing their own pants shape. Remind the children that their pants have to include one of the letters in PANTS.</p> <p>Display the pants in the classroom as part of the ongoing objective to reinforce the PANTS rule.</p> <p>Review and reinforce the PANTS acrostic. See if the children can remember it.</p>	
<p>Lesson 9</p> <p>Safe relationships/ online safety</p> <p>To begin to understand how we can stay safe when playing games on the internet.</p>	<p>Be able to identify ways in which people can make themselves appear different online than how they look offline</p> <p>To recognise that some people may pretend to be someone else online and why</p> <p>Understand the different ways we can go online</p>	<p>Safe</p> <p>Online</p> <p>Identity</p> <p>Promise</p> <p>Secret</p>	<p>Key questions:</p> <p>What do you do online?</p> <p>What are the different online platforms I can use to communicate with people?</p> <p>How do I make sure I am safe when communicating with other people online?</p> <p>Do people every pretend to be someone online that they are not really?</p>	

	<p>Explain some risks of communicating online with others I don't know well</p> <p>Explain why I should be careful who I trust online and what information I can trust</p> <p>Explain what it means to 'know someone' online and why this might be different from knowing someone in real life</p> <p>Describe ways to keep safe when online</p>		<p>Ask the children – What online games do you know about? How could someone your age play online games? (e.g. with friends, with other people chatting on headsets or message boards, creating gaming videos).</p> <p>Explain that you will be watching a cartoon called 'Jessie and Friends Playing Games'. Ask the children – what do you expect it to be about? Show the children the picture Tia and Gem. Imagine Gem has asked Tia for advice about how to stay safe playing an online game called Avelzon. What could she tell him? Children to individually write their ideas onto post-it notes and then come to the board place these inside the speech bubble. Share some of the ideas with the class.</p> <p>Show Jessie and Friends: Playing Games</p> <p>Use open questions to engage children and check their understanding of the narrative. E.g.</p> <p>What were Jessie, Tia and Mo's power words in the Avelzon e? (Wise, fearless, strong)</p> <p>How did the stranger trick Jessie and her friends into telling their power words? (Hid her identity, pretended to be friendly, lied it wanting to help them, said they had things in common and misled them something they really wanted – to beat Dr Yekl.)</p> <p>What did Jessie do when the stranger tricked them in the e? (She told her Dad)</p> <p>Did Jessie know that the stranger was really her sister Jer? (No, it could have been anyone)</p> <p>What did Dad tell Jessie, Tia and Mo to do with their power words after they were shared and no longer private? (He told them to change their power words and only keep them between the three of them.)</p> <p>Look back at the post-it notes on how to stay safe online playing games. Is there anything that can be added to these? (Keep these post-it notes for the following sessions)</p>	
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<p>Lesson 10</p> <p>Safe relationships/ online safety</p> <p>To understand that we must not share personal information online.</p>	<p>Identify what information is personal</p> <p>Consider what information should not be shared online</p> <p>Describe more detailed examples of information that is personal to an individual and know when it may not be appropriate to post this online e.g. address, names, school etc</p> <p>Develop a range of vocabulary to describe and help explain own feelings</p> <p>Describe different feelings and identify where we might also feel these in our bodies</p> <p>Describe ways to keep safe when online</p>	<p>Safe Online Personal Feelings (different emotions)</p> <p>Warning sign worried</p>	<p>Key questions:</p> <p>What information is classed as personal?</p> <p>Why is it important to keep personal information private?</p> <p>What information should not be shared online? What type of information is safe to share online?</p> <p>How does it feel in our bodies when we feel nervous?</p> <p>Recap the previous lesson – recall the video by re-answering questions and look at the post-it notes for staying safe online when playing games.</p> <p>Have the picture of Mo on the screen. Explain to the children that around the room you have placed pictures of Mo’s items for them to find, (See Mo’s items 1 – 4). Alternatively, you can use physical items instead such as a birthday badge with Mo’s age, a school jumper with a name in the label, a mobile phone and a letter/addressed envelope. Allow children a few minutes to find and identify the objects from around the room. Once the children have done this ask a few volunteers to retrieve the pictures / objects and bring them to the front of the class.</p> <p>Explain that each item represents Mo’s personal information. Mo’s personal information is information that only belongs to Mo, however we all have our own personal information that belongs to us and we shouldn’t share this with people we don’t know, including those online.</p> <p>Show the children the mobile phone. Explain that this represents Mo’s phone number. He shouldn’t share his phone number with anybody he doesn’t know, either online or offline. Ask the children to identify what other personal information has been represented by the different objects. (Birthday badge – his age, school. Jumper – Mo’s</p>	
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			<p>school, name in label, Mo's real name. Letter/envelope – where Mo lives.)</p> <p>Can the children identify any other personal information which Mo shouldn't be sharing with people he doesn't know online – username, password, pictures, information about activities such as after school clubs, swimming pools, local leisure centres). Inform the children that if anyone asks them to share their personal details – both offline or online they should always tell an adult they trust.</p> <p>Safe Relationships – Jessie and Friends: Playing Games – When something doesn't feel right (15 mins)</p> <p>In groups hand out Worksheet – 'Mo's Warning Signs'. He doesn't think it's a good idea for the friends to tell the stranger their power words in the online game – it doesn't feel right.</p> <p>How do you think he might be feeling about what might happen online? (Worried, stressed, nervous, under pressure)</p> <p>What kind of feelings might he have in his body right now?</p> <p>Heart beating fast, feeling sick, butterflies in tummy, sweaty hands, wobbly legs, things look blurry, forehead feels tight, empty feeling in tummy, feel hot and cold all over, quick breathing, feel like crying, shivers/shakes, goosebumps, throat feels tight)</p> <p>Ask children to label their picture of Mo with the feelings he might have. <i>For children who need support to write ideas independently print out Cut outs – answers for children to cut out and glue around the picture of Mo.</i></p> <p>Explain that not everybody feels all these things when they are worried or when something doesn't feel right, and these feelings can be experienced when someone is both online or offline. Some people might feel just one of these things, or might have a different feeling. Ask children to suggest any others.</p> <p>Stress that warning signs are very important as this can be our body's way of telling us when something isn't right and when we might be feeling nervous or uncomfortable. Explain that even if you have just one of these feelings either when online or offline, or if you ever feel worried that something isn't quite right – the best thing to do is tell an adult you trust who can help you.</p>	
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<p>Lesson 11</p> <p>Safe relationships/ online safety</p> <p>To find strategies to use when asking for help when we feel unsure about being online.</p>  <p>British Values – liberty</p>	<p>Be able to identify ways in which people can make themselves appear different online than how they look offline</p> <p>To recognise that some people may pretend to be someone else online and why</p> <p>Explain some risks of communicating online with others I don't know well</p> <p>Start thinking about who they trust and who they can ask for help</p> <p>Identify where they can go for help and how to ask for help in different contexts</p> <p>Explain why it is very important to tell someone if they are worried about something</p> <p>Describe ways to keep safe when online</p>	<p>Help</p> <p>Worried</p> <p>Trust</p> <p>Feeling attention</p>	<p>Key questions:</p> <p>How do I make sure I am safe when communicating with other people online?</p> <p>Who can we tell if we feel uncertain, uncomfortable or worried?</p> <p>What could we say and do to attract the attention of an adult when we want to tell them something?</p> <p>What can we say to help us explain?</p> <p>Remind children of how they can identify adults they trust before beginning this activity;</p> <ul style="list-style-type: none"> This adult makes you feel better when you are feeling sad or This adult doesn't scare you This adult is someone you can talk to about anything without ng worried This is an adult you may feel close to This adult may have helped you with something before <p>Remind the children that they created a 'Help Hand' and for each finger/thumb identified a trusted adult who they could ask for help if they were ever worried about anything. Ask them to hold up one hand, wiggle each finger in turn and think of each trusted adult.</p> <p>Remind the children about the part in the animation when Jessie goes to her dad for help. Explain that you are going to think about what Mo could say if he was to approach one of his trusted adults to ask for help. Explain that when asking for help it is useful to:</p> <ul style="list-style-type: none"> Say how you are feeling Say something happened Ask for attention 	
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			<p>For example – I’m feeling worried, something happened when I was gaming. Can I talk to you?</p> <p>In groups children to decide a good way for Mo to explain to a trusted adult what has happened and ask for help. Ask for examples e.g I’m feeling upset, someone tricked me in a game. Can you help me? / I’m feeling sad, someone lied to me and I need some help. <i>To further support children use the sentence openers to help them verbalise their sentences.</i></p> <p>Look back at the post-it notes for how to stay safe online. Can the children add anything? Ask the children to think of one thing they have learnt from the last few lessons about gaming online. Share some of their ideas.</p>	
<p>Lesson 12</p> <p>Safe relationships/ online safety</p> <p>To understand the difference between a secret and a surprise.</p>	<p>Be able to identify ways in which people can make themselves appear different online than how they look offline</p> <p>To recognise that some people may pretend to be someone else online and why</p> <p>Explain why I should be careful who I trust online and what information I can trust</p> <p>Explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life</p> <p>Give examples of surprises that are nice to keep secret (until everyone finds out about them)</p>	<p>Manipulate</p> <p>Secret</p> <p>Wise</p> <p>Strong</p> <p>Fearless</p> <p>Loyal</p> <p>Online</p> <p>Offline</p> <p>surprise</p>	<p>Key questions:</p> <p>How do I make sure I am safe when communicating with other people online?</p> <p>Do people every pretend to be someone online that they are not really?</p> <p>Do we have to keep promises and secrets if someone says so?</p> <p>When should we tell someone else?</p> <p>How can someone say ‘no’ if they are asked to keep a secret they feel unsure about?</p> <p>*Might need to re-watch Jessie and Friends: Playing Games prior to this lesson.</p> <p><i>During this session remain aware that there may be a child in the group who may have been asked to keep a secret relating to sexual offending and abuse, and they may or may not have previously told anyone. Avoid asking personal questions, such as ‘Have you every</i></p>	

	<p>Explain that no one including adults should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone, including the person themselves might be hurt</p> <p>Explain that they have a right to tell a teacher or any other adult they trust about any secret or surprise that makes them feel uncertain, uncomfortable or worried</p> <p>Explain what a secret it and what it means to keep a secret</p> <p>Explain what a surprise is and what it means to surprise someone</p>		<p><i>been asked to keep a secret?’ as this may make it more difficult for children to consider the activity objectively and/or may raise traumatic feelings or feelings of discomfort. If a discussion during the activity seems like it may lead to a disclosure, guide the individual to a private space to discourage disclosure in a whole-class setting.</i></p> <p>Ask the children if they can remember Mo, Tia and Jessie’s power words from the video. (Wise, strong, fearless). What do those words mean? Why do they think the children chose those words? (They are all positive personal characteristics.) Explain that in the game Avelzon players can share power words with their real friends to get more power and to work in a team. Ask What happened when they shared their power words with someone they didn’t know? (She tricked them by turning their powers against them and they lost the game).</p> <p>Show the picture Jessie, Tia and Mo. Ask the class to call out the behaviours that Jessie, Mo and Tia should expect from each other. For example, how do they treat each other? (They are kind to each other, they make each other laugh, they are loyal, they help each other.) Explain that these are the behaviours you should show your friends and what you should expect from them. This is the case both offline and online, and also in the classroom and playground.</p> <p>Show the children the Picture – Shhhh emoji. What do they think the stranger who sent this to Jessie was saying? (They want Jessie to keep their conversation a secret.) Ask children to say what they think a secret is. (When you don’t tell anybody else.) Introduce the difference between being asked to keep a secret and a surprise.</p> <p>Surprise – when you don’t tell someone something because you are going to give them a surprise later e.g. you might not tell your parent that there is going to be a surprise party for their birthday...but they will find out at the party.</p>	
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			<p>Secret – when someone tells you not to tell anyone about something, ever.</p> <p>Talk about feelings – keeping a surprise can feel fun, exciting and make you happy. If someone tells you to keep a secret, it might make you feel worried, scared, uncomfortable or confused. Challenge the assumption that if someone tells you a secret, you are not allowed to tell anybody else. Tell children that if someone asks or tells them to keep a secret they do not have to. If it makes them feel worried, scared, sad or confused they should tell an adult they trust.</p> <p>Remind children that if someone has asked them to keep a secret that might make them feel uncomfortable to worried in any way they should tell an adult they trust. Explain that sometimes it may even be an adult who is asking them to keep a secret and if this makes them uncomfortable or worried they should tell another adult. Challenge the assumption that you always have to do what an adult tells you, especially if it makes them feel uncomfortable or doesn't feel right. Remind them of their Help Hands and reinforce that they can always speak to another adult from this.</p> <p>Remind them that just like Jessie's dad said in the animation, they can always say 'No' if someone asks them or tells them to do something they don't want to do. This includes if the person is an adult or someone they are talking to online. Link back to the NSPCC's PANTS rule - 'No means no'.</p>	
<p>Lesson 14</p> <p>Respecting ourselves and others</p> <p>To understand that people have both similarities and differences.</p>	<p>To appreciate the worth of being different</p> <p>Know that there are similarities and differences between people, gender, appearance, abilities, families, cultural background etc</p>	<p>Respect Different Compare similar</p>	<p>Key questions:</p> <p>How am I different to and similar to other people?</p> <p>How are we similar to others?</p> <p>How are we different to others?</p> <p>In which ways are we all equal?</p>	



British
Values – respect

Know that people have things in common but that every individual is unique

Respect others' needs, feelings and opinions

Identify similarities between themselves and others

Describe basic differences and similarities between class members

Recognise that everyone is equal

Provide children an image of two similar animals or toys. On a large piece of paper/ on the board ask pupils to work together to write/ say all the ways that the pairs look similar. Next, write the ways they look different. Are there any other ways that they could be similar or different?

On a second large piece of paper/ on the board, ask children to write/ say ways that children of their age (the person sitting next to them can be similar. Then ways they can be different. Circulate around the class during these activities to gauge their understanding of the concepts of similarity and difference and adapt accordingly.

Discuss ways we are different/ the same in any ways that we can see.

Discuss ways we are different in ways we can't see. E.g. what we like etc.

Discuss how it feels to be different/ how it would feel if we were all the same. Encourage children to speak positively about ways they are different from their peers.

At tables, children to complete the 'Me and my friend' sheet. Encourage children to discuss their similarities and differences to the person sitting opposite them. Remind the class to be sensitive about the feelings of others when they do this and to check that it is ok with the other person for something to be shared.

Emphasis that there will be lots of things about them that are the same as other people (that they have in common) and there will also be things that are different and that this is the same in the wider world.

Ask pupils to think about and share the similarities and differences that they couldn't 'see' but still existed. Remind children that we find


			out about some of these by what people say and do rather than how they look. Reiterate that despite similarities and differences, everyone is still of equal importance.	
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Year 2 – Spring


Spring – Living In The Wider World		
Belonging to a Community Belonging to a group, roles and responsibilities, being the same and different in the community	Media Literacy and Digital Resilience The internet in everyday life, online content and information	Money and Work What money is, needs and wants, looking after money
In this unit of work children learn... <ul style="list-style-type: none"> about being a part of different groups and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community 	In this unit of work children learn... <ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true 	In this unit of work children learn... <ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants

Skills and Objectives	Sticky knowledge	Vocabulary	Activities	Challenge
Lesson 1 Belonging to a Community – our roles in the groups we belong to To understand that there are many different people, our communities and what we can do to	Identify the range of groups they belong to and what is special about them. Explain their own and others roles within the groups.	Family Community Faith Group Belong/ belonging Making a difference	<u>Key questions:</u> How does it feel if responsibilities are not carried out? What groups do we belong to? How does it feel to be a part of this group and how can we make sure that everyone feels including in a group?	

<p>positively benefit our community.</p>	<p>Describe how it feels to be a member of a group and what they do.</p>		<p>https://www.youtube.com/watch?v=gFjO-v4EMYo</p> <p>Read/ listen to the story 'We are Family' and discuss (TP) what the story was about. What did you see? What did you learn?</p> <p>Explain that no family is exactly the same as another. There are many different types of families in our community.</p> <p>Recap different groups we have learnt about: Christians, Hindus etc, sports teams, our class etc.</p> <p>Go through the explanation of what a community is, explaining that we all belong to different groups and communities.</p> <p>Go through what 'Making A Difference' means and discuss the importance of making a difference to the communities and groups to which we belong. How have you made a difference in your community? – School garden etc.</p> <p>Using an outline of a house and a globe, pupil voice children's ideas and display around the classroom.</p> <p>Explain the importance of doing what we can to positively impact others, the communities we belong to and the environment. Highlight that no one can take away our rights, but we all have a responsibility to respect the rights of others – this involves doing all we can to help all people live happy, healthy and safe lives. Explain that we can do this by taking actions and making choices that make a difference. Ask the children to explain to their partner why making a difference is a good thing.</p>	
<p>Lesson 2 Belonging to a Community - Rights</p>	<p>Identify that we need food, water, shelter, to be safe, feel happy and</p>	<p>Rights Need Respect Responsibility</p>	<p>In pairs ask each person to think of three things that all humans need to grow and develop in a healthy way. Share some of their thoughts.</p>	

<p>To discuss the different rights and responsibilities people have in their community.</p>  <p>British Values – respect</p>	<p>be able to learn and develop.</p> <p>Explain what ‘respect’ is and what that looks like.</p>		<p>Explain that ‘need’ describes what we need to thrive and that the basic needs of all humans are food, water, shelter, to be safe, feel happy and to have the opportunity to learn and develop.</p> <p>Discuss the meaning of rights and ask children to give some examples of their rights. It is my right to learn in school. It is my right to be happy etc.</p> <p>As a class, flip through the Celebrating Human Rights Picture Cards. Ask children to discuss why the human right on their picture is a good thing and how it helps all people everywhere.</p> <p>Discuss how each child throughout the world is entitled to have their needs met, that this is their right and that children have their own rights. Discuss the meaning of ‘right’ and emphasis that all children have the same rights – to be protected, to have an education, to have access to health care and an adequate standard of living and to be heard and listened to. Flip through ‘my rights’ discussion cards and discuss why these represent the children’s rights.</p> <p>We all have rights in the classroom but we also have responsibilities. What are we responsible for in the classroom?</p> <p>Explain what ‘respect’ means and discuss the importance of children’s rights being respected by all.</p> <p>Create a new class charter with our rights and responsibilities. Children to help create the charter by giving examples of our rights in the classroom. See example</p> <p>Explain that unfortunately there are people who don’t have their human rights met. Ask the children to share how this makes them feel. Highlight, that although this is sad, there are lots of people working very hard to change this that that there are things we can do to make sure all people are treated with kindness and respect. Summarize that all people are equally important and we should do all we can to stand up for our own rights and those of others.</p>	
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<p>Lesson 3</p> <p>Belonging to a Community – respecting the differences between people</p> <p>To understand how to treat themselves and others with respect.</p>  <p>British Values – respect</p>	<p>Understand that being ‘unique’ means there is only one of something, and not one thing exactly the same exists anywhere in the world.</p> <p>Identify and understand uniqueness in self and others including appearance, qualities, strengths and what they like or dislike.</p> <p>Recognise that this means every single person is special and valuable just as they are.</p> <p>Identify things they think are unique or special about themselves.</p> <p>Consider the ways in which we are the same as others.</p> <p>Understand the importance of similarities and differences.</p> <p>Consider how feeling the same as others may help us.</p>	<p>Respect Kindness Different Similar</p>	<p>Key questions: What does it mean if we say something is ‘unique’? Is every person unique? In which ways are you unique? What is special about everybody How are we similar to others? How are we different to others? In which ways are we all equal?</p> <p>Remind the children that all people have the right to be themselves – whether this is through a choice they make or how they were born. Ask the children to share with a partner, something that is special about themselves. Ask the children to share their ideas, ensuring the diversity of responses are celebrated.</p> <p>Explain that people can be different in lots of different ways and that this helps to make the world an exciting place to live.</p> <p>https://www.youtube.com/watch?v=a0eKNW0X2mo</p> <p>Shine by Sarah Asuquo Watch the video and discuss what happened in the story.</p> <p>Explain that all people have the right to be treated with kindness and respect – no matter who they are or where they are from, whether they are similar to us or different from us. Ask the children why they think this is. Elicit the idea that no people is more or less important than another and that being kind and respectful helps all people to feel happy and safe.</p> <p>In Nuts and Bolts books children to write their ‘Helpful Hints’ for how we should behave towards everybody, whether they are similar to us or different.</p> <p>Explain that it is important we all feel able to be ourselves and that it is our right to be who we want to be. Discuss that although we are all wonderfully different, we also have things in common. Ask the children to think of ways in which all people are similar and then ask</p>	
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	Consider how we can celebrate difference		<p>them to share their thoughts. Recap the previous learning on our rights and how everybody has them. Create a class display of 'Helpful Hints' for how we should behave towards people.</p> <p>GAME: Stand children in a circle. Explain that you are going to say some phrases. If the phrase is true to the student they need to swap places with someone else (who the phrase is also correct for). E.g. I have brown hair – everyone with brown hair has to swap places with someone else with brown hair. Use phrases that can highlight our similarities and differences both physically and social.</p> <p>As a class sit in a circle, choose one child to start and pass a smile to the person sitting next to them, this person then smiles at the next person until the smile has passed around the whole circle. Ask the children to share how this made them feel. Emphasis that we can do our bit to make all people feel happy inside by being a rights-respecting class.</p>	
<p>Lesson 4</p> <p>Sense of self</p> <p>To understand that everyone has similarities and differences and we must be proud of who we are.</p>  <p>British Values – respect, tolerance</p>	<p>Consider what it means to make a mistake.</p> <p>Understand that it is important to make mistakes so we can learn.</p> <p>Consider how it feels when we make a mistake.</p> <p>Think about what you are good at and how that makes you feel.</p>	<p>Mistake Resilient Achieve</p>	<p>Key questions:</p> <p>What happens if we make a mistake?</p> <p>Why is it important to be resilient?</p> <p>How are we different from other people?</p> <p>How does it feel to be different?</p> <p>Listen to the story and discuss what the message is. https://www.youtube.com/watch?v=rRcvQysq_Uw</p> <p>Tell your partner: What do I like doing? Am I good at it? How do I know?</p> <p>How does it feel to be good at something?</p>	


		<p>How do we get better at things we want to achieve? Discuss how we get good at things, we can be good at something unless we practice, practice, practice.</p> <p>Does it mean that someone is better than you because they can do something you can't? – Discuss what it feels like when somebody is better than us at something – how should we react to it?</p> <p>Explain to children that we all have special things that we are good at – these things make us superheroes.</p> <p>Children to discuss with their partner something that they think makes them a superhero. This can be anything – are they good at drawing, football, do they like to play an instrument. Remind children that they do not have to be amazing at something – they could still be learning.</p> <p>Children to complete a superhero me drawing. Draw a picture of themselves/ have a photo, and write some sentences/ key words explaining why this makes them special.</p> <p>Extra activity</p> <p>https://www.youtube.com/watch?v=tjpeb6Xr1nc Beautiful oops</p> <p>What happened in the video? What did you see? How did it make you feel?</p> <p>Remind children of previous lesson where we spoke about rights and responsibilities. One of the rights that we have is to be able to make, and learn from our mistakes.</p> <p>Can you think of a mistake that you made and how you learnt from it? How does it feel when we make a mistake?</p>	
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			<p>When we make a mistake, it is important that we are resilient. What does resilient mean?</p> <p>Who can we see around the classroom that helps us remember to be resilient? (Tammy the tortoise) Recap what tammy the tortoise helps us with.</p> <p>Introduce 'the learning pit' and talk through the different stages. Discuss how each stage might make us feel and why it is important to persevere.</p> <p>Task: to create our own 'beautiful Oops' Ask children to scribble a swirl onto a piece of paper.</p> <p>Can they challenge themselves to turn their scribble into something beautiful?</p>	
<p>Lesson 5 Media Literacy and Digital Resilience</p> <p>To understand what the internet is and what it is used for?</p>	<p>Identify how to safely access information online.</p> <p>Identify how to access information on the internet on more than one type of device.</p>		<p>Key questions: What do you do online?</p> <p>What information do you access?</p> <p>Ask children to state everything they already know about the internet. (Sugar paper or on board)</p> <p>https://www.bbc.co.uk/bitesize/clips/z8c8jxs watch and discuss how computers have changed.</p> <p>https://www.bbc.co.uk/bitesize/clips/zcvr9j6 watch and discuss 'What is the internet?'</p> <p>Explain that:</p> <ul style="list-style-type: none"> The internet is made up of billions of computers that are able to contact each other. 	

			<ul style="list-style-type: none"> • These computers are all around the world. • They are connected by cables. • They share information. <p>Explain that we can use many different devices to access the internet. (Give examples)</p> <p>Teach: When the internet was first created, we needed wires to connect our computer to it</p> <p>Now we connect using Wi-fi</p> <p>You can't see Wi-fi signals because they use and send radio waves.</p> <p>These waves are all around us but we can't see them with our eyes or hear them with our ears</p> <p>Computers, laptops and other devices can find the radio waves.</p> <p>They use the information in the radio waves to make the pictures we see on the screen and the sounds hear from the speakers.</p> <p>Children to share pupil voice to answer the question What is the internet and what is it used for? Scribe into floor book.</p>	
<p>Lesson 6 Media literacy and digital resilience</p> <p>To understand that when we use the internet we will always have a digital footprint.</p>	<p>Understand that the information I put online leaves a digital footprint</p> <p>Understand that my digital footprint can be big or small, helpful or hurtful, depending on how I manage it</p>		<p>Key questions:</p> <p>How do we see ourselves and others online?</p> <p>What is your digital footprint and how do I manage it?</p> <p>Why is it important to protect what others can see when they look at your profile?</p> <p>What harmful things can they do with your information?</p> <p>Do I know who can view or access your information online?</p>	

	<p>Know that I need to be careful before I share anything about myself or others online</p> <p>Know who I should ask if I am not sure if I should put something online</p> <p>Understand the risks of putting or sharing information on the internet</p>	<p>What is a risk?</p> <p>What happens to the information I put online?</p> <p>What does my information say about me?</p> <p>Introduce character 'Pedro' and explain that he is going to help us to understand what a digital footprint is.</p> <p>Use map with footprints on going to different locations and ask children to list where he has been – ice cream shop, football club etc.</p> <p>Explain that we can tell some things about pedro by looking at the places he has been, e.g. what type of food he likes.</p> <p>Explain that When we go online, everything we do leaves a 'footprint' that other people can see, even if it's not something you have posted somewhere public.</p> <p>Ask children what they think digital means and give them a definition.</p> <p>Ask children to share something they have done online this week.</p> <p>Discuss what a digital footprint is and what their digital footprint might look like.</p> <p>Children to use foot template to draw pictures of what their footprints might look like.</p>	
<p>Lesson 7 Media literacy and digital resilience</p> <p>To judge whether a website is safe or not.</p>	<p>Know how to safely access information online</p> <p>Know how to use web pages to access information safely</p>	<p><u>Key questions:</u></p> <p>How do you ensure you safely search for information?</p> <p>What would you do if you came across information that worried or upset you?</p> <p>Show children some images or dangers in the real world – crossing the road, sun etc</p> <p>Today we're going to talk about how staying safe on the internet -- the apps and websites you visit -- is similar to staying safe in your neighborhood. We're going to start by watching a fun video of the Digital Citizens showing us how they stay safe online.</p>	

			<p>https://www.youtube.com/watch?v=QfgjI84PAXw</p> <p>Explain that the <i>The Digital Citizens</i> stayed safe online by using the internet traffic light. As you know, a traffic light tells people who are driving cars when they need to go, slow down, or stop. In the same way, the internet traffic light tells people who are visiting websites and apps whether or not it's OK to go somewhere.</p> <p><i>The Digital Citizens</i> stayed safe online by using the internet traffic light. As you know, a traffic light tells people who are driving cars when they need to go, slow down, or stop. In the same way, the internet traffic light tells people who are visiting websites and apps whether or not it's OK to go somewhere.</p> <p>Explain what a green website is The language should be easy to understand.</p> <p>There might be fun games or activities</p> <p>There shouldn't be space for strangers to talk to each other</p> <p>There might be pictures and illustrations Explain what an amber behaviour is It might ask for bank details</p> <p>There may be space for people to chat there</p> <p>You might be asked for your personal details</p> <p>There could be content you don't understand Explain what a red behaviour is Has everything that a yellow site has.</p> <p>A site that makes you feel uncomfortable</p> <p>Somewhere you went by accident</p>	
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			<p>Children must understand that if they are unsure of anything they must always tell an adult.</p> <p>Children to pick a colour from the traffic lights and write about it.</p>	
<p>Lesson 8 Media literacy</p> <p>To know how to be SMART online</p>	<p>Know how to safely access information online</p> <p>Know how to use web pages to access information safely</p>		<p>Key questions: How do you ensure you safely search for information?</p> <p>What would you do if you came across information that worried or upset you?</p>  <p>Go through chapter 1-4 of videos and discuss https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1/ https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2/ https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter3/ https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4/</p> <p>As a class, create a recipe for a safer internet using SMART</p>	
<p>Lesson 9 Money and Work</p>	<p>Identify the different uses money has.</p>	<p>Money Job work</p>	<p>Key questions: What do we need money for? Why do we need money?</p>	

<p>To understand where money comes from and why we need it.</p>	<p>Explain what we need money for/to.</p> <p>Recognise how having a job gives people money.</p>		<p>Discuss what we need money for. In pairs challenge the children to think of as many things as they can that we need money for. Encourage the children to use the sentence starter 'We need money for/to...'. Share and record their ideas.</p> <p>Put the children into small groups and give each group a set of the Job Picture Cards. Once in their groups, ask children to discuss what is in each picture and then to work as a group to create a small role play showing one of the jobs on their cards. Invite each group to share their role play whilst the remaining children try to guess the job being shown.</p> <p>In Nuts and Bolts books children to draw a picture of someone completing a job from one of the picture cards and a picture of what the money earned from the job could be spent on. Children to write a sentence to explain their pictures.</p>	
<p>Lesson 10</p> <p>Money and work</p> <p>To understand how we can keep money safe.</p>	<p>Identify where money comes from.</p> <p>Identify the ways we can get money.</p> <p>Understand why it is important to keep money safe.</p> <p>Recognise ways to keep their money safe.</p>	<p>Money</p> <p>Job</p> <p>work</p> <p>need</p>	<p>Key questions:</p> <p>Where do we get money from?</p> <p>How can we keep our money safe?</p> <p>Ask children to think about where money comes from and if they can think of any additional ways that people may receive money. Guide the discussion to include points such as pocket money and gifts for celebrations.</p> <p>Explain that there are many different ways that we can keep our money safe. Ask the children to discuss with a talk partner a time when they have looked after their money in each way. Encourage the children to use the sentence starter 'To keep my money safe I...'. Record some of the responses under each of the images.</p> <p>Give each pair a 'Keeping Money Safe Scenario Card'. Ask each pair to look at their card and explain how they should keep the money safe according to the information on their scenario card. Discuss with the class whether they agree with each pair.</p> <p>As a class discuss what money could be used for when it has been kept safely. Ensure children understand that if people want to buy much more expensive items, such a car or house, they will need to save money for a long period of time and keep that money safe.</p>	

			<p>Read the book 'Save it' and discuss how bun saved her money in the story.</p> <p>Money sense NATWEST interactive game https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-2-where-can-i-keep-my-money-safe/interactive/</p> <p>Play the keeping money safe quiz – children to write answers on whiteboards</p> <p>OPTIONAL ACTIVITY: Children to design a poster to show other children ways that they can keep their money safe and why they should do this</p> <p>Login: a.farrington@southwaterinfants.co.uk Password: Yellowwing2022!</p>	
<p>Lesson 11</p> <p>Money and work</p> <p>To understand the difference between needs and wants.</p>	<p>Recognise the difference between 'needs' and 'wants'.</p> <p>Identify some things we 'need'.</p> <p>Identify some things we 'want'</p> <p>Understand that we must spend money on 'needs' before 'wants'.</p>	<p>Money</p> <p>Need</p> <p>Want</p> <p>Spend</p> <p>important</p>	<p>Key questions:</p> <p>What is the difference between 'needs' and 'wants'?</p> <p>What do we 'need' to spend money on?</p> <p>What do we 'want' to spend money on?</p> <p>Ask the children to imagine what would happen if a family spent all the money they had to live on for the month on toys. They'd have lots of new toys but couldn't buy anything else. Go through the following questions, asking children to share their ideas with a partner / class.</p> <ul style="list-style-type: none"> • Would this be a good thing or bad thing? • What problems might there be? • What kinds of things do families have to spend money on? • How do they decide? <p>Watch the 'What are needs and wants?' video.</p> <p>https://natwest.mymoneysense.com/teachers/resources-5-8s/topic-5-what-are-needs-and-wants/video/</p>	

			<p>Show 'Things We Need and Things We Want' activity sheet. In pairs children to work together to split the cards into two groups – needs and wants. Ask some of the pairs to share how they have sorted their cards. Discuss any that have ended up in the 'need' group but are 'wants' and vice-versa.</p> <p>Once sorted ask the children to look at the 'Wants' group. Can they put them in order of the ones they think are most important to least important. Ask some of the children to share their ideas.</p> <p>Task:</p> <p>Give each child a certain amount of money – children can use their money to 'buy the things they will need/ want for the day (snack, water etc) each item should have a price tag. Children to decide what is the most important for them and only use the money they have.</p> <p>When children have spent their money, discuss what they chose to buy and why.</p>	
<p>Lesson 12</p> <p>Money and work</p> <p>To understand why it is important to save money</p>	<p>Understand the difference between 'spend' and 'save'.</p> <p>Identify some times / items they might want to save for.</p> <p>Identify ways to save their money safely.</p>	<p>Money</p> <p>Save</p> <p>Advantage</p> <p>Disadvantage</p>	<p>Key questions:</p> <p>Have you ever saved up for something?</p> <p>What did you save for?</p> <p>Why do we need to save money?</p> <p>How can you save your money safely?</p> <p>Read the children 'Save it'. Discuss what bun learnt in the story.</p> <p>Read the follow two scenarios about times when saving, and particularly rainy-day saving is needed;</p>	

		<p><i>Lara has been using all her pocket money to buy stickers for her album each week. She suddenly remembers that it's her mum's birthday in four weeks' time. She hasn't saved any money yet to buy her a present.</i></p> <p><i>Amir drops his bike on the floor and the bell breaks. Amir has been saving some of his pocket money each week. He has nearly enough money to buy a new bell.</i></p> <p>Ask the children to discuss how Lara and Amir might feel using the key words from the 'What should they do?' activity sheet. Look at the suggestions for what Lara and Amir could do next. Ask the children to discuss them in pairs and decide which one they think and why. Share some of their ideas.</p> <p>Ask the children to discuss why they think it is important to save money. Show the 'Spend or Save?' poster infographic and discuss the advantages and disadvantages of spending and saving, asking pupils to explain how they might feel/</p> <p>https://natwest.mymoneysense.com/challenge/super-savers/</p> <p>Go through the interactive activity together and see if their spending choices will enable them to save enough to buy a desired item. Discuss with the class that a financial reward for these activities should not always be expected. Highlight different ways they might be able to make and save money e.g. walking the dog, tidying their room.</p> <p>Create a class spider chart of 'People might want to save money because...' statement. scribe children's ideas.</p>	
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Year 2 – Summer

Summer – Health and Wellbeing		
Physical Health and Mental Wellbeing Why sleep is important, medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help	Growing and Changing Growing older, naming body parts, moving class or year	Keeping Safe Safety in different environments, risk and safety at home, emergencies

<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations can help people stay healthy and manage allergies • the importance of and routines for brushing teeth and visiting the dentist • about food and drink that affect dental healthy • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others with their feelings 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia e.g. vulva, vagina, penis, testicles • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year 	<p>In this unit of work children learn...</p> <ul style="list-style-type: none"> • how to recognise risk in everyday situations e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin e.g. medicines and creams and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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	Skills and Objectives	Vocabulary	Activities	Challenge
<p>Lesson 1</p> <p>Physical Health and Mental Wellbeing – The Sleep Factor</p> <p>To understand the importance</p>	<p>To know some of the things that affect the way I feel</p> <p>Know about some of the things that keep our</p>	<p>Sleep</p> <p>Fear environment</p>	<p>Key questions:</p> <p>What does it mean to be healthy and active and what can we do to keep this way?</p> <p>Why is sleep important?</p> <p>How can we improve our 'sleep environment?'</p> <p>Begin by asking the children to discuss everything they know about sleep and the things someone can do to help them fall asleep.</p>	

<p>of getting a good nights sleep.</p>	<p>bodies healthy</p> <p>Consider the impact of not making healthy choices</p>	<p>Read 'Mia's Story'. Ask the children to think about the following questions and discuss with their talk partner;</p> <ul style="list-style-type: none"> • What does Mia's Mum say every night to show Mia that is it time for her to go to sleep? What might other families say or do? Encourage children to respond with the phrase: 'Other families might...' • Mia has lost the snuggly that usually helps her to fall asleep. What might this snuggly be? • Does everyone have a special snuggly? (Ensure that pupils know that this is personal choice as some people do and some people don't.) <p>Talk about how different families have different routines for bedtime. Sometimes families have special words or customs that they do at bedtime, and this is a good way to mark the end of the day and shows that it's time for sleep.</p> <p>Draw a spider diagram on the board with 'Things that keep Mia awake' in the middle section. In talking partners children to discuss some of the things that are keeping Mia awake. Record these ideas on the spider diagram, grouping them into categories as you go. Some possible categories could be:</p> <ul style="list-style-type: none"> • Night time fears – of the dark, being alone or away from loved ones, imagined threats e.g. monsters, something she has seen or heard about • Physical – busy minds/busy bodies, tummy ache – this may be a result of being worried about something, feelings unwell, thirsty or hungry • Environment – noise (outside and inside), temperature, screens or technology in sleeping area <p>Pick up on any commonalities or misconceptions and draw out the learning that most of these fears or worries are normal and anyone can experience them. Quite often the things that we fear at night aren't very scary during the day – Mia isn't scared of her wardrobe during the day, nor or being on her own in her bedroom.</p> <p>Give each pair or group a copy of 'What can Mia do to rest and relax?' with cards and category titles cut out. Explain to the children that Mia had a really busy day with school, shopping, visiting family and playing. She didn't have a lot of time to rest or relax before going to bed. Ask the children to read the ideas on the cards and sort into 3 categories;</p>	
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			<ol style="list-style-type: none"> 1. Good suggestions for what Mia can do that might help her to rest and relax throughout her day and when she is getting ready for bed 2. Suggestions that are not so good for relaxing 3. Suggestions you are unsure of <p>Discuss the results as a class. Are there any 'not so good' suggestions? Why are these not a good idea? Are there any suggestions that you're unsure of?</p> <p>Ask children to discuss with their talk partner suggestions for a relaxing bedtime routine for Mia.</p> <p>Give each pair cut out cards from 'Mia's new bedtime routine'. Using the suggestions on the cards ask the children to sequence them into a calm and relaxing bedtime routine for Mia. Allow them to add some of their own ideas if they want. Discuss the routines that they create and ask them to suggest something that someone might do or say to help Mia feel relaxed and ready for bed. Identify that different families might have different night time routines, which include some of these suggestions as well as different ways to get to sleep.</p> <p>In Nuts and Bolts books children to record their ideas for a good bedtime routine using the pictures and sentence starters for support.</p> <ul style="list-style-type: none"> • To get ready for bed first Mia should... • Then she could... • Next she might... • A relaxing activity to do is... • It is important to... <p>Go back to their initial activity where they recorded everything they know about sleep and how to get to sleep. Ask the children to use a different coloured pen or pencil to add anything new they have learned or would like to try themselves.</p>	
Lesson 2 Physical Health and Mental Wellbeing – Dental Health	Know about some of the things that keep our bodies healthy	Teeth Dental health Routines Plaque	Key questions: What does it mean to be healthy and active and what can we do to keep this way? Why is it important to look after our teeth? What does food do to our health?	

<p>To understand the importance of dental health and a routine of teeth brushing.</p>	<p>Consider the impact of not making healthy choices</p>		<p>During this lesson it is important that the children don't feel worried about their dental health or teeth. Ensure they understand that no-one's teeth are the same, but by looking after them, they can support their overall health and wellbeing. Remind them that if they are worried about their teeth or have a toothache they should tell a trusted adult who can arrange a dentist appointment.</p> <p>On a piece of sugar paper, draw a s person's face with healthy teeth. Ask children to draw or write; what might they do to keep their teeth healthy, who can help them keep their teeth healthy and what could harm their teeth. Ask the children to share some of their ideas to gain an understanding of what they already know about maintaining dental health including routines such as brushing and visiting the dentist and what could harm teeth.</p> <p>Introduce the children to the character Jamal. A child their age who needs help with keeping his teeth healthy. Explain that Jamal now has lots of adult teeth, they are the last set to grown so it is important that he looks after them. Emphasis that Jamal wants to know about food and drink choices, how to brush his teeth properly and who can help with keeping his teeth healthy.</p> <p>Explain that food and drink with lots of sugar in can cause plaque and harm teeth. Ask children to identify which food they think is highest and lowest in sugar e.g. a chocolate bar has more sugar than a portion of strawberries.</p> <p>Explain that Jamal wants to find out which food and drink is higher in sugar and, if eaten a lot, could harm his teeth. He also needs to find out about those which are lower in sugar and more 'teeth-friendly'. In pairs ask the children to sort the food and drink cards into two groups; 'higher in sugar' and 'lower in sugar'.</p> <p>As a class discuss which good and drinks contain the higher amounts of sugar and which contain the lower. Explain to pupils that although apples and bananas are higher in sugar, these are 'natural' sugars and are not as harmful to teeth. Note that although juice and smoothies have vitamins and minerals and can count as 1 of 5 a day their sugar content can damage teeth so we should only have one helping a day.</p> <p>Read the scenario to the children about Jamal's teeth. Discuss;</p> <ul style="list-style-type: none"> • What is making Jamal's mouth hurt? (Toothache / problem with his teeth) 	
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			<ul style="list-style-type: none"> • What should Jamal do next? (Tell a grown up to make an appointment at the dentist, make sure he brushes his teeth gently for the next few days) <p>Jamal didn't brush his teeth because he was doing something else before bed and forgot. In pairs discuss what other reasons there could be for someone not brushing their teeth. E.g. watching tv, playing games, doing activities before bed, being too tired, disliking how brushing feels or toothpastes tastes, parent or carer didn't remind them, no bedtime routine, rushing in the morning. Discuss what could help Jamal to remember to brush his teeth twice a day. E.g. parent or carer could remind him, make a poster for his bedroom, do it right after bath time, set a reminder, getting a reward for brushing his teeth, doing it alongside his siblings.</p> <p>Explain that Jamal is going to the dentist so they can help with the toothache. Explain to pupils that Jamal should go to the dentist if there is a problem with his teeth but also for regular checkups to keep his teeth healthy. As children to decide who can help with each part of their dental routine – choosing between 'parent or carer', 'dentist' or both and place onto the Venn diagram.</p> <p>Give each child a copy of 'Steps to brushing teeth'. Ask the children to complete by drawing each step in the boxes provided.</p> <p>Go through the brushing routine and technique for Jamal and using the image demonstrate the brushing technique.</p> <p>Look back on the piece of sugar paper. Can children add more information to the poster based on what they have learnt today?</p> <p>Additional activity:</p> <p>Additional:</p> <p>Ask children to create a guide to teeth brushing for younger children. This could include the use of ordered steps, images and 'Did you know?' facts.</p> <p>Egg experiment</p>	
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<p>Lesson 3</p> <p>Physical Health and Mental Wellbeing – being mindful</p> <p>To understand the meaning of mindfulness and its importance in helping us to keep calm.</p>	<p>Know some of the things that affect the way we feel</p> <p>Identify feelings of well and unwell emotionally and physically</p> <p>Describe how our feelings can affect our physical behaviours</p> <p>Develop strategies to help self and others when our feelings affect the way we feel physically</p> <p>Describe the link between physical health and emotional wellbeing</p>	<p>Mindful Calm Health</p>	<p>Key questions:</p> <p>How do we keep our bodies and minds well and what might make us unwell?</p> <p>How are our emotional needs linked to our physical needs?</p> <p>Begin by completing a mindfulness activity – belly breathing, square breathing, calming activity.</p> <p>Talk about what being mindful is. You could give some examples, or ask the children if they can think of any examples. Any children who do activities such as gymnastics or karate might be able to explain how they have to be very focused on their body and concentrate carefully on what they are doing during a routine or performance or whilst learning a new move. Go on to explain that being mindful is about being in the present; not thinking about the past or future.</p> <p>Discuss how being mindful is good for us and can help us feel calmer and happier. Explain that it is just as important to look after our minds as it is to look after our bodies.</p> <p>Look at and discuss the ways in which we can be mindful, such as noticing the sounds we can hear, concentrating on the taste and feel of the food we eat or immersing ourselves in certain activities.</p> <p>Ask the children if they can think of any calm, quiet activities that they like to do, that help them to be mindful. They might mention activities such as building using building blocks, hama beads etc. They may talk about games they play at home but be careful to steer them away from discussing computer games as these do not encourage mindfulness.</p> <p>Give the children a selection of Mindfulness Colouring Bookmarks to choose from and let them choose pencils or pens to colour in. Play some calming music quietly and remind the children to really focus on the task, blocking out the world around them and clearing their mind. (You could use the background pictures and music powerpoint.)</p> <p>Explain to the children that they are going to see 4 photos of different places and they need to choose the one they like the most. They are then going to look closely and carefully at the image and imagine being in that place. They need to focus on things they would see, hear and smell if they were really there and think about how they would feel being in that place.</p>	
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			<p>Make sure the children are aware that this is an individual activity, which requires calm and focus, so they do not need to talk to one another. Allow several minutes for the children to quietly imagine being in their chosen place. At the end of the activity, tell the children that when they want to calm themselves down or push an unhelpful thought out of their heads, they can remember the picture they chose and take themselves to that special place in their mind. They can imagine all the sights, sounds and smells and it will help them to relax and focus.</p>	
<p>Lesson 4</p> <p>Keeping Safe – Staying safe at home</p> <p>To understand that there are many dangers around the home.</p>	<p>Recognise that household products can be harmful if not used correctly</p> <p>Describe ways of keeping safe around household products</p> <p>Identify people we trust to tell us to put things onto and into our bodies</p> <p>Be able to identify hazards to ensure health and safety at home</p>	<p>Safe</p> <p>Dangerous</p> <p>Hazardous liquid</p>	<p>Key questions:</p> <p>How do I know what is safe to put in/on body?</p> <p>Which things are safe, not so safe or dangerous?</p> <p>Explain that at home there can be some objects that can be dangerous and cause injuries. Give each group a set of 'Dangerous Object Cards' and ask them to sort them into three sets, according to the way in which they are dangerous or they type of harm they could cause. Compare the different ways the groups have sorted the cards and discuss how the objects could be dangerous.</p> <p>https://www.youtube.com/watch?v=CqH2QYt6oOc Watch safety video and discuss what we saw.</p> <p>Show a variety of liquids we would find at home, including medicine, cleaning products, washing liquid etc. Ask children to vote on whether they think each item is safe or unsafe to drink, then reveal the answer and discuss the reasons why.</p> <p>Go through the rooms in the house to find some dangers.</p> <p>https://www.switchedonkids.org.uk/electrical-safety-in-your-home</p>	


	<p>Understand why safety rules are necessary</p> <p>Describe the things they do in school or at home to keep themselves and others safe</p>			
<p>Lesson 5</p> <p>Keeping Safe – Staying safe outside</p> <p>L.O. To understand the importance of road safety</p>	<p>Recognise choices have consequences and that these may be good or not so good</p> <p>Understand what it means to 'be safe on the outside' and 'feel safe on the inside'</p> <p>Identify ways to express feeling safe or unsafe</p> <p>Identify a range of</p>	<p>Road safety</p> <p>Danger</p> <p>Green cross code</p>	<p>Key questions:</p> <p>What does it feel like to feel safe / unsafe?</p> <p>How do we keep safe?</p> <p>What do we think we have to keep safe from and how do we do this?</p> <p>What safety choices do we make daily?</p> <p>How does it feel when we make these choices?</p> <p>How could someone deal with a situation where they feel unsafe or there is danger?</p> <p>On a piece of sugar paper, ask children to write (or teacher writes) what they think they already know about road safety and other dangers outside. Share some of the ideas together.</p> <p>Introduce the fact that some of the biggest dangers we face when we are out and about are the dangers on and near roads. Ask children if they have heard of the Green Cross Code and to tell their partner what they think it is. Read through the information and ask children to tell their partner what they know about crossing roads safely.</p> <p>https://www.think.gov.uk/education-resources/ - Green cross code</p>	

	<p>behaviours and actions that keep ourselves and others safe in a range of familiar and unfamiliar situations</p> <p>Identify rules for keeping safe in a range of familiar situation, such as crossing the road</p>		<p>https://www.bbc.co.uk/bitesize/topics/zfcvbk/articles/z62nxyc Discuss what children learned in the video and why they think we watched it.</p> <p>Talk about the other dangers we need to be aware of when we are out and about. Ask children to work as a group to think of other dangers we face outside. Give the groups a set of 'Different Dangers discussion cards' and ask them to discuss what they think they would do in that situation. Come back together as a class and share some of the ideas.</p> <p>Ask the children to look back at their ideas from the beginning of the lesson. In a different colour add in anything they are now aware of that they didn't know before.</p>	
<p>Lesson 6</p> <p>Keeping Safe – Staying safe online</p> <p>To understand that there are risks involved when using the internet</p>	<p>Identify ways of keeping safe online</p> <p>Identify what information is personal</p> <p>Consider what information should not be shared online</p> <p>Know rules for home and school about keeping personal</p>	<p>Online Internet Advice safe</p>	<p>Key questions:</p> <p>How can I stay safe online?</p> <p>What information is classed as personal?</p> <p>Why is it important to keep personal information private?</p> <p>What information should not be shared online?</p> <p>What type of information is safe to share online?</p> <p>Who can I talk to if I see something that I am unsure of or upsets me?</p> <p>https://www.youtube.com/watch?v=xxEJ2k0HuJg&list=PLMcHRgQHkETpYQyycdPz2Fc8snY_zY2Ev</p> <p>Ask the children to think of three things people use the internet for to tell Webster. Discuss the children's ideas.</p>	

	<p>information safe</p> <p>Know who to talk to if they see something that upsets them or they are unsure about</p>		<p>Explain that while the internet can be useful and fun there are some risks we need to be aware of when we go online.</p> <p>https://www.youtube.com/watch?v=59zia4DVP1g</p> <p>What did you learn from the story? How can we stay safe in the internet puddle?</p> <ul style="list-style-type: none"> • Grownups need to know which parts of the puddle we are in and we need to stay in the parts agreed upon. • If there is a part of the internet puddle that is new to us, then we need to check with a safe adult before we jump in. • If we haven't met the other creatures in the internet puddle, we shouldn't start talking to them or playing games with them until a safe adult check them out first. • If something in the internet puddle doesn't look right, or seems a bit strange we should show a safe person. <p>Ask the children to think about all they have learnt today and what advice they would share with others about staying safe online.</p> <p>On strips, children write down some of the rules we have learnt on how to stay safe online. Create a class poster to display in the classroom.</p>	
<p>Lesson 7</p> <p>Keeping Safe – Medicine</p> <p>To understand how medicines can help us to stay healthy.</p>	<p>Know what medicines are</p> <p>Understand how medicines help some people to maintain health</p> <p>Be able to recognise</p>	<p>Healthy Medicine</p> <p>Protect</p> <p>Vaccinations</p> <p>Illness</p> <p>injuries</p>	<p>Key questions:</p> <p>What sorts of things other than food do people put into their bodies?</p> <p>How do medicines help people maintain health?</p> <p>Why do some people have to take medicines?</p> <p>How do we take medicine?</p> <p>Who is able to give us medicine?</p> <p>How do I decide when to take medicine?</p>	

<p>different types of medicine</p> <p>Consider the impact of taking medicines to maintain health of people's lives</p> <p>Know the safety rules for using medicine</p> <p>Know where people get medicines from</p> <p>Recognise 'safe' people to take medicines from</p> <p>Know the possible consequences of incorrectly using medicine</p> <p>Recognise risks and use</p>			<p>Why are safety rules necessary for medicines?</p> <p>What are safety rules for medicines? School rules?</p> <p>How do we obtain medicine if we're poorly and where from?</p> <p>Give the children the question 'What do we know about medicines?' and make a whole class mind map.</p> <p>Explain that in this lesson we will be learning about some of the medicines and people that help us to stay healthy and well.</p> <p>Explain that there are different types of medicines which are used in different ways and for lots of different reasons;</p> <ul style="list-style-type: none"> • Some medicines help someone get better from illness or injuries, such as antiseptic cream on a graze. • Some medicines and other products protect the body, such as vaccinations which protect people against diseases, sun cream protecting the skin from sun burn or mosquito spray protecting against bites. • Some medicines help people keep healthy and well and may need to be used every day or over a long period of time. <p>https://www.bbc.co.uk/bitesize/clips/zrfnvcw</p> <p>Ask children to think about a time when they felt poorly and what helped them feel better. Introduce a character / puppet and explain that they are not feeling well. Ask the children to discuss what might help them feel better.</p> <p>Share some 'Feel better scenarios' and ask them to suggest what might help the characters to feel better and get well.</p> <p>Draw out that medicines can be used to treat an illness or injury, but that other things such as hugs or having a hot drink can also help someone feel better.</p> <p>Ask children to think about a time they were given medicine. Ask them to think about the following questions;</p>	
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<p>appropriate strategies to keep themselves safe</p> <p>Be able to recognise the benefit of medicines</p> <p>Understand that some people rely on drugs to maintain a 'normal' life</p> <p>Understand that drugs can be used in a positive way to improve health</p> <p>Consider the health benefits of medicines</p> <p>Know that people take medicines for different reasons</p>			<ul style="list-style-type: none"> • What did it look like? • Did it go into or onto the body? • How did it help? <p>If they cannot remember a time they were given medicine ask them to think about someone else and a time they did.</p> <p>Explain that medicines look different and come in many different forms, are used in different ways and that it is important they are used correctly.</p> <p>https://www.youtube.com/watch?v=9OK6_OdWxTA</p> <p>Conclude that some people take medicines to recover from illness quickly and that some need to take medicine every day or regularly in order to keep healthy and well over a longer period of time.</p> <p>Think of at least 5 people who help others to stay healthy and well. Briefly discuss their roles and the kinds of things they do.</p> <p>People might include – parent / carer, doctor, pharmacist, nurse, paramedic, teacher, teaching assistant, dentist, cleaner.</p> <p>What they do might include – provide healthy food to eat, clean their clothes, keep the house/school clean, checkups, listen to them, give them medicine.</p> <p>Extra: Play first aid charades – when children have found the answer, ask them to think of a way that we could help them.</p>	
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	Understand some of the reasons why people use medicines			
<p>Lesson 8</p> <p>Keeping Safe – People who can help</p> <p>To recognise people who help us in our community.</p>  <p>British Values – respect, rule of law</p>	<p>Identify the adults in school, at home and in the wider environment who help keep them safe</p> <p>Identify where they can go for help and how to ask for help in different contexts</p> <p>Identify a range of jobs in the community for people who help keep us safe and what it is that they do</p> <p>Know a range of people who can help keep them safe in a</p>	Community Helpful	<p>Key questions:</p> <p>Who are the people who keep us safe and what do they do?</p> <p>How can we help them to keep us safe?</p> <p>Who can we ask for help?</p> <p>How do we know whom to ask for help?</p> <p>How can we ask for help from different people and in different places?</p> <p>What is an emergency? When is something not an emergency?</p> <p>What can someone do in a dangerous or emergency situation?</p> <p>How do we alert the emergency services?</p> <p>When might someone dial 999?</p> <p>How could someone help in an emergency situation?</p> <p>Explain that when we are young we need more help from others. Ask the children to think about everyone in their lives who helps them and ask them. Discuss the different people that the children have mentioned and how they help them in their everyday life.</p> <p>Who can help? Different people can help us at different times and in different situations. There are people who help us stay safe at home, people who help us at school and people who help us stay safe when we are out. There are also people who help in emergencies.</p>	

	<p>wider range of situations</p> <p>Be able to identify who they can ask for help from and identify how this might keep them safe</p> <p>Know how to access emergency services</p> <p>Demonstrate an understanding of what happens when you access emergency services and how to manage this</p> <p>Knows ways or proactively and responsibly seeking help in different situations</p>		<p>Explain to the children that even grown-ups need help at times, especially in emergencies. Discuss special people who are trained to help in particular situations. Go on to think about how we can help these people to help us, by following safety rules and by speaking to a trusted adult if we feel we are in danger. Mention the number to call in an emergency and the number for Childline.</p> <p>Give each pair of children a copy of 'Who Am I? Game' so that they each have a sheet with pictures of people who help us. Ask the children to choose one of the people for their partner to guess. They then take it in turns to ask one question at a time about what their character wears, does, who they help, how they help and where they work.</p> <p>Draw a picture of someone in your community who helps you and how they help.</p> <p style="text-align: center;">You are going to draw and label them in your Nuts and Bolts books. Include anyone who is special to you, who is there for you and who helps you to stay safe.</p> <p style="text-align: center;">You might have some people in your book that are the same as others in the class but you will probably have some people that are not in anyone else's book.</p>	
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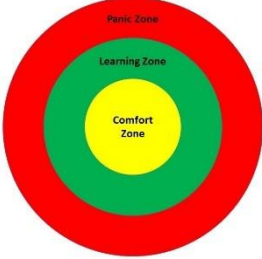
<p>Lesson 9</p> <p>Growing and Changing – Everybody’s body</p> <p>To understand the biological differences between male and female bodies.</p> <p>Give a simple definition of what is meant by stereotype</p> <p>To be able to recognise and challenge stereotypes</p> <p>To understand that boys and girls can do some tasks and enjoy the same things but that stories and television</p>	<p>Recognise some different kinds of stereotypes such as gender stereotypes</p> <p>Describe some of the ways in which people are similar</p> <p>Describe some of the ways in which people are different</p> <p>Give a simple definition of what is meant by stereotype</p> <p>To be able to recognise and challenge stereotypes</p> <p>To understand that boys and girls can do some tasks and enjoy the same things but that stories and television</p>	<p>penis, testicles, vulva and vagina</p> <p>boy</p> <p>girl</p> <p>stereotype</p>	<p>Key questions:</p> <p>What do people say that girls/boys like/like to do?</p> <p>Is it true that only boys do some things and girls do other?</p> <p>How do we recognise stereotypes and why do we need to challenge stereotypes?</p> <p>What stereotypes do we regularly encounter?</p> <p>What are the correct words for the external parts of the body?</p> <p>What are the differences between boys and girls?</p> <p>What are the differences between boys and girls bodies?</p> <p>Draw an outline of a person on a piece of sugar paper/ on the board. Ask children whether they think it is a boy or a girl. Give the outline a gender-neutral name, like Sam, Pat or Chris. Do they know yet if it is a boy or a girl?</p> <p>Continue by making up some details about the outline. E.g. the sport they like best, what job they want when they grow up, what their favourite colour is.</p> <p>What gender do you think the outline is now? Challenge any gender stereotypes here. They may say he is a boy because of his name, a girl because of her favourite colour etc.</p> <p>Begin by sharing some of the ‘Gender stereotype discussion cards’ and ask children to say whether they think the cards show true or false. (If there are any interesting answers, challenge children to explain their thoughts).</p> <p>If stereotypes are reinforced by the pupils’ comments, use further questioning or provide examples to challenge their thinking.</p>	
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	<p>sometimes says that boys do this and girls do that</p> <p>To be able to name the main external parts of the body</p>		<p>Explain that whilst there are lots of things that are the same about all children, one difference comes when babies are born and the doctor says whether they are male or female by looking at their body parts.</p> <p>Ask children to help label/ stick picture of what makes boys and girls different. This is a good time to remind about the areas of our body we mean when we talk about private parts and link it back to the Autumn learning on PANTS.</p> <p>Explain that these are the genitals – the parts that the doctor looks at to say if the baby is male or female. Explain that these parts can look a bit different in the same way that our ears, eyes and noses can look different from other people’s.</p> <p>Discuss how people have different names for their private parts that there are some scientific words that are important for them to learn. Ask if anyone knows the ‘science’ name for male and female genitals? Write the words on the board ensuring the following are included; penis, testicles, vulva and vagina and say the words aloud.</p> <p>Give each group the ‘Body parts’ and ‘Body outlines’. Ask the children to work together to correctly organize the labels on the body outlines.</p> <p>Ask the children to share their learning with a partner using the sentence starter ‘Before this lesson, I didn’t know that...but now I know that...’.</p> <p>Ask the children to look back at their boy/girl drawing from the beginning of the lesson. With a different coloured pen/pencil ask them to amend anything that they now think was not right or add in their new learning.</p> <p>Class task</p> <p>Using photographs, show a variety of people of all genders and ask children to decide in their heads which one of these they would most like to have as their teacher?</p>	
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			 <p>2) Ask everyone to guess which:</p> <ul style="list-style-type: none"> • two people are doctors (C and E) • person is a car mechanic (B) • person plays the violin (D) • person is a teacher (A) • person is a headteacher (F) <p>This will illustrate that the assumptions we make based just on what someone looks like can often be wrong.</p> <p><i>Read 'pink is for boys' by Robb Pearlman</i></p>	
<p>Lesson 10</p> <p>Growing and Changing – Getting older</p> <p>To understand that our needs and responsibilities change as we get older.</p>	<p>To know that stages of human life cycle</p> <p>Know how they have grown and changed since they were a baby and know that they will go on growing and changing as they become adults</p>	<p>Adult Child Growing Teenager important</p>	<p>Key questions:</p> <p>How have I changed since I was a baby?</p> <p>How do we know we are growing?</p> <p>How do we feel about growing up?</p> <p>Ask the children to share some of their ideas about what they might be able to do next year that they can't do now.</p> <p>Ask children if they can think of any differences between children and adults. They might come up with physical differences in appearance, things that adults know or can do that children can't or behaviours. Share their ideas, giving children the opportunity to talk to their partner about things they would like to do when they are older and jobs they would like to have as an adult.</p>	

	To be able to name the main external parts of the body		<p>Ask children to think about the words 'independent' and 'responsibility' and what they mean. Ask them to share any responsibilities they already have, such as looking after the family pet or making their bed. Go on to look at the responsibilities adults have and what would happen if the things they are responsible for didn't get done, such as food shopping, picking the children up from school or washing the clothes.</p> <p>Give the children a picture of a ladder or ask them to draw one in their Nuts and Bolts books. Explain that in each section of the ladder they are going to draw a picture of themselves at some point in the future. They might start at the bottom of the ladder with a picture of them in a year's time having achieved the thing they mentioned at the start of the lesson. In the next area they may draw a picture of themselves in Years 5 or 6. They could then add a picture of themselves as a teenager and one of them as an adult at the top.</p> <p>In groups ask the children to sort the 'Diamond Nine Statements'. They need to decide which are the most important things about getting older and which are the least important. Ask each group to feedback and explain their ordering.</p>	
<p>Lesson 11</p> <p>Growing and Changing – Changes</p> <p>Physical Health and Mental Wellbeing</p> <p>To recognise that 'big</p>	<p>Develop strategies for coping with difficult or confusing emotions</p> <p>Know that change in a normal part of life and that</p>	<p>Change Emotions Strategies Comfort zone Panic zone</p>	<p>What emotions and feelings are association we change?</p> <p>Is change a normal part of life? Does it happen to everyone?</p> <p>Can we plan for change? And when can't we?</p> <p>What changes might I or other children experience in our lives?</p> <p>Who could I go to if I need help with change?</p>	

<p>changes' may make us feel 'big emotions'</p>	<p>sometimes we can plan for it and sometimes we can't</p> <p>Identify changes that they are other children might experience in their lives</p> <p>Name some emotions that they or others might feel at particular times of change</p> <p>Suggest some strategies they might use to cope with times of change, including approaching others for help</p>		<p>What changes can be positive and might be something to look forward to?</p> <p>What strategies could I use for coping with difficult or confusing emotions?</p> <p>Start the lesson by sitting in a circle and playing the circle game 'All Change'. When you call out a criteria such as 'Everyone with a pet dog' the children who fit the criteria must get up and change places with another person who has a pet dog. Repeat for different criteria.</p> <p>Ask the children to tell their talk partner about something in their life that changed and how it made them feel.</p> <p>Read through the slides, exploring and discussing each of the character's accounts of a change they are experiencing. Some children may wish to share their personal experiences of these changes.</p> <p>Explain that we are all different and that change affects people in different ways. It also depends on what has changed. Some changes are difficult to get used to, while other changes are exciting. Ask children to talk to their partner and try to think of 5 different emotions that change might cause a person to feel. Share their responses and ask them to explain what sort of change would make a person feel that way and why. Next reveal the emotions one at a time on the slide in the ppt asking children to show how that emotion might look.</p> <p>Discuss with the class the fact that a lot of big changes can make us feel difficult emotions. We often need help when we feel negative emotions, such as anxiety, sadness or anger. Can they think of anything a person could do if they felt these emotions.</p> <p>Using MAIN coping with change – give children strategies to dealing with change. Encourage them to share ideas and thought.</p> <p>On the playground, draw the zone circle.</p>	
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			 <p>Give children scenarios and ask them to point to where they would be on the circle. Ask children to help strategies children could use when they are in the panic zone.</p>	
Lesson 12	<p>Know how it feels to do or start something new, and have some ways to cope with these feelings</p> <p>Know that change can be positive and something to look forward to</p>		<p>Growing and Changing – Changes</p> <p>Transition to the Juniors</p>	

Progression of Skills

Essential Characteristics

By the end of Key Stage One a successful citizen of the world will...

- Try new things – children have a Growth Mindset and are willing to try new things even if they think it might be challenging.
- Work hard – children understand that working is good and not something that should be avoided. They recognise that it may take lots of practise to become good at something and that in real life success is not instant or easy for anyone.
- Concentrate – children know how to focus and concentrate in a variety of settings. They recognise the importance of this and know what helps or hinders their ability to focus and concentrate.
- Push themselves – children know that to be a successful learner they have to push themselves. This could be when they don't feel like doing something, when they feel shy, when they think they might fail or when their friends are trying to stop them doing what they want to do.
- Imagine – children know that to imagine is a wonderful thing. They recognise the importance of having ideas and respecting other people's ideas.
- Improve – children know that great things do not happen suddenly. They are the result of editing and refinement. They understand that improving their work does not mean there is anything wrong with what they have produced but look for ways to make it better, including taking suggestions from peers.
- Understand others – children understand how the world works but also how they can use what they know to try to be useful to others. They recognise people have different experiences and opinions and are respectful of this.
- Not give up – children understand that they are not alone when something doesn't go right for them. They know that other people have had upsets and that they have bounced back from them. They have ways to bounce back when they feel something hasn't worked for them.

EYFS Autumn - Relationships

Self Regulation	Express their feelings and consider the feelings of others
	Identify and moderate their own feelings socially and emotionally
	Manage their own needs
Managing Self	See themselves as a valuable individual
	Shows resilience and perseverance in the face of challenge

Building Relationships	Build constructive and respectful relationships
	Think about the perspectives of others
EYFS Spring – Living In The Wider World	
Self Regulation	Express their feelings and consider the feelings of others
	Identify and moderate their own feelings socially and emotionally
	Manage their own needs
	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)
	Set and work towards simple goals, being able to wait for what they want and control their immediate impulse when appropriate (ELG)
	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)
Managing Self	See themselves as a valuable individual
	Shows resilience and perseverance in the face of challenge
	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)
	Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)
Building Relationships	Build constructive and respectful relationships
	Think about the perspectives of others
	Form positive attachments to adults and friendships with peers (ELG)
	Show sensitivity to their own and to others' needs (ELG)
	Work and play cooperatively and take turns with others (ELG)
EYFS Summer – Health and Wellbeing	
Self Regulation	Express their feelings and consider the feelings of others
	Identify and moderate their own feelings socially and emotionally

	Manage their own needs
	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)
	Set and work towards simple goals, being able to wait for what they want and control their immediate impulse when appropriate (ELG)
	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)
Managing Self	See themselves as a valuable individual
	Shows resilience and perseverance in the face of challenge
	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)
	Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)
Building Relationships	Build constructive and respectful relationships
	Think about the perspectives of others
	Form positive attachments to adults and friendships with peers (ELG)
	Show sensitivity to their own and to others' needs (ELG)
	Work and play cooperatively and take turns with others (ELG)
KS1 – Health and Wellbeing; Healthy Lifestyles (Physical Wellbeing)	
	Yr 1 Aut Yr 1 Spr Yr 1 Sum Yr 2 Aut Yr 2 Spr Yr 2 Sum
H1 about what keeping healthy means; different ways to keep healthy	X
H2 about foods that support good health and the risks of eating too much sugar	X
H3 about how physical activity helps us to stay healthy; and ways to be physically active everyday	X

H4 about why sleep is important and different ways to rest and relax			X			X
H5 simple hygiene routines that can stop germs from spreading			X			
H6 that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy						X
H7 about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental care			X			X
H8 how to keep safe in the sun and protect skin from sun damage			X			
H9 about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV			X			
H10 about the people who help us to stay physically healthy						X
KS1 – Health and Wellbeing; Mental Health						
H11 about different feelings that humans can experience	X	X	X	X	X	X
H12 how to recognise and name different feelings	X	X	X	X	X	X
H13 how feelings can affect people's bodies and how they behave	X	X	X	X	X	X
H14 how to recognise what others might be feeling	X	X	X	X	X	X
H15 to recognise that not everyone feels the same at the same time, or feels the same about the same things	X	X	X	X	X	X
H16 about ways of sharing feelings; a range of words to describe feelings	X	X	X	X	X	X
H17 about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)			X			X

H18 different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good			X			X
H19 to recognise when they need help with feelings; that it is important to ask for help with feelings and how to ask for it	X	X	X	X	X	X
H20 about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better			X			X
KS1 – Health and Wellbeing; Ourselves, Growing and Changing						
H21 to recognise what makes them special	X			X		
H22 to recognise the ways in which we are all unique		X				
H23 to identify what they are good at, what they like and dislike	X			X		
H24 how to manage when finding things difficult			X			X
H25 to name the main parts of the body including external genitalia e.g. vulva, vagina, penis, testicles				X		X
H26 about growing and changing from young to old and how people's needs change			X			X
H27 about preparing to move to a new class / year group			X			X
KS1 – Health and Wellbeing; Keeping Safe						
H28 about rules and age restrictions that keep us safe			X			
H29 to recognise risk in simple everyday situations and what action to take to minimise harm						X
H30 about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)						X

H31 that household products (including medicines) can be harmful if not used correctly						X
H32 ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely						X
H33 about the people whose job it is to help keep us safe						X
H34 basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them		X	X	X	X	X
H35 about what to do if there is an accident and someone is hurt						X
H36 how to get help in an emergency (how to dial 999 and what to say)						X
KS1 – Health and Wellbeing; Drugs, Alcohol and Tobacco						
H37 about things that people can put into their body or on their skin; how these can affect how people feel			X			X
KS1 – Relationships; Families and Close Positive Relationships						
R1 about the roles different people play in our lives	X			X		
R2 to identify the people who love and care for them and what they do to help them feel cared for	X			X		
R3 about different types of families including those that may be different to their own	X			X		
R4 to identify common features of family life	X			X		

R5 that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	X			X		
KS1 – Relationships; Friendships						
R6 about how people make friends and what makes a good friendship	X			X		
R7 about how to recognise when they or someone else feels lonely and what to do	X			X		
R8 simple strategies to resolve arguments between friends positively	X			X		
R9 how to ask for help if a friendship is making them feel unhappy	X			X		
KS1 – Relationships; Managing Hurtful Behaviour and Bullying						
R10 that bodies and feelings can be hurt by words and actions; that people can say hurtful things online		X			X	
R11 about how people may feel if they experience hurtful behaviour or bullying					X	
R12 that hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying, the importance of telling a trusted adult	X	X	X	X	X	X
KS1 – Relationships; Safe Relationships						
R13 to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	x			x		x
R14 that sometimes people may behave differently online, including by pretending to be someone they are not				x		
R15 how to respond safely to adults they don't know	x			x		x

R16 about how to respond if physical contact makes them feel uncomfortable or unsafe	x			x		
R17 about knowing there are situations when they should ask for permission and also when their permission should be sought		x	x	x		
R18 about the importance of not keeping adults' secrets, only happy surprises that others will find out about eventually	x			x		
R19 basic techniques for resisting pressure to do something they don't want to do and which may make them feel unsafe	x			x		
R20 what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	x			x		
KS1 – Relationships; Respecting Self and Others						
R21 about what is kind and unkind behaviour, and how this can affect others	x	x	x	x	x	x
R22 about how to treat themselves and others with respect; how to be polite and courteous		x			x	
R23 to recognise the ways in which they are the same and different to others		x			x	x
R24 how to listen to other people and play and work cooperatively	x	x	x	x	x	x
R25 how to talk about and share their opinions on things that matter to them						x
KS1 – Living In The Wider World; Shared Responsibilities						
L1 about what rules are, why they are needed, and why different rules are needed for different situations	x			x		

L2 how people and other living things have different needs; about the responsibilities of caring for them	X	X				X
L3 about things they can do to help look after their environment	X	X		X		
KS1 – Living In The Wider World; Communities						
L4 about the different groups they belong to	X	X		X		
L5 about the different roles and responsibilities people have in their community		X	X	X		
L6 to recognise the ways they are the same as, and different to, other people	X			X	X	
KS1 – Living In The Wider World; Media Literacy and Digital Resilience						
L7 about how the internet and digital devices can be used safely to find things out and to communicate with others		X	X		X	X
L8 about the role of the internet in everyday life		X	X		X	
L9 that not all information seen online is true			X			X
KS1 – Living In The Wider World; Economic Wellbeing; Money						
L10 what money is; forms that money comes in; that money comes from different sources		X			X	
L11 that people make different choices about how to save and spend money		X			X	
L12 about the difference between needs and wants; that sometimes people may not always be able to have the things they want					X	
L13 that money needs to be looked after; different ways of doing this					X	
KS1 – Living In The Wider World; Economic Wellbeing; Aspirations, Work and Career						

L14 that everyone has different strengths		X				
L15 that jobs help people to earn money to pay for things					X	
L16 different jobs that people they know or people who work in the community do		X			X	
L17 about some of the strengths and interests someone might need to do different jobs		X				