



MTP - KS1 PSHE

Intent	PSHE forms the bedrock of our curriculum at the Federation. It provides children with the vital knowledge, vocabulary, and emotional literacy required to navigate an ever-changing world safely, healthily, and productively. Our curriculum is deliberately sequenced as a spiral framework. In Key Stage 1, we focus heavily on the foundational building blocks of safety, emotional regulation, and positive relationships—such as identifying trusted adults, understanding personal boundaries, and basic emergency responses, preparing them for their journey into Key Stage 2. As pupils progress into Key Stage 2, this knowledge is re-visited and deepened. They are challenged with complex, age-appropriate concepts that encourage them to become open-minded, resilient global citizens. Our intent directly delivers the statutory Department for Education guidelines for Relationships and Health Education. The curriculum is adaptively designed to ensure all learners acquire the communication skills needed to voice their boundaries and seek support. By fostering curiosity, critical thinking, and mutual respect, our PSHE curriculum develops well-rounded individuals who are emotionally prepared for the transition to secondary school and ready to contribute positively to modern British society. Yellow = friendship units Blue = community units Green = self-esteem and safety Purple = British Values					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 Big Think: How am I special?	 Big Think: We are all the same. True or False?	 Big Think: How can I keep myself safe?	 Big Think: How am I part of a community?	 Big Think: How am I ambitious?	 Big Think: How have I changed?
Year R	All about me To discuss feelings Read the story of Goldilocks and the Three Bears, as you read through the story discuss the characters feelings e.g how did baby bear feel when he discovered his chair had been broken? Children will explore a variety of different feelings To recognise different feelings Re-read the story of Goldilocks and the Three Bears, discuss the different feelings the characters had. Have a selection of scenarios in a feely bag how would you feel (happy, lonely, sad, scared)? To Talk about myself In small groups children will have a photograph of themselves, encourage the children to talk about themselves e.g My name is I am years old	Let's celebrate To celebrate differences Read the story of Elmer, are the elephants all the same? Look at hair, eye colour explore our differences, discuss we are all unique, we are all special. Record children's responses in our floor book To recognise how we can help Recap and celebrate the special people in our lives. Through roleplay and puppets discuss the puppet is sad because someone has been unkind, how can we help them? Are there adults we could ask to help? Record the children's responses in the floor book To recognise our families are unique Read My Two Dads Think who puts us to bed, makes us breakfast? Compare to other stories such as My Two Dads or Owl Babies. Discuss how are families are	Keeping safe To discuss what goes into my body (over two weeks) Class puppet to have a selection of objects, talk about some objects are safe to go into our body, some are not. Children to sort the objects and take a photograph for our floor book. Show the children a toothbrush and toothpaste why is it important to brush our teeth? Talk about calcium in food. Class Puppet to not feel well, discuss how medicines go into our bodies but only if our grown-ups say so, it is important that the correct quantities are given. Discuss why it is important to wash our hands to stop To discuss goes onto my body Have a selection of clothes, including shoes, sock, coat apron. Use a visual timetable	I am part of a community To make a difference at home Discuss with the children who is in their family, remind everyone that their family is unique. Who looks after you? Do you look after anyone? (Identify any low-level young carer roles in the house) Roleplay with the class puppet the following situations and how we should react. Your Dad/Mum/Grandma/Uncle is working hard to get dinner ready. Your sister is sick Your Mum/Dad has come home from work and looks very tired. Your parent/carer is worried about buying presents for everyone (choose an appropriate present-giving occasion for	I can do it! To give new things a go Read Rosie Revere Engineer, think what are your dreams? How do you give new things a go? If you don't achieve your new goal straight, how can you keep on going (this is called resilience) To recognise hard work is needed to achieve my goals Look at some of the dreams from last week, how can we achieve them? Has anyone had to show resilience? I can make healthy food choices Have a bag of food discuss what is healthy food" sometimes" food. Children to sort food out Has anyone ever tried a new food? I can recognise the importance of keeping my body healthy	Growing and Changing I can talk about changes Re read the story of the Very Hungry Caterpillar talk about the changes that happened in the story. Look at the changes that occur in animals e.g. a piglet becomes a pig, calf - cow, lamb - sheep. I can talk about changes in my life Read the story Once there were giants Look back at a photo of when we are younger, how have you changed? I can recognise where babies come from Read there is a House inside my Mummy Name different body parts recap watching the NSPCC pants video I can talk about changes that happen in school x3 sessions



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	I haveeyes Children will understand we all look different To talk about special interests Children to talk about a toy or photograph that is special to them. It is special because.... Children to develop an awareness that we all like different things. To name special people in my life Look at photographs of our families. Talk about who is special to you. Children to recognise that everyone has different families/special people. To recognise who can help me Remind the children of the people who are special to them. Have a selection of photos of people who can help in the community such as a lollypop person, school police, fire fighter, discuss with the children how they help us.	all different and we are all unique we are all special. Record children's responses in the floor book. To be sensitive to my friends Read the story Kippers Birthday. How did Kippers friends help him? How do you help your friends? How does your friend help you? Record children's responses in floor book Through puppets role play helping someone. To be sensitive to my friends Roleplay class puppet being scared when they started school, discuss how can we help the puppet, think back to when you first started school who helped you? To learn to solve a problem Role play with the class puppet children arguing over a toy. Children to think of ways to help using the sentence Would it help ifrecord ideas in the floor book.	to look at times of the day we put different clothes on? Discuss that we need to wear some of them to keep us safe e.g reflective jacket at night so we are visible, coat to keep us warm. To understand how to be safe indoors and outdoors. Show the children a photograph of a kitchen Look at the hazards. A Kettle of boiling water (talk also about hot drinks, too). Cooker with a pan (note that the handle is not turned inwards; this would make it safer). Electric socket (discuss keeping fingers away from these - risk of an electric shock). Matches (risk of fire). In the bathroom Look at a photograph of the bathroom Deep water in the bath (care must be taken not to slip in the bath and fall in the water - this could cause injury and risk of drowning). Hot water (care is needed around hot water taps as water can be very hot from these and can burn). Slippery surface (wet tiles can cause slips and falls). To recognise how to stay safe online	this - e.g. Christmas, Eid etc.). Your older sister/brother is cross because s/he can't play on his game anymore To recognise how to look after my friends Have a look at the pictures of the following situations You are playing with friends and you notice one person alone who seems sad. Someone fell down and is hurt. Your friend is at your house for the first time and really wants to play with your favourite toy. Your friend has told you that their pet has died. Your friend at school has told you they feel poorly. Your friend is cross or angry. How can we help? Create a fuzzy feeling jam jar The fuzzy feeling is the feeling someone has when they are looked after and when someone looks after another. When a child spots a fuzzy feeling or receives a fuzzy feeling they can share it and ask to put a pom-pom in the jar. Discuss with the children ways they can help at school	Show the children a photograph of a child feeling sad. How can they cheer themselves up Be active - things that help us to keep physically fit, such as walking, running, exercise, playground games etc. Give to others - not just gifts, but things like time, kindness, activities such as quietly sitting with a book, slow breathing practise, taking notice of things around us, including nature, the weather etc. Be creative - any creative activity, for example singing, painting, dancing, model-making, mark-making etc. Connect with others - this can be people at home and in the wider family and people at school or other groups that children take part in. I know it is important to have a good night sleep Role play the puppet being really tired and grumpy. Establish that this is because they didn't have a good night's sleep. As a small group plan a good night routine, use the following objects Soap, Toothbrush, and toothpaste, Shampoo, Brush/comb. How will these support us to sleep well? I know how to exercise to keep my body healthy	Have a walk around the school look at the different age groups of children talk about how Year 6 used to be in Year R. Generate questions to ask key adults about going to school. Children to ask the questions they have generated Children to talk about personal experiences in year R and the changes that they are going to make. There will also be opportunities for transitions during this half term
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			Watch Smartie Penguin HD Internet Safety Story for Early Years	To make a difference in my class. Role play the puppet not helping at tidy up time. Why is it important to help keep our room tidy? How can we work as a team to keep our classroom tidy? Introduce tidy posters ask the children to come up with rules for keeping the area tidy. To make a difference in my school grounds What is special about our school grounds? How do you care for our school grounds? Can we make our schoolgrounds a better place? Think about the wider world Why is water so precious? Who/what needs water? Have an environment walk, think about ways we can improve our school grounds. To identify the uses of money Read the Great Pet Sale by Mick Inkpen What have you heard about money? Where do we have money? What does it look like? Follow this with a discussion about money. Prompts you could ask are: How do people/our parents/carers/grown-ups get money?	Recap the importance of keeping healthy by brushing our teeth, washing our hands, having a good night sleep, eating healthy food. Why is it important to exercise our bodies, create a list of different ways to exercise? Children should then experiment with different exercises and feel the changes in their heart rate.	
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				What do we do with money? Why do we need money? To keep my money safe • Do we need to keep money safe? • Why do we need to keep money safe? • How do people keep money safe? Provide materials (either fabric or paper) for children to design and make their own purses or wallets to keep their pocket money safe (or to use in the role play shop.		
	Substantive (Knowledge) • I know my feelings: I know how to name emotions like happy, sad, scared, and lonely, and I know that people and story characters feel different things depending on what happens to them. • I know myself: I know my own name, age, eye colour, and what I like to play with, and I know that everyone looks different and likes different things. • I know my community: I know that everyone has a different family, and I know that community helpers like firefighters, police officers, and lollipop people are there to help and protect us. Disciplinary (Skills)	Substantive (Knowledge) • I know that everyone is unique: I know that we all have different physical features (like hair and eye colour) and different family structures (like having two dads), and I know that these differences make us all special. • I know how to get help: I know that if someone is sad, unkind, or scared, there are special people and trusted adults in my life who can help fix the problem. • I know what it means to be a good friend: I know that friends help each other feel better when they are scared or sad, and I know that sharing and taking turns are ways to solve arguments. Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)



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	- I can talk about feelings: I can look at a story or a situation and explain how someone else might be feeling, like why Baby Bear was sad about his broken chair. - I can share my own story: I can use photos and objects to describe myself to a group, talking clearly about my appearance, my age, and the things that are special to me. - I can listen and show respect: I can listen to my friends talk about their interests and families, showing that I understand and respect that we are all different.	- I can talk about what makes me and others special: I can use stories like <i>Elmer</i> and <i>My Two Dads</i> to spot and describe differences in people and families. - I can use puppets and roleplay to show empathy: I can act out scenarios to show how to comfort a friend who is feeling scared, sad, or lonely. - I can help solve arguments: I can use the phrase "Would it help if...?" to suggest fair ways to share toys and resolve a problem with my friends.				
Year 1	 Big Think: Do you think some emotions are better than others?	 Big Think: What does the artist mean when he says everyone is the same and everyone is different?	 Big Think: Being safe means crossing the road safely. True or false?	 Big Think: My rights are more important than anyone else's. True or false?	 Big Think: What can I aspire to do and be?	 Big Think: What can I do to keep myself healthy
	Happy Relationships To understand the importance of classroom rules explore the role of the teacher and the student in the classroom - initial ideas identify classroom rules we all choose to follow - initial ideas read and discuss The Book of Rules about the consequences of misbehaviour draw social story for situations in story as a class draw social story for real situations (no monsters!) and negative outcome draw social story for better outcome as a class sort classroom rules into ones we agree with and ones we don't show different rules - children move doll or cut out figure to show	We are all Different To understand that we are all different explore pictures of animals - what do they have in common? What is different? show animals with particular skills - what is different about them and how does it help them? discuss how differences can be good in people too in circle, play high fives. One child says they like x, and the next child repeats the sentence if they agree. They turn to next person and say something they like, and so on. High-five each time. If disagree, the child says I don't like x. Still high-five. share The Same But Different Too children have two x role on the wall. What is the same and what is different?	Keeping Safe To understand the importance of sleep have blanket, teddy bear etc ready and teacher to start lesson by yawning, stretching and going to sleep ask children why they think you needed a nap show images of tired and alert children - who got enough sleep? How can you tell? match questions and answers (why do we need sleep? To help the body rest and grow; why children need more sleep than adults? They are still growing and developing; How might you feel if you don't get enough sleep?). concept cartoon - who is correct about the amount of sleep needed? For a 5-year-old, 11 hours is the correct answer!	My Rights and Respect To understand how my behaviour affects other people read Bad Mood Bear show children images from book - is this helpful or unhelpful behaviour? who else was affected by the bear's mood? Show children spheres of influence - who was the most upset? Place on correct sphere. Add additional characters such as teacher or friends etc. recap how the bear made amends drama - how would you respond if the bear apologised and tried to do the right thing? drama - each pair given scenario. Act out the wrong way and then the right way discuss how else we can make amends	Being my Best To understand the importance of a healthy lifestyle sort food into healthy and unhealthy discuss how we know concept cartoon - Mrs Webb says she will never eat something unhealthy again. Is this a good attitude? Why? create class letter to Mrs Webb - children choose correct advice to stick on sheet, e.g brush your teeth twice a day for two minutes, eat it as a treat etc - plus some which are not correct show children cartoon images of different food groups in hard hats/ high vis vests learn what foods do - carbohydrates give us energy (show the image and all children run on spot shouting	Growing and Changing To understand that exercise and sleep are important to keep healthy Recap with the children the healthy food choices that they make and that food pays an important part in being healthy. Introduce the idea that an alien has landed on planet earth, he keeps not feeling well, how do we know what is healthy or not? Discuss a variety of scenarios and how they are good for our bodies. e.g. getting a good night sleep, brushing your teeth morning and evening, getting exercise, washing your hands after going to the toilet, drinking water, breathing in oxygen



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whether it is followed at home, school, in public - take photos children are given pictures of how different rules and circle how it makes them feel To practise classroom behaviour explore active listening through modelling inactive tell children that you are Robo-Teacher and clearly need an update to your technology - what would they change teacher to record on role on the wall inside role on the wall, record how it made them feel - link to Zones of Regulation model Robo-Teacher again, asking for children's support to improve children share key information about themselves (have pre-prepared cards) and all model active listening teacher read out key facts - children put hand up if their partner fits the criteria use dolls to model story of Jessica, Jade and Amal children complete speech bubble to show how characters are feeling To understand different emotions (DOUBLE LESSON) explore the book Colour Monster children identify emotions they saw - can they add more from Zones of Regulation? (write words on cards) move cards to comfortable or uncomfortable show children pictures from fairy tales or nursery rhymes and ask them to fill in the stem sentence "Today, ____ feels ____ because ____." Model first. Give children Zones of Regulation sheet in groups and move their name or picture to different places - how do they feel in different places?	To explore the meanings of unkindness and bullying read How to be a Lion discuss how Lion is the same and different from those around him Big Think question: were the other lions unkind or bullying? Take class vote show children definitions of bully/tease/ unkind explore situations and sort into categories Big Think question: were the other lions unkind or bullying? create a series of steps for children to take if they are experiencing unkind behaviour create anti-bullying pledge and all sign with handprint To understand how rules keep us safe quick fire how many rules children can think of read No Frogs in School discuss whether the rule was fair explore whether any school rules we have are unfair teach children signs for debate - I have a point, I want to build on that, I agree, I disagree debate whether one school rule should be changed in tables, each group discusses one rule and if they agree with it identify relevant right of the child discuss how children can voice their concerns To explain the difference between unkind and unfair read Fair Shares Big Question: was Hare being unfair? Was Hare being unkind? children vote with their lollipop sticks/ photos children create class definition share situations (including sharing) and children in groups identify fair/ unfair ask children whether being unfair is kind/ unkind	tell children you are Robo-teacher - get them to give instructions about how to get ready for bed (have props) give children images of things before bed - stick them in their book in the order for them play relaxing music and children unwind. Mime carrying out activities, dim lights etc suddenly, turn on all lights/ board/ play loud music discuss how this represents going on a device before bed for our brains unwind again To recognise my body's signs when I'm unsafe Recap on safe and healthy sleep - what changes have children made? share Ruby Finds a Worry look at situations which make lots of people excited (e.g. birthday party, being alone in the dark, etc). How does Ruby feel about them? show role on the wall and children share how their body reacts to worry, anxiety, nerves or fear (e.g. fizzy feet, butterflies, tight chest, sweaty hands) explain that our body is helping us by giving us messages. Children share where they feel these emotions look at image of Ruby's worry. Children to create their own worry art to reflect how they feel sticker - what might make you feel like that? explore how Ruby's worry shrunk give children ball made of bits of string - pass it around the circle sharing who they can talk to (ask for specifics - not just a teacher) and remove one bit of string each time children to then have image of string ball and next to each loose thread write their own person who can help	come up with words we can say to make people happy use chalk to decorate playground with kind words and phrases To explain my responsibility to my environment show images of different environments and ask children which is an environment explain they all are discuss which we find ourselves in often show definition of environment and picture of groundskeeper ask who is responsible for keeping environment tidy, clean, safe give children labels as badges as Safety Officers and ask them to find safe and unsafe things/ things they like and don't like around school (classroom, playground, hall etc) - if possible, do in groups throughout afternoon explain to children they are writing a prospectus to encourage more people to come to school show pictures of different parts of school which would convince children to come? Share ideas then children stick one in book and explain why in green, children add notes to their picture to show how we can look after them read It's Only One (Tracey Corderoy) show image of things going wrong and things going right side-by-side - play spot the difference To explain my responsibility to other people and things take votes on who has pets. Draw bar chart or pictogram on board - print for books read The Pigeon Wants a Puppy discuss whether Pigeon is responsible - why not? create a class definition of responsible	CARBOHYDRATE); dairy keeps bones and teeth strong and healthy (show children image and do cheesy grin shouting DAIRY); protein builds muscle and helps them to repair themselves (show children image and show muscles shouting PROTEIN); fruit and vegetables help all of our bodies, such as our skin, heart, protection from illnesses (show children image and punch air, shouting FIVE A DAY!) quick-fire images of food and ask which group it belongs to sing 'Different Foods' song from SCARF (take photo) and children do actions sticker - a portion is roughly one handful - show pictures and circle which one IS a portion To explore foods I like that help my body and brain show children lunchbox and ask them what they would like in theirs carry out food tasting of all the different fruits and vegetables in the lunchbox children to pick the images of the food they liked task - do they think they chose a wide enough range of food? Explain using the idea of a rainbow children to be given selection of fruits and vegetables in order to create smoothie/ fruit salad (ensure there are additional adults to support) sticker - did you like your smoothie and will you make any changes to your lunchbox in the future? To understand the importance of washing and brushing our teeth teach children the song "I ____ in the morning" children to add additional steps to show their morning routine - photos children to write their own version of the song to show their routine in books	With a partner sort the pictures into those we need to stay alive, those that keep us healthy and those that are a treat. Take photos for the books. To recognise how my body has changed What changes have happened to you since you were a baby? How do you look different to when you were a baby? What are the things you can do now that you couldn't do when you were younger? What are the things you are still learning to do? Watch the video clip of a baby and toddler discuss who helps them. Have a variety of statements children to sort into true or false e.g a baby needs lots of sleep. To recognise how to care for a baby Key question Do babies need to be treated differently? Discuss is this true or false Look at the picture of the baby and create a list of things we do to care for a baby. Read the book I used to be a baby, discuss the needs of a baby. In small groups sort the pictures of things that babies need, things that they don't need. How do we keep babies clean? Using a doll look at how we change their nappy and give them a bath. To recognise who to get help from in a bullying situation Bullying is when someone teases you once true or false?
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	Use widgeits and photos and ask children to identify emotions Children make emotions with their face and body - can their partner guess? Extension: ask children to suggest why their partner may be feeling that emotion Read the Huge Bag of Worries Model putting worries into bag - children then write or draw their own and put in class bag Pull out examples and ask children where they feel the emotion (tummy ache, e.g.) Have prepared photos and widgeits of safe adults - ask who could help us with each worry Children draw around hand - write 5 safe adults they have Drama - show children strange images/ expressions like "fizzy feet" - children act it out. How do they think this person feels? Refer to body language and how this helps us respond to people. To understand the difference between physical and emotional feelings Show children image of Humpty-Dumpty. What happened to him? How does he feel? Ask children if it is a physical or emotion feeling - both. How do we know? Children share their last physical incident. Explore how the physical pain caused emotions. Share Jack and Jill. What happened to Jack? How did Jill feel? Model again. Ask children how Jack will feel next time he goes up the hill. Would a plaster help? Sing Polly Put the Kettle On. Who could Polly talk to? Share the situation cards - physical or emotional? What could we do? Model one. Then do one as a	show children comic strip of unfair. Children redraw it to show the correct behaviour challenge: can being unfair sometimes be the kindest thing? Show children image of boxes - equity To understand my community show children a balloon featuring your special people (blu-tacked) discuss what makes them special, what they have in common ask children to write ideas of what makes people special to them on sentence strips bring to the carpet and un-blutack from balloon stick them to the words given children to be given A5 paper. Draw or write special people on each one on flipchart paper children place their special people in different groups, e.g. family/ school/ faith throughout, teacher verbalises why these people are special children return to carpet. show children additional person who you have removed and explain that they aren't special anymore because they disagreed with you children to support adult conversation to rebuild friendship using puppets ask children to think about an argument they have had with a special person children use finger puppets to explore how to resolve the problem	sticker - what can we do if someone is busy when we need their help? To understand how sharing pictures can be safe and unsafe print pictures on card/ bring in printed photos - of holiday. Share. discuss - is this safe? discuss how else I could share them and what devices I could use to do so class court - sharing pictures online is the same Read Digiduck's Big Decision discuss moral of the story and hold class court again share the story Little Red Riding Hood - explain that the wolf found out personal information and impersonated someone how could this happen to us? show risks and benefits of internet and children to sort revisit Little Red Riding Hood - how could she keep herself safe? Create images such as her posting her location or wearing a red cape with her school logo and children to explain why they aren't safe stick one image in and explain - sticker To explore how to be safe around medicines show children pictures of medicines - what are they? Why might we use them? How might we take them? read Off-Limits (Helen Yoon) discuss the concept of curiosity. Why is it a good thing? What problems can it cause? go back to medicine image. Play true or false - you can take too much medicine; if you feel unwell, you can take someone else's medicine; you can take medicine you find to see if it helps; adults should keep medicine in a safe, dry, clean place; you can keep medicine in your bag at school	show children a plant that will be part of the classroom - give it a name explain that the plant needs us sort tasks into necessary and not necessary show children calendar of week - children to write on each day what needs doing to care for the plant re-read pages of The Pigeon Wants a Puppy, with images of children in the book (on flipchart) how would we feel if we were treated that way? who is responsible for taking care of us? Take ideas and then show children image of teacher in middle of web reveal links to people who take care of you children to fill in their own web teacher reveal last person on web - themselves sticker - how can we look after ourselves? To explore money and its role in my life show children examples of money for them to handle (including different currencies) what might we use it for? Use puppet to model children giving you money back for "things", such as Here is the money for sweets, Here is the money to pay my bills. Scribe ideas children order British money from smallest to largest matching task - where might the people get money from (birthday present, job, pension, pocket money) read The Mum who was Made of Money discuss moral of the story with children make story map with children and then re-draw to show positive outcome	Read Do Not Lick This Book discuss why it is important to have daily hygiene routines drama - finger puppets to act out how to behave in different situations, including washing hands and then sneezing and going straight to eat show children timeline from birth to 11 years old - when should they do different things to keep themselves clean on their own discuss and then do independently in books To understand how to carry out basic hygiene routines read Now Wash Your Hands! pass a piece of bread around the classroom and explain that it will be kept to show how germs spread use UV kit (check allergies) to coat hands and then wash use UV light to show how little hands are washed practise washing hands - use song to help re-wash hands properly handle bread again and then store separately what do the children think will happen? Why? make a prediction as a class after a week or so, revisit bread and take photos discuss what has happened and why children to draw images on table to show correct steps of handwashing bring children back to carpet and show them a 'used' tissue why shouldn't we do this? what can we do? remind children that we are all responsible for our environment sticker - what do they think Catch it, Bin it, Kill it! means? To identify how hygiene and a healthy diet supports my body and mind ask children to name as many body parts as they can as a group	Recap the following definitions: Unkind: when someone says something that is not nice, or hurtful but they do this only once (a one-off). Tease: when someone makes fun of or jokes about someone but only once (a one-off). Bully: when someone is repeatedly unkind or hurtful to another person (it's ongoing, not a one-off). Read the story of sleepy Sophie, discuss is this bullying? Have a variety of scenarios discuss who to ask for help, roleplay asking. These should be in school and at home. To understand who to talk too if we feel uncomfortable about a secret All secrets are good true or false? Class vote do you like surprises? Discuss what is a surprise? (When something you weren't expecting happens.) Can you think of a surprise you had that you liked? What was it? Look at the scenario cards and sort them into secrets and surprises. If we felt uncomfortable with any of the secrets we are being asked to keep, who could we talk too? What if that person is busy? Is it ok to say No? How can we say no? Role play asking for help. Discuss that some things are not ok to keep to ourselves. We shouldn't keep something to ourselves if we don't feel ok about it. Remember that our body has ways of telling us that
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	class. Then give each group one to feed back. To understand what it means to be a friend Teacher models sharing why they are friends with someone (no names). "My friend is..." Children take turns doing the same. Have prepared potion bottles and make potion for a friend - have some which are negative, like being big-headed or bossy. When completed, identify that children likely didn't choose the negative ones. Why? Show children picture of Perfect Peter. Is anyone really perfect? Go back to potion and ask children which "negative" things they might accept in a friend. Read The Squirrels who Squabbled. Explore how they made up. How else could we make up? Show children different options to show remorse - which would they do? Which would they prefer others to do? Children set themselves a friendship target based on what they find hard (that they've learned today).		give children scenarios with medicine and ask them to role play the right actions with puppets - include taking medicine you find and taking medicine past its expiration date feedback scenarios to class to address any misconceptions give children prescription pad. Be the doctor and give prescription of things other than medicine that can make you feel better To explore the concept of loss (<i>be aware of bereavements during this lesson</i>) ask children if they have seen class animal toy (or similar). Explain that you have looked for it and role play becoming upset show children widgits - ask how they think you feel read The Paper Dolls (Julia Donaldson) children practise making paper dolls and decorate - take time over these ask children to show the widgit card (in table groups) they feel, would feel if they lost a toy, would feel if they found it etc give children paper doll task with stages of loss included and children write how they feel (e.g., I have a toy in doll 1. I lost my toy in doll 2 etc) sticker - why is it upsetting to lose something?	concept cartoons on each table - I want a book which costs £10 but I only have £1.50 - what can I do? Mum says she can't buy my the toy I want until the end of the month - why? This child says they will save their money - what does that mean? children draw picture of their home and family - annotate outside what they spend money on sticker - this child has lost their 20p. What could they have done to keep it safe? To practise basic first aid watch film to see what Red Cross do discuss why we need to be kind to others give children continuum and ask them to place their picture where they feel they are in confidence helping someone else then move to ask how they feel helping when someone is hurt role on the wall - what injuries might someone have? <i>Be aware of bereavements</i> give different pictures to each table and carousel activities - bump on the head, cut on knee, been sick, twisted ankle, nosebleed - fix teddy/ doll rotate and then feed back to class give prescription pad and then give 1 simple instruction show children image of nosebleed or sick child - discuss why we need to keep ourselves safe in these situations sticker - give three ways to be safe	role on the wall - add labels for internal and external body parts share play Simon Says to point to parts of the body Professor of Medicine at Oxford quiz (pick particular body parts, internal and external) and ask children to identify them or the role they play ask children what they think poo is made of - highlight that unhealthy and healthy food all goes into waste - and into our bodies! children draw around one in their group and they put body parts into it give children food images and ask them what part of the body they think it would help sticker - if you were a Professor of Medicine and a child told you they wanted a chocolate bar, what would you recommend? (look for brushing teeth well, only as a treat, washing hands)	something isn't right. Recap physical signs, e.g Butterflies in the tummy Feeling hot Feeling sweaty Feeling sick Hands might shake Needing the toilet Going red in the face Other ideas... To recognise how to keep our private areas private Watch the NSPCC pant video In small groups have a photograph of a baby, a child a toilet and a nappy. What happens when a baby goes to the toilet? What happens when you go to the toilet? Who helps the baby? How do they help? Who would you ask to help go to the toilet? Who is an appropriate person? Explain that the names for a boy's external genitals are penis and for a girl's it's vulva and these are the names we would use if we had to talk to a Doctor or someone else we trust about our private parts, if we needed to, e.g. if they were sore. Discuss good and bad touches, sort the different scenarios. As a class review them. There will also be opportunities for transitions during this half term
	Substantive (Knowledge) I know that rules, active listening, and consequences exist to keep people safe and happy across different	Substantive (Knowledge) I know how to identify diversity and community: I know that human and animal differences are positive, and	Substantive (Knowledge) Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)



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	environments like home, school, and public places. • I know that emotions can feel comfortable or uncomfortable, that they show in our body language and physical sensations, and that emotional pain cannot be fixed by a plaster. • I know that nobody is a perfect friend and arguments happen, but we can resolve disagreements by showing remorse, choosing positive friendship traits, and sharing worries with our network of trusted adults Disciplinary (Skills) • I can use my eyes, ears, and body to show good listening, and I can use the colour zones to show how I am feeling. • I can look at someone's face and body to spot if they are hurt on the outside, sad on the inside, or carrying a worry. • I can be a kind friend even when we fall out by saying sorry, choosing to be nice, and naming 5 safe adults who can help me.	I know who my special people are across my family, school, and faith communities. • I know the difference between bullying, unkindness, and unfairness: I know the distinct definitions of these behaviours, and I know that sometimes giving people different support (equity) is the fairest and kindest choice. • I know how rules and rights protect me: I know that school rules and children's rights are designed to keep us safe, and I know there are fair steps to follow if someone is being unkind Disciplinary (Skills) • I can analyse, compare, and categorise scenarios: I can spot similarities and differences in people, and I can sort real-life situations into groups like "fair", "unfair", "teasing", or "bullying". • I can participate in a structured debate: I can use specific classroom hand signals to make a point, build on a classmate's idea, or express agreement and disagreement respectfully. • I can resolve conflicts and seek help: I can use puppets to practice fixing friendships after an argument, and I can follow a set plan to report and stop unkind behaviour.				
Year 2	 Are there are lots of different ways to make new relationships?	 Big Think: We are always growing and changing. Do you agree?	 Big Think: It is only the job of the emergency	 Big Think: Everybody has the right to feel safe? True or false?	 Big Think: It is easy to show resilience. True or False	 Big Think: Growing and Changing is easy



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Summer 2 Healthy Relationships			services to keep us safe. True or false?			
	Me and My Relationships To understand how to get along with others Key Question should all classrooms be the same? Discuss the senses of looking, listening, thinking, touch. Give each group a sense e.g sight what do the children want to see in our ideal classroom this year? Report ideas back Explain to the children for us all to get along together we need to look at some of the ideas in our ideal classroom and discuss how we will adapt our behaviour, e.g I pledge to be kind. Children to draw a self-portrait and write their pledges. This can be turned into a display. Children share pledges with others. To use a range of words to describe emotions Have a selection of emotions on cards, children need to find who has the matching emotion. With your partner discuss a time you someone might feel this emotion. Feedback to the group.	Celebrating our Differences To understand what makes us who we are play mirror game and share what we learned as a class pass mirror around the circle - can children share one thing that makes them different that is physical? repeat - can children share one thing that makes them different personality-wise? Read Perfectly Norman children complete puzzle pieces and then stick on flipchart paper (photo for books) discuss if anyone managed to be completely different what does unique mean? share our special skills and then complete personal certificate look at school values - what does community mean to us? Discuss how we need to treat each other sticker - if someone shared their personal certificate with us, what would we say that is respectful? To identify who is special to me and why read A Family is a Family is a Family have some pre-prepared rocks painted with names - where do I know them from? Where shall I place them in my zones of importance? Include Young	Keeping Safe To understand the basic ways to keep myself feeling safe and well Teacher is wrapped up in a blanket, with a thermometer etc. Discuss how teacher is feeling and what might have caused it. How can we make ourselves feel better? Take ideas and then rank them by helpfulness. Do we all agree? Teacher to share that the children's excellent behaviour has made them feel better! Children watch video of teacher getting ready for exciting event: • Going to bed early • Waking up feeling unwell • Phone call to discuss either not going or taking someone else's medicine Pause video and discuss which option teacher should do Show two more videos with options of what to do - children to vote Mrs Webb explaining what you should do - why does talking to someone else help? Can you just ask a friend? Show picture of places to get medicine - pros and cons of each (supermarket, GP, chemist, cupboard!)	My Rights and Respect To know how to be tolerant of others Key question: Does everyone behave in the same way? Have a class discussion about how people react to situations in a different way. Children to work in small groups to unpick how they would respond to situations. Write a list of what adults need to ensure children can do their best. Children to complete a section of jigsaw in their books 2 pieces of the puzzle are things that they need to do your best and 2 pieces that they can do to help others do their best. Why is it important to be tolerant of your class mates in order to be tolerant? To recognise negative emotions and how to deal with them Discuss with the children the emotions the person is feeling in the photo. Have you ever felt this way? Read my mouth is a volcano, class discussion about how the characters actions made others feel, what could be done differently	Being my Best To recognise the importance of perseverance Show the children a clip of a baby learning to walk. Discuss could the baby walk the first time they tried? Discuss how they had to persevere to be able to walk. They also showed resilience as they kept on practising and didn't give up if they made a mistake. Discuss the process on a learning line and look at the steps the baby has made. Take the children outside with a partner practise throwing and catching a ball. Do you catch it every time? How does it feel when you missed the ball? Complete answers on a body map. What words of encouragement could your partner have offered? Create a class positive thought tree focusing on persevering and resilience. To recognise that we can make healthy and unhealthy choices Sort a selection of pictures into choices we make and choices that are made for us. Discuss are any of the choices healthy or unhealthy?	Growing and Changing To give positive feedback to others Key question: feedback is always positive? Have a class discussion about how we feel when we get given feedback on to how to improve at a certain skill. Take the children outside and set up an obstacle course, in pairs navigate your partner around the course, they can only move how their partner directs them. As a class discuss: what was supportive? What helped? What didn't help? How did the person being directed feel? How might you do it differently if you did it again? Create a class poster on positive ways to give feedback to others. To know how to say goodbye to a friend Discuss with the children different times we say goodbye Key Question: saying goodbye is always easy Class discussion The Berenstain Bears' MOVING DAY.



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Look at the scenario cards and discuss a positive way to respond to the scenario. Discuss with the students an inappropriate way to respond, how would this make you feel? To help others feel happy Read the story Mr Wolf's pancakes. Pausing the story asking how Mr Wolf is feeling? What should the characters have said to the wolf? How would this have made the wolf feel? Have picture cards from the story in small groups act the scenes out, this. How did you feel when someone shouted at you? Record on our feelings map. Complete the same activity but this time respond in a positive way. How did you feel? Add to the feelings map in a positive way. To recognise the qualities of a good friend Have a selection of picture cards, sort into piles of things you like doing with your friends and things that you like doing on your own. Discuss how we are all unique and like different things.	Carer as someone who could look after them. Children to make and place their own people/ zones - do places first and then importance how do these people help us? Challenge children to come up with as many as possible - write on sentence strips and see if we can make it as long as the classroom children to use these ideas to match to their own people show children that giving our special people a card can help show them how we feel - children to make card To identify how I make others feel children to stand up and say something nice about themselves - each time, others agree read Last Stop on Market Street discuss how the boy is learning empathy - what do we think that means? when we show empathy, how do we make others feel? How do you think we behave when we feel good? complete comic strip to show how positive interactions can change outcome. Give children comic strips and they complete/ change role play to show how we can make others feel	Model taking medicine with the correct dosage - where should I put it now? Show pictures of different types of medicine and where they can be stored Children to draw image of teacher enjoying the special event once they are better - discuss that allowing yourself the chance to rest is best Sticker: apart from medicine, what else can we do to help ourselves feel better? To identify safe and unsafe situations Show pictures of Aldershot and discuss the local walk that the children did Answer questions: • Did you feel safe? Why? Did you feel unsafe? Why? • Show different pictures (e.g. bedroom, classroom) - do you feel in these places? • Show pictures of adults - do these adults make you feel safe? Teachers to be aware of safeguarding concerns. Role on the wall - where might we feel our unsafe feelings? Do as class Give children role on the wall with speech bubbles (link to Zones of Regulation) Complete the continuum as a class - discuss why	next time and what could others do to help? Discuss with the children when we 'erupt' and show our emotions, it is usually not the whole story and things have been building and bubbling below the surface. Children to create emotions volcanos to show the emotions they could have. To identify where I feel safe Key Question: Does everyone have the right to feel safe? What does it mean to feel safe? Children to sort picture cards into safe places or not. Then ask them to imagine they weren't with a grownup, are these places still safe? How do our bodies tell us when we don't feel safe? Children to have a selection of different scenarios, which adults would they ask to help them? How could they ask the adult? Discuss the emergency services, look at some different incidents which service would you call? How do you call the emergency services? Discuss the importance of genuine calls.	Who are the adults that make the choices for us? Are they healthy or not? In pairs act out a healthy choice you make in the day and less healthy choices you make. To recognise how germs can be spread and why we have vaccines. Start the lesson by having dirty hands, dip them in a bowl of water and roleplay they have been washed. Children will notice that this isn't an appropriate way to wash hands. Watch the video clip on how to wash hands appropriately and make a poster representing the five steps you follow. Discuss with the class that sometimes even when we have good hand hygiene Watch the clip operation ouch. Can anyone remember having a vaccine? Discuss with the children that our adults make the choice of if we have vaccines or not. Discuss the reasons for having the vaccines, discuss vaccines are available in some countries. To recognise the importance of good dental hygiene. Look at the photograph of a bathroom, talk about what is	Draw a picture of Bears face when they move and label the picture with the emotions they feel. If someone moves from our class what are the different ways, we can keep in touch with them. Write an email or message you would like to send them. To describe changes that happen when we grow Children to discuss how they felt when they started school and the skills they had acquired before starting school. Children to discuss the talents that they have now. Discuss the changes that have already have happened in their lives. Children to write aspirations for future changes in their lives. To prepare ourselves for moving on
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Review the picture cards and discuss what qualities a good friend has. Create a poster highlighting the qualities a good friend would have. In a pair act out a given scenario, use your poster to help you respond in a positive way. To recognise the difference between bullying and an isolated incident of being unkind Look at the word bullying on your table discuss what it means. Children to have different incidents and discuss if is bullying or not, explain your reasons. As a class discuss the different types of behaviours we might see if someone is being bullied, reinforce just having a fall out with a friend is not bullying. Explain to the children it is important to share with someone if someone has been unkind or we feel like we are being bullied. Discuss which adults we can turn to for help. Create a list and display in classroom. To recognise how to deal with bullying	To feel empowered to be myself ask children if they have ever felt left out before - discuss read Bob the Artist and answer questions give children template of Bob and children to decorate to represent themselves art exhibition - ask class to share how they decorate it and why look at headline about Bob - children to create their own for themselves ask children how others responded to Bob how can we respond to others who are different from us? go around circle, passing paintbrush to represent Bob - what can we say when we see someone different from us? Link back to Last Stop on Market Street To understand how to resolve conflicts play Hide the Word make list of active listening ideas as a class and display Read The Rabbit Listened - what did we spot that we've learned from half-term? children to resolve scenarios given (with rabbit ears) show children image of teacher not listening - what can they spot that the teacher is doing wrong? what conflicts might we see in school? In Aldershot? On the	Pair work - continuum of different situations. Photo for books. Show screenshot of the Feeling Safe survey and discuss places in school which do and don't feel safe - what can we do to help? Fill in the blanks letter to Mrs Webb to explain improvements that can be made To practise saying Yes and No to keep myself safe Give scenario and discuss (x3): • Would you feel safe? • How can we make the situation safer? • Who could help us? Picture of Kylie Watson - speech bubbles to fill in to ask for help Read story and complete voting task as a class, then repeat individually (give children support with ideas if needed) Sticker: Why is it harder to say, "I'll tell" to a friend To understand body language and consent Read Don't Hug Doug and discuss how he feels and why Look at the PANTS rules and discuss why they are so important List types of touch. Move Zones of Regulation to show how types of touch	In an emergency discuss with children the importance of keeping themselves safe too. To keep safe online Key question: You can always delete a post you have made on the internet? True or False Class discussion how do we use the internet Read the story of Goldilocks A Hastag Cautionary Tale Key discussion points, did Goldilocks gain consent from the people that she posted about online. How would her uncle have felt about the photo she posted of him online? Do you think the friends Goldilocks had made were real friends? How do you know? Should she have spoken to them on the internet? Do we have the correct perception of Goldilocks? Yes or No? How can you justify your answer? What effect has this incident had on the way Goldilocks feels? Children to create a comic script showing how Goldilocks could have kept herself and others safer. To recognise that there is a difference between spending and saving money	in our bathrooms at home. Share the ideas with the class. Talk about what would happen if you didn't use some of the products in the bathroom. Watch the bitesize video on how to brush your teeth. With a partner create a factsheet on how and why you brush your teeth. In small groups create a kit bag of all the things you need to have healthy teeth. To recognise major internal body parts (heart, blood, lungs, stomach, brain) and explain why our body needs them. Watch the clip explaining the human body. Show the children a blank body map. Through discussion establish the location of the major organs of the body, reveal the names on the body map. Children to create a poster in small groups naming the part of the body and why it is needed. To discuss how to help others using first aid. Watch the Red Cross clip spot all the ways the Red Cross helps people. How does the Red Cross show kindness?	
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	Key Question: Is it ever alright to bully someone? Review the scenarios from last week. Children to act out how they would respond, discuss what they would say? Reinforce the saying "don't do that it is not kind" Is it bullying or an isolated incident? Who they could tell? How could they make the other person feel better?	news? How do we respond to these? Who can we talk to if any of these things make us feel funny? Show children bag of worries with conflicts we've observed in - for each one, identify best people to talk to about it complete examples in books sticker - when should we walk away from a conflict?	make us feel. Does it depend on the person? Look at the pictures of people in our lives and discuss if children like this type of touch Look at images/ videos of body language and facial expression - do these people like it? How might our body react if we don't? Fill in role on the wall as a class There are lots of ways to say no. Look at pictures again (only negative) and reiterate - how are these people's faces and bodies saying no? Children to practise saying no - turn over cards to identify the way they are practising Draw around hand and list five people they can tell if they feel uncomfortable To understand the difference between secrets and surprises Show children a wrapped-up present. Discuss that this is for Mrs Webb but we can't tell her. Is that okay? Have you ever kept a secret like this before? Mr Davies says this a surprise, not a secret. What's the difference? Match up the definition. Sort simple scenarios into secret or surprise. Screenshot.	Class debate - Where does money come from? What are the different ways you can spend money? What is the difference between spending and saving? Discuss with the children the differences between wants and needs. Draw around their hand, list five things they want and five things they need. How long does it take to save? Can we have all the things we want straight away? Children to look at a variety of different scenarios and discuss with their partner should they spend or save the money? The world would be a better place without money? True or False To recognise how to improve our environment Explain to the children the environment is made up of both natural and manufactured areas. With a partner sort the pictures into natural and manufactured, what do you notice about the different environments. Share in small groups photos from around the school, in a colour write down all the things you like,	Have pictures of scenarios that might happen in day to day life match to correct first aid treatment. Ask the children to discuss You can always give first aid true or false? Remind the children of the work previously done on calling the emergency services role play calling the emergency services.	
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			Repeat again with fairy tale scenarios. Children to sort in books. Clearly state that it is not okay to keep an adult's unhappy secret. Show children scanned in example of safe adult hand and ask how this can help us if we're asked to keep a secret What if the person asking us is one of the people on our hand? Drama: children to ask out getting an adult's attention to share something that is worrying them	in another colour write down things we could improve. Report ideas back to the class. Set the children the challenge of how could we improve the specific area. Who is responsible for caring for our environment? Make a poster encouraging others to care for our school environment.		
	Substantive (Knowledge) - I know that people experience a wide range of emotions and that specific actions, words, and choices have a direct impact on how others feel. - I know that a good friend has specific qualities (such as being kind and supportive) and that every	Substantive (Knowledge) I know what makes a unique identity and community: I know the definitions of "unique" and "community", understanding that our physical traits, personalities, and special skills make us who we are and that school values dictate we must treat everyone respectfully.	Substantive (Knowledge) Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)	Substantive (Knowledge) Disciplinary (Skills)



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	individual is unique with their own preferences for playing or being alone. - I know that bullying is repetitive, negative behaviour, which is different from a one-off argument, and I know which trusted adults I can talk to for help. Disciplinary (Skills) - I can name a wide range of emotions and explain how different words and actions make myself and others feel. - I can describe what makes a good friend while respecting that everyone is unique and has different preferences. - I can tell the difference between bullying and a one-off disagreement, and I know how to set boundaries or tell a trusted adult if someone is being unkind.	- I know my support network and how empathy affects others: I know that families and support systems take many forms (including Young Carers), and I know that showing empathy—understanding how others feel—creates positive interactions that change how people behave. - I know how to identify and report conflict: I know that conflicts can happen at school, locally (in Aldershot), or on the news, and I know which trusted adults or "worry bags" to turn to when a situation makes me feel worried or unsafe. Disciplinary (Skills) - I can analyse differences and express respectful praise: I can use a mirror game, puzzles, and art to spot and explain what makes me different from others, and I can give respectful, positive feedback to my peers about their unique qualities. - I can map out relationships and change social outcomes: I can categorise my special people into "zones of importance", and I can rewrite comic strips or roleplay to show how a positive action can change a bad situation into a good one. - I can use active listening to resolve conflicts: I can practice the specific steps of active listening to solve problems (using a rabbit metaphor), demonstrate when it is right to walk away				
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		from an argument, and challenge poor listening behaviours.				
All year groups	• NSPCC workshops (every other year) • School Councillors, play leaders librarians, house captains appointed • Feeling safe survey • NSPCC kindness challenge • Friendship week	• Healthy eating • Flu immunisations • Wellbeing week • Anti-bullying • Christmas jumper day • Christmas lunches • Pantomime	• Friendship week • Internet safety week • Adults V kids sports • British Values	• Feeling safe survey 2 • Adults V kids sports	• Healthy relationships training for all teaching staff • Healthy relationships survey to parents • British values day • Adults V kids sports	• Healthy relationships • Move-up morning • Camo Day (Marlborough) • Sports day • Cultural day