

Year R	Topic	Vocab	I can statements	National Curriculum	Activities
Autumn 1 st	<p>New Beginnings</p> <p><i>NSPCC Class Assembly</i> Separate planning for NSPCC</p> <p><i>Oct – Walk to school Month</i></p> <p><i>Values Education</i></p>	Circle game Concentrate Hear See Think Speak Belonging Class Group School World People Different Like Happy Sad Excited Scared Comfortable Uncomfortable Feelings Behave Calm Special Everybody Share Take turns Join Kind New Visiting Classroom Setting	<ul style="list-style-type: none"> I know I belong to my class/group. I know the people in my class/group. I like belonging to my group/class/school. I know that people in my group/class like me. I like the ways we are all different. I can tell if I am happy or sad. I can let you know if I feel happy, excited, sad or scared. I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people). I know some ways to calm myself down when I feel scared or upset. I know that everybody in the world has feelings. I can tell you something special about me I can share in a group. I can take turns in a group. I can join in with other children playing a game. I know how to be kind to people who are new or visiting the classroom. I know what to do in my classroom/setting. 	H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H16. about ways of sharing feelings, a range of words to describe feelings 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 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 H21. to recognise what makes them special H22. to recognise the ways in which we are all unique R13. to recognise that some things are private and the importance of respecting privacy: that parts of their body covered by underwear are private R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R15. how to respond safely to adults they don't know ** R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also, when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe ** 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 R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous H23. to identify what they are good at, what they like and dislike R23. to recognise the ways in which they are the same and different to others	<p><u>Ongoing Themes</u> <i>Ensuring every child in the class has someone that they can play with during outdoor sessions. Celebrate our good choices.</i> One-minute Mindful breathing - https://www.youtube.com/watch?v=gLbK0o9Bk7Q</p> <p>Introduce circle games at the beginning of this term. Make sure that you talk about the skills the children will use each time that they do a circle activity.</p> <p>Introduce a puppet and explain that they are new in school. The puppet wants to get to know everyone better. Play rounds and ask children questions about themselves.</p> <p>My favourite colour/food/toy/book is I have a brother/sister. Share story of starting school. 'Talking photo album' with all children in the class. Print pictures of each child in a talking album. Do a short recording of them saying hello and their name).</p> <p>The four feelings to focus on are: happy excited scared (or frightened) and sad. Some feelings are 'comfortable' and some 'uncomfortable', while not giving the message that some feelings are 'bad' to have – all feelings are acceptable (although not all behaviours are). It is therefore best not to use the words 'bad' and 'good' feelings.</p> <p>Introduce Sign for feelings happy. Have a selection of pictures or photographs of children doing things and looking happy. Pass around happy emotion ball and mirror. Link to Values. Play Happy Song - Minions and everyone dances around.</p> <p>Play the 'We are special' game. 'We are special, we are clever, we are the children at WAIS school'. Circle game- Play Guess who. Describing game: Encourage the children to take digital photographs of people doing different things in the setting, 'I'm looking at someone who has brown hair, a pink dress and Who is it?'</p> <p>Pass around the sad emotion ball and introduce Sign for feeling sad/worried. Can the group show you how their faces and bodies look when they are sad? Describe what you see: 'Oh, I can see you look sad because your mouth is turned down, your eyes don't look sparkly, and your head is hanging down.' Pass a mirror around so children can look at their own face. Ask children how they can stop feeling sad? Share story about The Big Bag Of Worries. Ask chn to put in their own worries in a bag.</p> <p>Introduce Sign for feelings excited. Pass a mirror around to help children recognise their own features when they are excited. Children could match their own photo or name to the feeling face that best reflects how they are feeling.</p> <p>Use puppets or adults to role play 'sharing' for the children in the class. First scenarios two 'children' are not sharing resulting in both 'children' being upset or hurting each other and second scenario two children are playing together taking turns and using their manners in situations. Remind children of the language to be used please/thank you etc. Play a game 'Hide the teddy', to help the children get to know the setting. Ask children to sequence their day at school.</p>
Autumn 2nd	<p>Getting on and Falling Out</p> <p><i>Friendship week (Anti bullying week) Separate planning</i></p> <p><i>Road Safety week</i></p>	Friendly Express Feelings Take turns Sorry Make up	<ul style="list-style-type: none"> I can play with other children. I know how to be friendly. I can express my feelings. I can take turns when I play a game. 	R6. about how people make friends and what makes a good friendship (Ongoing theme) R8. simple strategies to resolve arguments between friends positively R11. about how people may feel if they experience hurtful behaviour or bullying	<p><u>Ongoing Themes</u> One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q</p> <p>Circle game- Pass a smile quickly around the circle.</p>

	<p>Values Education</p>	<p>Fallen out Angry Unkind Bullying Behaviour</p>	<ul style="list-style-type: none"> I can say sorry when I have been unkind. I can wait for my turn to say something in the classroom. I can ask for help when I am stuck. I can share a toy. I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don't agree. I can tell when I am feeling angry. I can tell when other people are angry. 	<p>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 R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them H14. how to recognise what others might be feeling R23. to recognise the ways in which they are the same and different to others H21. to recognise what makes them special H22. to recognise the ways in which we are all unique</p>	<p>I think a friend is someone who...? Ask children to have a discussion about what a friend does (plays with them, smiles, shares, holds their hand, reads a book, tells a joke etc). Use emotion balls/cards/pictures to practise changing own facial features for different emotions. Introduce sign for feelings happy/sad. When we are happy/sad how does it make us feel inside? How can we help someone who is feeling sad? Introduce sign for feelings sorry. Ask children to think about what the word means to them? When would they use the word? If we are unkind to someone, how does it make them feel? How would we feel if that was us? Share book about being sad. Ask chn do they know what the word Bullying means? Give children time to think. Talk about Bullying explain to the children what it means and how it can make us feel. Ask children what do they do if someone is not being nice? Who can help them? Remind children of the class and school rules about being kind to each other. Share story the big bag of worries. Show children role play scenario with Snappy (croc) and Squeak (mouse) both are good friends until they fall out while playing. Ask children how Snappy and Squeak can resolve the situation. Role play the puppets making up using children's suggested ideas. Encourage children to talk about the emotions they might be feeling and how their own behaviour can affect someone else.</p>
<p>Spring 1st</p>	<p>Going for goals! Knowing myself- Setting a realistic goal- Planning to reach a goal- Persistence</p> <p>Values Education</p>	<p>Younger Older Learning Goal Set Achieve Planning Focus Attention Sustain Important</p>	<ul style="list-style-type: none"> I can do more things now than I could when I was younger. I know I will be able to do more things when I am older I know we are all good at different things I can tell you what I like doing and learning I can try new things in my learning I can tell you what a goal is I can set a goal for myself. I can tell you what I want to achieve and how I am going to do so Planning to reach a goal- I can say what I am going to do next I can focus my attention and start a task. I can sustain my attention. I can work hard to achieve my goal. I know that working hard is important to reach my goal. 	<p>H24. how to manage when finding things difficult R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths</p>	<p><u>Ongoing Themes</u> One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q Knowing myself- I can do more things now than I could when I was younger. I know I will be able to do more things when I am older. Show children a baby doll and ask them to think about themselves and what they were like when they were a baby. What could they do by themselves? What can they do now? Ask children to think about when they get older what will they be able to do then? Quiet Reflection Time- Ask children what they have done today- quiet reflection time. How did you achieve it? What did you do? Did anyone help you? What would you like to achieve tomorrow? (Every lesson) Circle game-. Focus on children being able to do different things which makes us unique. Ask children how it feels when they have finished an activity? Explain to the children it is ok to make mistakes. You can try again until you achieve what you set out to do. Show children a magic wand and explain that a goal is sometimes like a wish. Pass around a magic wand and ask the children to wish for something they want to achieve. Write a list on the smartboard (save a version). Ask children how these wishes could be achieved? Show children a puppet and explain to them that the puppet is going to learn something new today. This is his/her learning goal. Model the puppet reaching his/her goal. Ask children how does he/she feel? Children recap on their own 'learning goals' (the wishes recorded earlier). Planning to reach a goal- I can say what I am going to do next. Circle game- Pass noisy object around the circle silently until it has gone all the way around. Try to achieve this goal.</p>

					<p>Show the class pictures of themselves taking part in child-initiated activities within the classroom. Ask children what they are trying to achieve in each area? Did they achieve their goal? How did they do it? How did they know they have finished? Did they have any help? Did anyone give up? Why? Quiet Reflection Time -</p> <p>Persistence- I can focus my attention and start a task. I can sustain my attention. I can work hard to achieve my goal. I know that working hard is important to reach my goal.</p> <p>Circle game- Children take turns to say what they are good at.</p> <p>Share the story of the hare and the tortoise. Who persisted and did not give up? Who achieved their goal? Why did they achieve it? What did they do? Talk about supporting each other within the classroom. Telling our friends, they are doing well and to keep trying. This helps to motivate our friends. Helping each other is an act of kindness.</p>
Spring 2 nd	<p>Good to be me</p> <p><i>Values Education</i></p>	<p>Likes Dislikes Reasons Feelings Proud Showing proudness Excited Happy Stand up for Quiet Relax</p>	<ul style="list-style-type: none"> I can tell you the things I like doing and the things I don't like doing I can say how I feel when I am feeling proud I can tell when I am feeling excited I can tell or show how I feel when I am excited I can say and show you when I am feeling excited I can tell or show what feeling proud looks like I can show I'm proud and happy I can say what I need. I can stand up for my own needs and rights without hurting others 	<p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H16. about ways of sharing feelings, a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 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 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 H21. to recognise what makes them special H22. to recognise the ways in which we are all unique R9. how to ask for help if a friendship is making them feel unhappy R8. simple strategies to resolve arguments between friends positively R24. how to listen to other people and play and work cooperatively</p>	<p><u>Ongoing Themes</u> One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q Circle game- Mirror to the bottom of a small and colourful box. Explain that there is something very important and special in the box and that you want each person to look carefully inside to see what it is. Show chn visual timetable in the class. Ask chn to talk to the person next to them about what they like doing and the things they don't. Is there a reason why they like some activities better than others? Finish- Ask children what does the word proud mean? How do you show proudness? How does your body feel if you are proud? Share the story of being proud. Circle game- Introduce sign for feelings for excited adult to model excitement to children. Adult to model excitement with a sad/angry/upset/tired expression/voice. Ask children does the feeling of excited fit with any of the expressions? Identify what is wrong (that is, wrong face, wrong body language, wrong voice). Tell the children: 'Teddy is feeling excited'. Pass the teddy to the next child in the circle, saying: 'I think teddy is feeling excited because his granny is coming to see him tonight.' Ask children what they are excited about for tomorrow? How do they feel when they are excited? Tummy feels funny/feeling happy/ cannot wait for a surprise to arrive. Circle game- Play feelings swap shop ask children to swap places if they feel happy/sad/excited/angry/tired. What is excitement? How do you feel when you are excited? Look at pictures on next slide and ask which pictures shows excitement? Discuss how you feel when you are excited e.g., tummy feels funny, feeling happy, cannot wait for a surprise to arrive etc. Talk about how it feels to be still and quiet. Today we are learning to understand our feelings. I can tell or show what feeling proud looks like. Are you proud of anything that you have done today or in the past few days? . How does your body feel when you are happy? Think about times in the day when we are quiet and must be still. Why do we have to be quiet? Look at a scenario. Ask children to decide which way is a better way of speaking to another child. Model with the use of puppets.</p>



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					<p>"Give it to me/Can I have it please I want it/ Please can I have it after you are finished My turn first/ Lets take turns/you can go first You can't play/ You can have a turn next"</p>
<p>Summer 1st</p>	<p>Relationships Walk to school Week Values Education</p>	<p>Feelings Emotions Sorry Calm down Empathy Good choice Bad choice Stroppy</p> <p>Fair Unfair</p> <p>Worried Frightened</p> <p>Upset Facial expression Falling out</p> <p>Disappointed</p> <p>Role play Mini beasts Animal rights</p>	<ul style="list-style-type: none"> I can tell when I am feeling sad or angry. I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair. I can tell you how I feel if I am missing someone or have lost someone or something I care about. I am beginning to understand that if someone leaves me they can still love me. I can remember someone I care about even if they are not there. I can talk about how I can feel better when I am feeling sad or am missing someone. I can tell you what is fair and unfair I can tell you when I think things are fair or unfair. I know some ways I can make things fair. 	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R25. how to talk about and share their opinions on things that matter to them R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them R8. simple strategies to resolve arguments between friends positively H14. how to recognise what others might be feeling R23. to recognise the ways in which they are the same and different to others H21. to recognise what makes them special H22. to recognise the ways in which we are all unique</p>	<p>Ongoing Themes One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q Ask chn why do we say sorry? What does sorry mean? Explain to the children sorry is feeling bad after an action or event. We feel empathy and realise how our own action has affected someone else. Can we say sorry if we do not mean it? If we repeat a bad choice and say sorry, should we continue to do wrong? Why do we need to calm down sometimes? Show chn different emotion pictures of real people. Ask chn to play match the emotion using feelings dice/cards/fans/faces. Ask chn why the emotion fits with the picture? Finish- Share the story of Stroppy Stan. Ask the chn if there are times when they feel stroppy? Why do they feel like that? Is it because they are tired/hungry/do not want to do something? How can we change our feelings? Circle game- Th. Explain to the chn what it means when they get cross, when something does not go the way they planned or when they find something difficult. Feeling cross can lead to feeling angry. Introduce the words fair and unfair. Run through scenarios with the children and ask them to explain if it is fair or not. E.g. Always being first in a game/front of a line. Finish- Share the story about Oscar got the blame. How would the feel if they got blamed for something they did not do? What would they do? How can the children make sure they are treated fairly? I can tell you how I feel if I am missing someone or have lost someone or something I care about. Circle game- Introduce sign for feelings worried and frightened. Use puppets to role play expressing emotions and feelings in a safe way. Get puppets to talk to each other. I feel sad because I miss my mum/dad. I feel lonely because no one plays with me. I What would make they feel better or happy? Ask chn what they do when they miss someone? Finish- Share the story about Frightened Fred. Ask chn what they should do if they feel worried or scared at school. Who should they talk to? How can they keep themselves safe? I am beginning to understand that if someone leaves me they can still love me. Circle game- Introduce sign for feelings upset. Ask chn how their body feels when they are upset? Get chn to look in a mirror to see their facial expression. What can children do to stop feeling upset? Use puppets to act out simple scenarios that involve children losing a friend by falling out with each other, or children having to say goodbye to a parent/carer. Ask the children to consider how the puppets might feel in the scenarios. I can remember someone I care about even if they are not there. I can talk about how I can feel better when I am feeling sad or am missing someone.</p>



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					<p>Circle game- Introduce sign for feelings - disappointed. Explain to chn disappointed is when you are sad or upset when someone has let you down or themselves by a behaviour or action. I.e. Someone does not follow the class rules even though they know what they are.</p> <p>I can tell you what is fair and unfair</p> <p>Circle game- Introduce sign for feelings share and take turns. Ask chn when they take turns and share within the classroom. Why is it important to share and take turns? What would happen if we did not?</p> <p>Role play with puppets finding mini beasts in the playground. Ask chn what they would do with the mini beasts? Challenge children who might want to stamp on it. Use this as an opportunity to talk about animals and their right to life. This might include exploring the concept of death at an appropriate level.</p>
Summer 2 nd	<p>Changes</p> <p><i>Values Education</i></p> <p>Staff survey? Parent survey? Pupil Voice Survey</p>	<p>Changes Nursery Feelings Can do Couldn't do</p>	<ul style="list-style-type: none"> I can tell you what I can do now that I couldn't do when I started school. I can tell you how I have changed. I can remember feelings I have had and why I felt like that. I can sometimes tell you how change makes me feel. 	<p>H26. about growing and changing from young to old and how people's needs change (Also SCIENCE)</p> <p>H27. about preparing to move to a new class/year group</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>RHE Statutory Objectives -Refer to Separate Planning</p> <p>To consider the routines and patterns of a typical day.</p> <p>To understand why hygiene is important.</p> <p>To recognise that all families are different.</p>	<p>2 Minutes Mindfulness at the beginning of every lesson.</p> <p>I can tell you what I can do now that I couldn't do when I started school. I can tell you how I have changed.</p> <p>Circle game- Play rounds 'When I was a baby I could....' Ask each child to take turns to recall what they could do when they were a baby.</p> <p>Ask chn to think back to the first day of school. What did it feel like? How did their body feel? What did their face look like? What did the change from nursery to school feel like? What did you do when you felt upset? How did you get used to these changes?</p> <p>I can remember feelings I have had and why I felt like that. I can sometimes tell you how change makes me feel.</p> <p>Circle game- Someone Moved. Have all players sit in a circle and then chose a person to be "it". The "it" is to leave so that "it" cannot see or hear. Have one to four players move in the circle. When "it" returns he is to figure out who has moved in the circle.</p> <p>RHE 3 lessons</p>
<p>Online safety</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>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</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>Values Education</p> <p>SCIENCE</p>			<p>Needs to be addressed – Keeping Safe in different environments</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health??</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>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,</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say</p> <p>H37. about things that people can put into their body or on their skin; how these</p>		



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<p>H1. About what keeping healthy means, different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday + PE</p>	<p>can affect how people feel H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better To take part in simple debate about topical issues (PHSE 2.b)**</p>
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Programme Of Study Core Themes - PSHE Association H - Health and Wellbeing R – Relationships L – Living in the Wider Wo