

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<p>New Beginnings</p> <p><i>NSPCC Class Assembly</i> Separate planning</p> <p><i>Values Education</i> <i>Happiness</i> <i>Caring</i> <i>Respect</i></p>	<p>Circle game Concentrate Hear See Think Speak</p> <p>Belonging Class Group School World People Different</p> <p>Feelings Happy Sad Excited Scared Comfortable Uncomfortable Behave Calm Special</p> <p>Relationships with others Share Take turns Join Kind New Visiting Please Thank you</p> <p>Classroom Setting</p> <p>Separate Vocabulary for <i>NSPCC Class Assembly</i></p> <p><i>Values</i> <i>Happiness</i> <i>Caring</i> <i>Respect</i></p>	<p>Belonging</p> <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. <p>Feelings</p> <ul style="list-style-type: none"> I can tell if I am happy or sad, excited, sad or scared. I know that it is OK to have any feelings 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. <p>Relationships with others</p> <ul style="list-style-type: none"> 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. 	<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 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 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</p> <p><i>NSPCC Class Assembly</i> 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</p>	<p>Start every session - One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0e9Bk7Q</p> <p>Weekly circle games. Circle games this half term will help children get to know each other and understand their own feelings. e.g., How do you feel today? Guess who? Pass the teddy. Finish every session by linking our Values to lesson content. Autumn term – our core values of Happiness, Caring and Respect.</p> <p>Activities to get to know each other. E.g., Use a puppet to ask children questions about themselves. My favourite colour/food/toy/book is I have a brother/sister. If children do not wish to speak encourage them to pass the puppet on or speak to an adult quietly. Adults share also.</p> <p>Activities to become familiar with our classroom environment. E.g., hide the teddy. Explain our class rules to a visiting puppet etc. Sequence a school day. Take a visiting puppet on a tour of our classroom.</p> <p>Activities to understand our feelings. e.g., Sorting feelings - comfortable and uncomfortable feelings. The four feelings to focus on this term are: happy, excited, scared (or frightened) and sad. Pass a mirror to help children recognise their own features when they are excited/ sad. Children practise recognising feelings and explaining how they know what they are feeling.</p> <p>Explore each of the four focus feelings separately. Children show each feeling with their faces and bodies. Introduce the sign for each feelings. What can we do if we're feeling sad? E.g., play with a friend, talk to an adult. I can see you look excited because your eyes are sparkly.</p> <p>Introduce sharing, taking turns and kindness. Link to our core Value of Caring. Remind children of the language to be used please/thank you etc. Link this to the Value of Respect.</p> <p><i>NSPCC Class Assembly – separate planning</i></p>

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				<p>and also, when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe **</p> <p>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; the importance of persisting until they are heard</p>	
Autumn 2 nd	<p>Getting on and Falling Out</p> <p><i>Friendship week (Anti-bullying week)</i> Separate planning</p> <p><i>Road Safety week</i> Separate planning</p> <p><i>Values Education</i></p>	<p>Friend</p> <p>Emotions</p> <p>signs</p> <p>facial expressions</p> <p>How we are feeling inside</p> <p>Feeling sorry</p> <p>Take turns</p> <p>Class rules</p> <p>School rules</p> <p>Make up</p> <p>Falling out</p> <p>Angry</p> <p>Unkind</p> <p>Bullying</p> <p>Behaviour</p> <p>Values Education</p>	<ul style="list-style-type: none"> • I know how to be friendly. • I can express my feelings. • I can take turns when I play a game. • 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 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>R6. about how people make friends and what makes a good friendship</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <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</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>H14. how to recognise what others might be feeling</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>One-minute Mindful breathing https://www.youtube.com/watch?v=qLbK0o9Bk7Q</p> <p>Ongoing Themes – What can we do if we feel lonely in the playground or in class? Consider good choices when playing with others.</p> <p>Circle games- Pass a smile quickly around the circle. I think a friend is someone who...?</p> <p>Activity – Thinking about friendship. What does a friend do? A friend is someone who ... How can we show friendship? I can name some friends in my class. Friendship song. Link to Values of Caring, Respect Happiness etc</p> <p>Use emotion balls/cards/pictures to continue to practise recognising different feelings and changing facial features for different emotions – happy, sad, angry, frustrated. How does each emotion make us feel inside? How can we help someone who is feeling sad?</p> <p>Introduce the sign for feelings sorry. What does the word mean? When would you use it? If we are unkind to someone, how does it make them feel? Ask children what they should do if someone is not being nice? Who could help them? Remind children of the class and school rules and the Values of Kindness/ Caring/Respect.</p> <p><i>Friendship Week / Anti-Bullying Week - Separate planning</i> <i>Road Safety week – separate planning</i></p>



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<p>Spring 1st</p>	<p>Going for Goals! <i>Values Education</i></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. 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>One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q Quiet Reflection Time - Ask children what they have done today. How did you achieve it? What did you do? Did anyone help you? What would you like to achieve tomorrow? (Every lesson) Circle games - Focus on being able to do different things which makes us unique. Knowing myself – Discuss that we can do more now than when we were younger and that we will be able to do more things when we are older. Discuss how it feels when we have finished an activity? Discuss that it is ok to make mistakes. We can try again until we achieve what we set out to do. Discuss setting a goal - What is a realistic goal? How do we plan to reach a goal - I can say what I am going to do next. Persistence – Discuss focusing and sustaining attention to achieve a goal. Working hard is important to reach my goal. Share the story of the Hare and the Tortoise. Talk about supporting each other to achieve our goals. Helping each other is showing the Value of Kindness.</p>
<p>Spring 2nd</p>	<p>Good to Be Me <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) 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 R23. to recognise the ways in which they are the same and different to others</p>	<p>One-minute Mindful breathing https://www.youtube.com/watch?v=gLbK0o9Bk7Q Quiet Reflection Time Ongoing Themes Circle games – Different activities to explore our uniqueness and our feelings. Explore how each one of us is special. Look at the visual timetable in the class. Is there a reason why we like some activities more than others? Feelings What does the word proud mean? How do you show proudness? How does your body feel if you are proud? Share a story about being proud. Introduce the sign for feeling excited. How do you feel when you are excited? What would make you feel excited? Talk about how it feels to be still and quiet. How does your body feel when you are happy? Talk about mixed feelings. Think about times in the day when we are quiet and still. Why do we have to be quiet? How we speak to others: Look at a scenario. Ask children to decide which way is a better way of</p>



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					speaking to another child. Model with the use of puppets.
Summer 1st	Relationships Walk to school Week <i>Values Education</i>	Feelings Emotions Sorry Calm down Good choice Bad choice Stroppy Fair Unfair Worried Frightened Upset Facial expression Falling out Disappointed	<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 what is fair and unfair I can tell you how it feels when things are unfair I know some ways I can make things fair. 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. 	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 R8. simple strategies to resolve arguments between friends positively H14. how to recognise what others might be feeling	<p>One-minute Mindful breathing https://www.youtube.com/watch?v=qLbK0o9Bk7Q</p> <p>Quiet Reflection Time</p> <p>Ongoing Themes Explore feeling sorry - feeling bad after an action or event. We realise how our action has affected someone else. Should we say sorry if we do not mean it? Why do we need to calm down sometimes? Share the story of Stroppy Stan. How can we change our feelings?</p> <p>Explore fair and unfair. Why is it important to share and take turns? Consider different scenarios – are they fair or not? Share the story Oscar Got the Blame. How can the children make sure they are treated fairly?</p> <p>Explore feeling worried and frightened. Ask children what they do when they miss someone. Share the story of Frightened Fred. Ask the children what they should do if they feel worried or scared at school. Who should they talk to?</p> <p>Explore feeling upset. Children to look in a mirror to see their facial expression. What can children do to stop feeling upset? Act out simple scenarios that involve children losing a friend by falling out, or children having to say goodbye to a parent or carer. Stories - The Tear Thief, Ben and Grandpa.</p> <p>Explore feeling disappointed - feeling upset when someone has let you or themselves down by a behaviour or action.</p>
Summer 2nd	Changes RHE Education <i>Values Education</i> <i>Pupil Voice Survey</i>	Changes Nursery Feelings Can do Couldn't do	<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 had and why I felt like that. I can sometimes tell you how change makes me feel. 	H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group <u>RHE - Separate Planning</u> R3. about different types of families including those that may be different to their own R4. to identify common features of family life	<p>2 Minutes Mindfulness at the beginning of every lesson.</p> <p>Quiet Reflection Time</p> <p>Ongoing Themes Children look at pictures from the first few weeks of school. Think about what they could do when they started school? What can they do now? How have they changed? Circle game - Play rounds 'When I was a baby I could....'</p> <p>Think about going to Year 1. What might it be like?</p>



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				H5. simple hygiene routines that can stop germs from spreading	<p>What will be different, what will be the same? What are children looking forward to? Do the children have any worries?</p> <p>Highlights of Year R – Discuss what children have enjoyed the most about Year R.</p> <p>RHE 3 lessons (Refer to RHE Progression Document)</p>
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Adaptation ideas:

- **Work to a child's area of strength and interest during activities** – do they prefer to talk, look at pictures, role play, multi-sensory? *e.g. if they struggle to watch and listen to the slides about emotions they could play the emotions dominoes game, focus on using the sign language and facial expression for emotions and repetition without using slides etc.*
- **Consider how you will provide opportunities for repeated practice** using techniques such as role modelling, role play and sign language to reinforce the behaviour you want to teach e.g. teaching kindness, sharing, helping others etc.
- **Consider the roles other people can play**, including those outside of the school setting (such as key family members), in building upon any new skills introduced in school to help strengthen learning across settings.
- **Look at the language used** – is the language used appropriate for the individual child? Consider the communication supports and strategies the child currently needs and how these can be utilised to support the child when learning new skills and concepts in PSHE.
- **Use stem sentences** to support learning of concepts and facts.
- **Does the environment or setting need to be modified** to help facilitate the child's learning?
- **Do any physical tasks need to be modified to complete the proposed activities?** Consider the child's gross and fine motor skills and whether they currently need physical support aids to facilitate their learning.
- **Consider the learning style** of the child and how their skills and strengths impact upon this. Do they learn better when things are presented to them visually, orally, through tactile experience, or a combination of all senses? Try to provide new information in the style(s) which best meets their needs and consolidate the child's learning through a range of visual, auditory and kinaesthetic cues.
- **Build in frequent positive progress and feedback points** within a task and regularly check on the child's understanding of the activity.
- Provide **specific praise and encouragement which explains what the child has done** well and how they have improved or developed.
- **Adapt tasks by breaking them down** into small, manageable chunks, keeping steps short, concise and unambiguous.
- If appropriate, develop co-operation and learning amongst children by **sharing tasks and responsibilities within a small group** of pupils who are helped to work together towards a shared goal or outcome.
- **Be flexible in order to meet the needs of your particular class or individuals within your class.** If you need to focus more on a skill or concept, take the time to do this. E.g. choose to focus on only one success criteria at a time, choose your own story about anger choose not to use the slides at all for a session etc. The objectives and success criteria are always stated on the first few slides.