



Foxes Class Medium Term Planning for PSHE Autumn Term 2022

<p>Happy and Healthy Me</p> <ul style="list-style-type: none"> • Class rules • Opportunities and challenges of Y6 • School Council • My contribution to my school <p>*To recognise my freedom</p>	<p>This topic will be continually developed throughout the curriculum every day. My classroom and the school building will be accessed daily and children will be supported to make transitions.</p> <p>There will be specific planned opportunities to support the children's progress and may be altered to suit the needs of the children during the term.</p>
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<p><u>Lesson 1 - Link it.</u> <u>What rules do I know?</u> Discuss rules that we know, in school and in life. Why are they important? Why do we all follow them? What happens if we don't follow rules? Making/reinforcing our class and school rules.</p>	<p><u>Lesson 2 - Learn it.</u> <u>School Council</u> What is the school council and what do they do? Knowing our place within the school community, Nominating and voting for Foxes Class representative.</p>	<p><u>Lesson 3 and 4 - Learn it.</u> <u>Community and contribution</u> Exploration of community and contribution meaning. Are we a community in school? What positive things can we do to contribute to our community? Write a list of positives and negatives.</p>	<p><u>Lesson 5 - Check it</u> <u>Community and contribution</u> Recap our community and contribution previous lesson. Develop a poster that describes our kind contributions in Foxes class and towards the school.</p>	<p><u>Lesson 6 - Show it</u> <u>How do we feel?</u> How do we feel when we contribute? How do we make others feel? How could we help a friend in need? Discuss feelings and share previous experiences. Choose a feeling to collage/paint for display.</p>	<p><u>Lesson 7 - Know it</u> <u>Prepare for school harvest event</u> Discuss all prior learning and relate to the Harvest Festival. How are we contributing to the wider community?</p>
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<p>Substantive Knowledge (Content)</p> <p><u>PSHE - KS1</u> During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning</p>	<p>Disciplinary Knowledge (Skills)</p> <p><u>PSHE - KS1</u> Developing confidence and responsibility and making the most of their abilities 1. Pupils should be taught: a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; c. to recognise, name and deal with their feelings in a positive way; Preparing to play an active role as citizens 2. Pupils should be taught:</p>
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goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood. Knowledge, skills and understanding

KS2 - PSHE

*I can use pictures to express their thoughts, feelings and worries.

*I can work as a team to problem solve

*I can identify a feeling and how it is being expressed.

*I can show the resolution to a dispute through pictures and with the key words.

*I can create a list of good deeds they can contribute.

- a. to take part in discussions with one other person and the whole class;
- c. to recognise choices they can make, and recognise the difference between right and wrong;
- d. to agree and follow rules for their group and classroom, and understand how rules help them;
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them;
- f. that they belong to various groups and communities, such as family and school;
- h. to contribute to the life of the class and school;

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people;
- b. to listen to other people, and play and work cooperatively;
- c. to identify and respect the differences and similarities between people;
- d. that family and friends should care for each other;
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);
- h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

*I can with support, discuss how the impact of our attitudes affects us when trying to make new friendships;

*I can role play about positive resolution techniques;

*I can list some of my achievements and say why I am proud of them;

*I can identify facial expressions associated with different feelings;

*I can describe some strategies that I could use to help them cope with uncomfortable feelings;

*I can suggest assertive solutions to scenarios;

*I can suggest ways to make things right after a mistake has been made;

*I can explain that mistakes help them to learn and grow.

*I can identify and discuss some school rules for staying safe and healthy.

*I can recognise and describe a range of positive and negative emotions.

*I can discuss changes people may experience in my life and how it might make me feel.

*I can talk about things that make me happy and help me to stay calm.

*I can identify uncomfortable emotions and what can cause them.

*I can discuss their personal achievements and skills;

<p>*I can identify what a positive learning attitude is;</p> <p>*I can describe similarities and differences between people's lives.</p> <p>*I can identify opinions that are different from their own.</p> <p>*I can express their own opinions.</p> <p>*I can describe what it is like to live in Britain;</p> <p>*I can talk about what rules and laws are;</p> <p>*I can describe a diverse society;</p> <p>*I can describe what being British means to them.</p>	
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Progression of Learning

'Link It'	'Learn It'	'Check It'	'Show It'	'Know It'
Familiarising ourselves with rules we already know and follow. How do we behave in school?	Discovering the role of school council and how this affects us. Exploration of our contributions to community.	Recap learning and develop presentation.	How do we feel when we contribute?	Prepare for whole school, community event.