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| updated logo Squirrels Class Medium Term Planning for **PSHE Autumn Term 2022** | |
| **Me and My School**   * Class Rules * School Council * Feelings   **Me and My Relationships**   * Working together * Resolving conflict * My behaviour * bullying | 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.  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. |

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| **Lesson 1 - Link it.**  **What rules do I know?**  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. | **Lesson 2 – Learn it.**  **School Council**  What is the school council and what do they do? Knowing our place within the school community,  Nominating and voting for Squirrels Class representative. | **Lesson 3 – Learn it.**  **Feelings**  Exploration of feelings we have. Naming feelings. Use of mirrors, photos and other visual resources.  Sort emotions by type. | **Lesson 4 – Check it**  **How do rules effect feelings?**  Discuss how rules ensure we stay safe and look after each other? How do we feel if we break a rule or someone else breaks a rule? How may other feel about our actions? | **Lesson 5 – Show it**  **Dealing with Feelings**  Discussion of strategies for dealing with emotions, positive and negative. How could we help a friend in need? | **Lesson 6 – Know it**  **Role Play**  Role play different social scenarios. Discuss how to help ourselves and others. What are the emotions we experience? |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **PSHE – KS1**  **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:  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.) | EYFS - Relationships – Team  \*I can build constructive and respectful relationships.  \*I can express their feelings and consider the feelings of others.  \*I can think about the perspectives of others.  KS1 – Relationships – Team  \*I can show the teams they belong to through images  \*I can follow instructions and create a tower by applying good listening;  \*I can show kindness to others;  \*I can discuss what they could do if they saw others being teased or bullied  \*I can sort thoughts given into helpful and not-so-helpful categories;  \*I can sort images of behaviours into good and not-so-good choices. |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Familiarizing ourselves with rules we already know and follow. How do we behave in school? | Discovering the role of school council and how this effects us.  Exploration of our feelings. | Exploration of how our actions effect others. | Discussion and creation of strategies for dealing with emotions. | Role-play to reflect on our learning. |