

PSHE/VALUES AND SEAL PLAN Autumn 1 NEW BEGINNINGS AND RESPECT YEAR 1/2.

Year Key Skills to be covered, taken from Lancashire Key Learning Document – pitching at the correct year group and differentiation within plan for different groups

Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:

Autumn 1 New Beginnings Self Awareness

Aware that feelings, thoughts and behaviours refer to different things.

Aware that our feelings can vary in Intensity.

Know that all feelings are acceptable but that not all behaviours are acceptable.

Recognise that context affects the acceptability of different behaviours.

Recognise that we can have conflicting Feelings.

Aware that feelings can affect our Behaviour.

Can label and talk about feelings, using shared understanding.

Recognise a feeling in ourselves from external and internal cues.

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PSHE Key Skills

▪ **Relationships**

- Friends
- .choosing, falling out, making new friends
- co-operating and team building
- teasing and aggression

- best friends

Families

- families..people who help us
- family situations
- sharing and caring
- love between family members
- different family situations
living with one parent

Emotions and Feelings

- recognising feelings
- feeling good
- co-operation, sharing and respect
developing self-confidence

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	• One writing focus during each half term to show examples of each half-termly topic.
Mathematics links	•
Computing links	•
Other links	Links made across SEAL PSHE AND VALUES – links to collective worship (assemblies), Star of the week certificates and awareness of school and community expectations.

Possible Experiences including visits/visitors/other:

Consider what could augment your planning to really enthuse the children in your class:

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Display/Resources ideas:

Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

- Links to the house points that are awarded in each class.
- Displays of the weekly half term star of the week focus lists for each class.
- Individual displays for each class.

PSHE/VALUES AND SEAL PLAN Autumn 1 NEW BEGINNINGS AND RESPECT YEAR 1/2.

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	<p>Introduction lesson for the Values for the half term.</p> <p>New Beginnings/Respect</p>	<p>Introduce the Values (assembly themes) for the half term.</p> <p>Week 1 - I have made a good first impression.</p> <p>Week 2 - I have shown good manners.</p> <p>Week 3 - I am Respectful.</p> <p>Week 4 - I work hard in class.</p> <p>Week 5 - I present my work beautifully.</p> <p>Week 6 - I take care of my classroom.</p> <p>Week 7 - I am Star of the Half Term.</p>	<p>Children will know what the values are for the half term and will be aware of how they can achieve Star of The week</p>	<p>Children can discuss the Star of the Week Focus for the half term with parents and demonstrate these values in and out of school.</p>
2	<p>PSHE</p> <ul style="list-style-type: none"> ▪ choosing, falling out, making new friends ▪ co-operating and team building 	<p><u>What makes for a success class?</u> (relationship with others)</p> <p>Initial discussion - when we have our PSHE lessons we will listen to others and value what they say. Everyone has different ideas which will all be valued.</p> <p>Show pictures of children in a classroom and a playground learning and playing happily.</p> <p>Discuss what can be seen in the photographs.</p> <p>What are the children saying/ thinking?</p> <p>What are the teachers saying/thinking?</p> <p>Discuss - How do we like to be treated by our friends?</p> <p>Scribe ideas. (Sharing, taking turns, being kind, looking after our things, polite, listened to,) - ask children to give examples of these behaviours. Tell children that when we treat each other with kindness - this is also being respectful.</p> <p>Discuss - Do we always have the same ideas as our friends?</p> <p>Should we listen what others have to say?</p> <p>Highlight again that listening to others is respectful.</p>	<ul style="list-style-type: none"> • co-operate with others in work and play, share and take turns • respect others needs, feelings and opinions 	

PSHE/VALUES AND SEAL PLAN Autumn 1 NEW BEGINNINGS AND RESPECT YEAR 1/2.

		<p>Explain to the children that we are going to work together to make our classroom a happy and fair place to play and learn for everyone. We will show that we are respectful. Task - children draw a happy classroom. Write a sentence to describe what is happening in their pictures to make it a happy classroom. <u>Plenary</u> Review how we are going to ensure that we have a happy, safe and fair classroom. House points to be awarded to children showing that they are respectful Compose a class song - with actions to show how we do things. (Here we go round the mulberry bush tune Here is how we share our pen, share our pens, share our pens... Here is how we listen carefully, listen carefully, listen carefully.....</p>		
3	<p>PSHE</p> <ul style="list-style-type: none"> ▪ families people who help us • family situations • love between family members <p>different family situations</p>	<p><u>Who is in our family?</u> Talk partners - children to discuss people (at home) who are special and what makes them special. (special people care for us and make us feel happy and safe). Discuss - What makes a family? Are all families the same? Do all family members live in the same house? How can families be different? Class puppet to share his family - lives with Nana and sister, mum visits. Do families change? Children to discuss when they have had a new brother or sister? How did it make them feel? What changed? How do they feel now? Class puppet to share how he felt when he had a new sister.</p>	<ul style="list-style-type: none"> • use listening skills • begin to understand time span • think about the impact of a new sibling and the change in family life <p>be aware of different culture</p> <ul style="list-style-type: none"> • understand that not all families are the same • understand why families are special for caring and sharing • value the way in which their family is special • show respect by listening to what others say 	<p>Create a family tree. Find/collect photos/ ask questions about a family member.</p>

PSHE/VALUES AND SEAL PLAN Autumn 1 NEW BEGINNINGS AND RESPECT YEAR 1/2.

		<p>(discuss how some feel initial jealousy).</p> <p>Summary - What makes family members special to us? Draw a family member and write a sentence saying why they are special.</p> <p>Plenary - What makes a family special? Review caring and loving each other.</p>		
4	<p>PSHE</p> <ul style="list-style-type: none"> ▪ Families. People who help us <ul style="list-style-type: none"> • best friends ▪ sharing and caring 	<p><u>What makes are the different types of relationship?</u> Review the previous lesson's discussions.</p> <p>Draw a circle on the board and ask the class puppet to write the names of people, in his family, that he is closest to and love him the most. Children discuss who they would draw in this circle. People who they like to hug and who love them.</p> <p>We have many more people in our lives than just the people in circle one. Discuss other people who are important to us. The puppet to tell the class about his best friends at school and his next door neighbour who sometimes looks after him. Draw a second circle going around circle one - draw these people in circle 2 for the puppet. Children discuss who they would draw in circle 2.</p> <p>Discuss - Why do we have best friends? How do they make our lives better? What would life be like without them?</p> <p>Draw a 3rd circle. - people we know but not best friends. Maybe other children that we meet at different clubs. The puppet to talk about other friends that he sometimes meets when he goes swimming or playing in the park. Draw them in the 3rd circle.</p> <p>Draw a 4th Circle - Ask children to think of people that help us but not in our lives all the time. Often it's their job to help. (Policemen, firemen)</p>	<ul style="list-style-type: none"> • Children can identify the different types of relationship they have with people. 	

PSHE/VALUES AND SEAL PLAN Autumn 1 NEW BEGINNINGS AND RESPECT YEAR 1/2.

		<p>Plenary - Review how we have lots of different kinds of relationships but it's important that we always treat people with kindness and show respect.</p>		
<p>5</p>	<p>PSHE Emotions and Feelings</p> <ul style="list-style-type: none"> ▪ recognising feelings ▪ feeling good 	<p><u>What are the different feelings we experience?</u></p> <p>Discuss - What are emotions? What emotions/feelings do we know? Partners work - write down emotions that they know e.g. happy sad</p> <p>Discuss - Do all emotions make us happy?</p> <p>Look at a range of emotion cards - pictures of children experiencing different emotions. Discuss what is happening in the picture, the expression and the feeling /emotion. Teach new emotions - embarrassed etc. With each picture ask the children to think if they have every experienced the emotion. What were they doing at the time and how did it make them feel? Do they think that the people in the pictures are showing respect for each other?</p> <p>Discuss - Not all emotions make us happy and this is ok. If an emotion makes us feel unhappy/ angry what can sometimes happen? What could we do to make ourselves feel better?</p> <p>Task - partner work - give children an emotion. Children think of a situation that might cause the emotion.</p> <p>Plenary - What have we learned about emotions and feelings?</p>	<ul style="list-style-type: none"> • Respect other's needs, feelings and opinions. • Children can identify different feelings and name them. 	

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6	PSHE - conclusion lesson addressing the issues around the SEAL/VALUES and PSHE objectives.	Evaluate the half term - writing focus/discussion. What have we learnt about relationships and the others in our class? What does respect mean? How do we show respect? What have we succeeded at in our 1 st half term?	<ul style="list-style-type: none"> • Children can discuss feelings relationships, families and what makes a successful class/friendship group. 	