

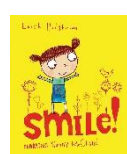
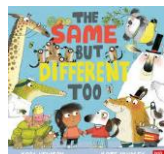
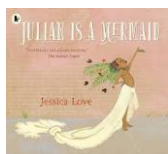
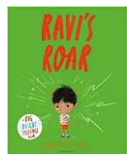


## Y1 Medium Term Plan for PSHE

### Autumn 1- Being Me in My World



**Class Text:** Ravi's Roar, Julian is a mermaid, the same but different and Kindness grows



**Hook:**

Children will be introduced to Jigsaw Jack and read the book Smile  
Children will eat a chocolate 'smile' to give the class a shared experience.



**Topic Reflection:** Children will take part in a P4C session to display their new-found knowledge. A QR code will be used to record children's thoughts and ideas.

**Philosophical questions:** Should we have consequence in school? Are we all the same? Should we have consequence for people who make it hard to learn?

**Concepts:**

**EYFS + KS1**

- ✓ **Being Me in My World**
- ✓ Celebrating difference
- ✓ Dreams and goals
- ✓ Healthy me
- ✓ Relationships
- ✓ Changing me

**KS2**

- ✓ Being Me in My World
- ✓ Celebrating difference
- ✓ Dreams and goals
- ✓ Healthy me
- ✓ Relationships
- ✓ Changing me

**Vocabulary**

**Tier 1:** Calm, upset, proud

**Tier 2:** safe, special, belonging, rewards, disappointed, illustration

**Tier 3:** consequences, learning charter, rights, responsibility

**Fundamental British Values and Protected Characteristics**

Rule of law  
**Democracy**

Individual liberty  
Mutual tolerance and respect

Gender reassignment  
Disability  
Marriage and civil partnership  
Pregnancy and maternity  
Race  
Age  
Sex  
Religion or belief

**Previous Skills**

Talk about own and others behaviour.  
Know that some behaviours have consequences.

**Previous Knowledge**

Know a range of feelings.  
Know the names of children in my class.

**Previous Understanding**

Understand behaviours affect others.  
Understand we are all different.

<p>Work as part of a team to understand and follow rules.</p> <p>Identify feelings using the feelings thermometer.</p> <p>Talk about likes and dislikes.</p> <p>Describe oneself in positive terms.</p>	<p>Know the names of familiar adults in school.</p> <p>Know there are right and wrong choices.</p>	<p>Understand we can feel different emotions.</p>
---	--	---

	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>Success Criteria</u>	<u>Vocabulary and sentence structures</u>
<b>Lesson 1</b>	Safe, community, trust.	LO: Feel safe and special in my class community.	<p>Children to look at safe and unsafe pictures.</p> <p>Children will discuss what it means to be safe.</p> <p>Children will think of ideas as to how they can keep Jigsaw Jack safe and how this relates to themselves.</p>	<p>I can identify safe and unsafe situations.</p> <p>I can suggest times when I feel safe and special.</p> <p>I can use images to record my ideas.</p>	<p>Safe, school, class, community, unsafe.</p> <p>I feel safe in school because...</p> <p>A time I have felt unsafe was... because...</p>
<b>Lesson 2</b>	Rights, responsibilities.	LO: Understand the rights and responsibilities as a member of my class.	<p>Children will look at the community circle and know the different communities they are part of and know each has responsibilities.</p> <p>Children will have a look at a picture of good learning. Ask how do we know this is good learning? Get children to mime ways of good learning (sitting, looking, listening, working hard, sharing etc). Children will</p>	<p>I can suggest ways to help my friends learn.</p> <p>I can use role play to represent my ideas.</p> <p>I can use images and captions to record my ideas.</p>	<p>Rights, responsibility, member, class</p> <p>My responsibility in school is...</p> <p>In school I should...</p> <p>... is a good learning behaviour.</p> <p>... is not good learning behaviour.</p>

			draw an image of themselves doing good learning.		
<b>Lesson 3</b>	Rights, responsibilities, belonging.	LO: Understand the rights and responsibilities of being a member of my class.	Children will look in the suitcase of Jigsaw Jack and pick out the things that will help the class with good learning. Explain that somethings need to be kept at home. Children to sort out learning behaviours and generate a class charter. Record by drawing a picture of one of the learning behaviours.	I can identify good learning behaviour and why this is important in our classroom. I can contribute to a class charter.	Rights, responsibility, member, class, learning, behaviour.  ... is good to have in school. ... is not good to have in school. ... should be kept at home because...
<b>Lesson 4</b>	Value, worth	LO: Identify when I have been proud.	Show the children Jigsaw Jack's medal, why could he be proud? Reinforce why the CT is proud of the class. Use whiteboards to write down three rewards and generate a list of the top three in the class and add these to the learning charter.	I can identify the proud emotion. I can suggest times when I have been proud. I can think of rewards for when I have worked hard. I can record my ideas.	Proud, success, achievements, rewards, learning charter.  I am proud because... I am proud of ... because... Miss southern is proud of me because...
<b>Lesson 5</b>	Consequences, trust, safe	LO: Understand my rights, responsibilities and consequences within our class charter.	Use the clap action to show that a behaviour has actions that follow. These are consequences. Children will be introduced to the concept of	I can begin to understand the concept of consequences. I can identify consequences. I know the consequences in my classroom.	Class charter, learning behaviour, community, school, rewards, consequences.  A consequence is... A consequence in school is...

			consequences and will be able to name the consequences in school. Children will draw these onto a jigsaw piece.	I can draw a consequence of my actions.	
<b>Lesson 6</b>	Consequences	<b><u>Philosophy for Children session:</u></b>  LO: Understand and discuss consequences.	Use the clap action to show that a behaviour has actions that follow. These are consequences. Use the question 'Are consequences good or bad?' 'Should we have consequences in school?'	I can take part in a P4C session and follow the shared rules. I can share my ideas. I can discuss the concept of consequences.	Consequences, thinking, safe, community.  I agree with... I agree with...because... I like what ... said but I think...
<b>Endpoints:</b>	<b>Knowledge:</b> Know my rights and responsibilities in class. Know that I belong to my class. Know my views are values. Recognise how it feels to be part of an achievement. Recognise that the choices I make have consequences. Name a range of feelings.				
	<b>Skills:</b> Know how to make my class a safe place for everybody to learn. Contribute to class charter. Identify consequences in school. Talk and identify the feeling of being proud. Recognise a range of feelings. Follow the class charter.				
	<b>Understanding:</b> Understand my rights and responsibilities				

	Understand consequences have actions.
--	---------------------------------------