



DOWN AMPNEY PRIMARY SCHOOL

Term 1

Unit Overview: KS1 PSHE

Me and My Relationships

<p><u>Pupils should know:</u></p> <p>Feelings:</p> <ul style="list-style-type: none"> ❖ Demonstrate attentive listening skills. ❖ Suggest simple strategies for resolving conflict situations. ❖ Give and receive positive feedback, and experience how this makes them feel. ❖ Recognise how others might be feeling by reading body language/facial expressions. ❖ Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) ❖ Identify a range of feelings. ❖ Identify how feelings might make us behave: ❖ Suggest strategies for someone experiencing 'not so good' feelings to manage these. <p>Classroom rules:</p> <ul style="list-style-type: none"> ❖ Understand that classroom rules help everyone to learn and be safe. ❖ Explain their classroom rules and be able to contribute to making these. <p>Getting help:</p> <ul style="list-style-type: none"> ❖ Recognise that people's bodies and feelings can be hurt. ❖ Suggest ways of dealing with different kinds of hurt. ❖ Identify simple qualities of friendship. ❖ Suggest simple strategies for making up. 	<p><u>Substantiative knowledge</u></p> <ul style="list-style-type: none"> ❖ To know that people have different feelings and can show them in different ways. ❖ To understand why we have different feelings. ❖ To know what we can do then we have 'not so good' feelings. ❖ To know safe and healthy ways to get angry energy out. ❖ To know how to help our feelings come out. ❖ To know when we need to ask for help. ❖ To know who you can ask for help. ❖ To know who classroom rules are for. ❖ To know why we need classroom rules. ❖ To understand what school would be like if we didn't have classroom rules. ❖ To understand whether classroom rules are for the children or the teachers. ❖ To know what can help children to keep the classroom rules. 	<p><u>Vocabulary</u></p> <p>Friends, help, rules, family, hurt, safe, feelings, listen</p> <p><u>Phonics / polysyllabic words</u></p> <ul style="list-style-type: none"> ❖ Feelings ❖ Bodies ❖ Relationship
<p><u>Subject skills</u></p> <ul style="list-style-type: none"> ❖ To name different feelings and how they might make me behave. 	<p><u>PSHE themes:</u></p> <p>Feelings, getting help, classroom rules</p> <p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ <u>Democracy:</u> Children are encouraged to ask and answer questions about their learning, development and school environment. Supporting children to have discussions with their peers in a respectful way. ❖ <u>The rule of law:</u> Identifying wright from wrong and recognising the importance of laws, including those that govern the class, the school or the country. Creating rules and expectations to follow during all lesson and in PSHE to make sure everyone experiences a safe learning environment. 	<p><u>Linked texts:</u></p> <p>All about me The big book of families Our class is a family</p> <p><u>Possible misconceptions</u></p> <ul style="list-style-type: none"> ❖ Children might think that bullying can happen as a one-off; not recognising the difference between being unkind, teasing and bullying. Bullying is more severe as it is repeated unkindness or hurtfulness (not a one-off).



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<ul style="list-style-type: none"> ❖ Suggest ways of dealing with 'not so good' feelings and how to help others. ❖ Recognise when I need help and who to ask. ❖ Listen to others and wait my turn to speak. ❖ Say which trusted adults at home and school keep me safe. 	<ul style="list-style-type: none"> ❖ Respect and Tolerance: Promoting individual differences and respecting how people can have different feelings in the same situation. All children listen and respect others' opinions when discussing different topics. ❖ Mutual respect: Children learn that their behaviours and actions have an effect on their own rights and those of others. 	<p>Christian Values: Courage: Children will develop the skill of recognising what is right from wrong and find the courage and conviction to make the best choices. Children will learn about different feelings and be able to reflect courageously on their own emotions.</p> <p>Respect: The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p> <p>Trust: Understanding that all relationships require an element of trust. This means being able to share thoughts, feelings and emotions with those around us in a way where we wouldn't feel judged or criticised.</p>
<p>Prior learning <u>Me and my relationships</u> In Reception children explored:</p> <ul style="list-style-type: none"> ❖ All about me ❖ What makes me special ❖ Me and my special people ❖ Who can help me? ❖ My feelings 	<p>Future learning <u>Me and my relationships:</u> In LKS2 children will explore:</p> <ul style="list-style-type: none"> ❖ Cooperation ❖ Friendships ❖ Recognising feelings ❖ Bullying ❖ Assertive skills 	