

YEAR 1 – YEAR 2

PSHE

During key stage 1 PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities

<i>Core Theme</i>	<i>Statutory Guidance</i>	<i>PATHS Links (Explicit)</i>	<i>Links to UNCRC</i>	<i>Alternative way to meet statutory requirements</i>
1. Health and Wellbeing	Healthy Lifestyles / Physical Health			
	H1. about what keeping healthy means; different ways to keep healthy			Y1 PE: Fitness unit Y2: Science (animals including humans)
	H2. about foods that support good health and the risks of eating too much sugar			Y1: DT (making smoothies) Y2: DT (Cooking and nutrition)
	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday			Daily Mile Activities PE – Fitness Unit Year 2 Term 2
	H4. about why sleep is important and different ways to rest and relax	R/Y1 unit 4 Lesson 19: Calm or Relaxed <ul style="list-style-type: none"> - To define the feeling ‘calm’ or ‘relaxed’ - To introduce some of the facial cues and body postures associated with the feeling ‘calm’ or ‘relaxed’ - To provide examples of different reasons for feeling calm or relaxed - To identify calm or relaxed as a comfortable feeling - To connect the behaviour or calming down and doing Turtle 	Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm. Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.	

		<p>with feeling calm or relaxed</p> <ul style="list-style-type: none"> - Children will demonstrate that they understand the meaning of the words 'calm' or 'relaxed' <p>Y2 Unit 4 Lesson 16: Calm/ Relaxed and Relaxation Practice</p> <ul style="list-style-type: none"> - To discuss internal bodily cues related to certain affects - To practice calming down when upset or excited - To introduce another method (relaxation) for calming down - To introduce the concepts of Calm/ Relaxed - To provide practice in relaxation 		
	H5. simple hygiene routines that can stop germs from spreading			Y2: Science (animals including humans)
	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy			Y2: Science safe4me.co.uk Complete 3 lessons on medicines/keeping healthy/ safe and unsafe
	H7. about dental care and visiting the dentist; how to brush teeth correctly; food			Y4 to deliver an assembly to Y1/2 about their learning on

				looking after your teeth. Y2: dentalhealth.org.uk lessons and activities
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	and drink that support dental health			
	H8. how to keep safe in the sun and protect skin from sun damage			Whole school assembly: Summer term 1 (Being safe in the sun) with follow up lesson/ messages in class.
	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	R/Y1 - unit 2 Lesson 8: Twiggle Makes Friends		Online safety units in Computing (Spring 1). Safer Internet Day (Annually in February) with assembly and follow-up lessons within class.
	H10. about the people who help us to stay physically healthy			Y2: Science safe4me.co.uk Complete 3 lessons on medicines/keeping healthy/ safe and unsafe Y2 Journey in Love lessons

Mental Health			
	H11. about different feelings that humans can experience	R/Y1 FEELINGS LESSONS Y2 Feelings Lessons	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do,</p>

			<p>what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>
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	<p>H12. how to recognise and name different feelings</p>	<p>R/Y1 FEELINGS LESSONS Y2 Feelings Lessons</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be</p>	
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	<p>H13. how feelings can affect people's bodies and how they behave</p>	<p>R/Y1 FEELINGS LESSONS Y2 Feelings Lessons</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep</p>	
			<p>children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	

<p>H14. how to recognise what others might be feeling</p>	<p>R/Y1 FEELINGS LESSONS Y2 Feelings Lessons</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
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<p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p>	<p>R/Y1 FEELINGS LESSONS Y2 Feelings Lessons</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
<p>H16. about ways of sharing feelings; a range of words to describe feelings</p>	<p>R/Y1 FEELINGS LESSONS Y2 Feelings Lessons</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the</p>	

			<p>responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>	<p>R/Y1 FEELINGS LESSONS Y2 Feelings Lessons</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where</p>	

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	<p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>R/Y1 – Lessons 14 – 18 – Twiggle learns to do turtle and the turtle technique Y2 – Lessons 13 – 15 Self Control</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich</p>	

			<p>or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	<p>R/Y1 – Lessons 14 – 18 – Twiggle learns to do turtle and the turtle technique Y2 – Lessons 13 – 15 Self Control Unit 3 Lesson 11: Cross/ Angry (Feelings Vs. Behaviours)</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through</p>	

			<p>life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>R/Y1 - unit 9 Lesson 43: Ending and Transitioning</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and</p>	<p>PATHS Coach is able to provide additional materials to support the theme of loss and grief</p>

			mistreated, in body or mind.	
Ourselves, Growing & Changing				
H21. to recognise what makes them special	<p>R/Y1 - Unit 1 Lesson 4: Compliments 1</p> <ul style="list-style-type: none"> - To teach children the meaning of the word 'compliment' - To have children associate being PATHS® Kid for Today with receiving compliments - To have children learn a polite way to respond to a compliment - To enhance children's self-esteem - Children will see how compliments are exchanged - Children will express pleasure when receiving compliments from teachers and peers <p>Unit 2 Lesson 9: Compliments 2</p> <ul style="list-style-type: none"> - To develop children's prosocial skills - To encourage children's support and respect for each other - To enhance children's self-esteem - To help children recognise the positive feelings associated with giving and 	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>		

		<p>receiving compliments</p> <ul style="list-style-type: none">- Children will demonstrate the ability to give a simple compliment to their classmates- Children will continue to practice thanking the person giving them a compliment- Children will continue to express pleasure when receiving compliments from teachers and peers <p>Unit 5 Lesson 23: Advanced Compliments</p> <ul style="list-style-type: none">- To teach children how to teach compliments that reflect quality of friendship or behavioural skill- To use illustrations from a familiar story to help children understand this more advanced type of compliment- Children will be able to give a peer a compliment that reflects their experience with that child <p>Y2 Unit 1 Lesson 3: PATHS Pupil of the Day – Complimenting</p> <ul style="list-style-type: none">- To develop better self-esteem over time –		
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		<ul style="list-style-type: none"> - To improve children's personal sense of responsibility - To explain informally the concept of using structure and systematic plans to achieve a positive goal/ outcome - To teach self- respect and respect for others - To provide practice and opportunities to give and receive compliments through role- play 		
	<p>H22. to recognise the ways in which we are all unique</p>	<p>Same as above</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive,</p>	

			<p>survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
	<p>H23. to identify what they are good at, what they like and dislike</p>			<p>Daily Compliments during 'Pupil of the Day'. Children encouraged and supported to give themselves a compliment.</p>
	<p>H24. how to manage when finding things difficult</p>	<p>R/Y1 – Lessons 14 – 18 – Twiggle learns to do turtle and the turtle technique Y2 – Lessons 13 – 15 Self Control Unit 3 Lesson 11: Cross/ Angry (Feelings Vs. Behaviours) unit 8 Lesson 42: Frustrated</p>	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p> <p>Article 2 All children have these rights,</p>	

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	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)			Y2: Follow up sessions from Speak Out will identify names of the main parts of the body.
	H26. about growing and changing from young to old and how people's needs change			Y2: Catholic social teaching - visiting care home
	H27. about preparing to move to a new class/year group	R/Y1 - unit 9 Lesson 43: Ending and Transitioning	<p>Article 13 You have a right to say whatever you believe as long as it does not harm or offend other people. You also have the responsibility to respect the rights and freedom of others.</p>	

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Keeping Safe				
	H28. about rules and age restrictions that keep us safe	<p>Y1/y2 Unit 1 Lesson 1 Circle Rules/Rules</p> <ul style="list-style-type: none"> - Understanding rules in the classroom and why they are needed to keep us safe 		

<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p>	<p>R/Y1 Unit 6 Lesson 26: Solving Problems</p> <ul style="list-style-type: none"> - To encourage children to evaluate their problem solving ideas by distinguishing between OK choices and NOT OK choices - To encourage children to think about the consequences of their behaviour - To teach children the meaning of the word 'solution' - Children will be able to distinguish between behaviours that are appropriate and those that are inappropriate - Children will be able to correctly identify positive solutions to problems <p>Y2 Unit 5 Lesson 19: Problem-Solving Meeting Unit 5 Lesson 22: Problem-Solving – Privacy and Telling your Feelings</p>	<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	
<p>H30. about how to keep safe</p>			<p>Y1 - Jigsaw session</p>

<p>at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p>			
<p>H31. that household products (including medicines) can be harmful if not used correctly</p>			<p>Y2: Jigsaw session</p>

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely			Y1 'Our local area' fieldwork study – crossing the road safely.
H33. about the people whose job it is to help keep us safe			Y2 Journey in Love
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them			Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)
H35. about what to do if there is an accident and someone is hurt			Y1: Invite St John's Ambulance/Paramedics and link to safety in the home
H36. how to get help in an emergency (how to dial 999 and what to say)			Y1: Invite St John's Ambulance/Paramedics and link to safety in the home

Drugs, Alcohol, Tobacco

	<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>			<p>Y2: Jigsaw session – link to medicines</p>
<p>2. Relationships</p>	<p>Families and Close Personal Relationships</p>			
	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p>	<p>R/Y1 - unit 2 Lesson 8: Twiggie Makes Friends Y2 Unit 6 Lesson 23: What is a Friend?</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other</p>	<p>Further links can be made to other acquaintances who play a role; e.g. in Twiggie learns to make friends his grandmother and parents are references, discussion could take place around other adults and the role they play in children's lives.</p>

			<p>kids can do.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	
	R2. to identify the people who love and care for them and what they do to help them feel cared for			Y1 Journey in Love
	R3. about different types of families including those that may be different to their own			Y1 Journey in Love No Outsiders lessons
	R4. to identify common features of family life			Y1 Journey in Love
	R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	<p>R/Y1 Unit 6 Lesson 26: Solving Problems</p> <ul style="list-style-type: none"> - To encourage children to evaluate their problem solving ideas by distinguishing between OK choices and NOT OK choices - To encourage children to think about the consequences of their behaviour - To teach children the meaning of the word 'solution' - Children will be able to distinguish between behaviours that are appropriate and those 	<p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p>	

		<p>that are inappropriate</p> <ul style="list-style-type: none"> - Children will be able to correctly identify positive solutions to problems <p>Y2 Unit 5 Lesson 19: Problem-Solving Meeting Unit 5 Lesson 22: Problem-Solving – Privacy and Telling your Feelings</p>	<p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	
Friendships				
	<p>R6. about how people make friends and what makes a good friendship</p>	<p>R/Y1 - unit 2 Lesson 8: Twiggle Makes Friends Y2 Unit 6 Lesson 23: What is a Friend? unit 6 Lesson 25: Making Friends</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p>	
	<p>R7. about how to recognise</p>	<p>Y2 - Unit 6 Lesson 24: Lonely</p>	<p>Article 6</p>	

	<p>when they or someone else feels lonely and what to do</p>	<ul style="list-style-type: none"> - To informally present the problem- solving paradigm <p>To introduce the concept of Lonely</p>	<p>You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p>	
	<p>R8. simple strategies to resolve arguments between friends positively</p>	<p>Y2 unit 6 Lesson 25: Making Friends</p> <ul style="list-style-type: none"> - To provide practice in role- playing - To introduce informally thinking about alternatives for solving- problems - To encourage positive social interaction skills - To help children learn friendship making skills <p>Unit 7 Lesson 36: Listening to Others</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich</p>	

		Unit 7 Lesson 35: Fair Play Rules Unit 7 Lesson 37: Sharing Unit 8 Lesson 38: Decision Wheel <ul style="list-style-type: none"> - To provide solutions for solving peer conflicts - To promote co-operation in the classroom - To discuss alternative solutions to the problem of deciding 'who goes first' To introduce the Decision Wheel	or poor. No child should be treated unfairly on any basis. Article 19 You have the right to be protected from being hurt and mistreated, in body or mind	
	R9. how to ask for help if a friendship is making them feel unhappy	Y1 Unit 2, 3, 4, 5, 6, Emotion Sharing Sessions Y1 Unit 6 Lesson 25, 26, 27 Problem Solving, and Solving Problems with Friends Y1 Unit 5 Lesson 24 Feelings Review Lessons Y2 Unit 6 & 7 exploring friendships, feelings, and manners		
Managing Hurtful Behaviour and Bullying				
	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	R/Y1 Unit 2 Lesson 5 – we all have feelings		
	R11. about how people may feel if they experience hurtful behaviour or bullying	Y2 Unit 7 Lesson 30 By Accident and On Purpose		

<p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>			<p>Anti-bullying week activities (annually in November)</p>
<p>Safe Relationships</p>			
<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>			<p>Spring Term 1: Speak Out, Stay Safe virtual assembly (age 5-7) & follow-up lessons</p>
<p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p>			<p>Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)</p>
<p>R15. how to respond safely to</p>			<p>Speak Out, Stay Safe Assembly</p>

	<p>adults they don't know</p>			
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R16. about how to respond if physical contact makes them feel uncomfortable or unsafe			Spring Term 1: Speak Out, Stay Safe virtual assembly (age 5-7) & follow-up lessons
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought			Spring Term 1: Speak Out, Stay Safe virtual assembly (age 5-7) & follow-up lessons
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	Unit 5 Lesson 22: Problem-Solving – Privacy and Telling your Feelings		Spring Term 1: Speak Out, Stay Safe virtual assembly (age 5-7) & follow-up lessons
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe			Spring Term 1: Speak Out, Stay Safe virtual assembly (age 5-7) & follow-up lessons
R20. what to do if they feel			Spring Term 1: Speak Out, Stay Safe virtual assembly (age 5-7) & follow-up lessons

	unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard		
Respecting Self and Others			

<p>R21. about what is kind and unkind behaviour, and how this can affect others</p>	<p>Year 1 – Unit 5, Sharing Caring and Friendship Unit 6, Solving Problems with Friends Year 2 - Unit 7 Lesson 31-33: Manners</p>			
<p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>R/Y1 - Unit 2 Lesson 9: Compliments 2 Y2 Unit 1 Lesson 3: PATHS Pupil of the Day – Complimenting unit 7 Lesson 31: Manners 1 Unit 7 Lesson 32: Manners 2 Unit 7 Lesson 33: Manners 3</p>	<p>Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p>		
	<p>R23. to recognise the ways in which they are the same and different to others</p>			<p>No Outsiders</p>

	R24. how to listen to other people and play and work cooperatively	Y2 - Unit 7 Lesson 36: Listening to Others		
	R25. how to talk about and share their opinions on things that matter to them	Y2 - Unit 7 Lesson 36: Listening to Others		
3. Living in the Wider Community	Shared Responsibilities			
	L1. about what rules are, why they are needed, and why different rules are needed for different situations	R/Y1 – Unit 1 Lesson 1: Circle Rules Y 2 - Unit 1 Lesson 1: Formulating Classroom Rules	Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm. Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 19 You have the right to be protected from being hurt and mistreated, in body or mind	
	L2. how people and other			Links to Catholic Values – Respect KS1 Assembly
	living things have different needs; about the responsibilities of caring for them			

L3. about things they can do to help look after their environment			RE: Laudato Si and Catholic social teaching Y1 & 2 Science links
Community			
L4. about the different groups they belong to			Y1 Journey in Love
L5. about the different roles and responsibilities people have in their community			Y2 Journey in Love
L6. to recognise the ways they are the same as, and different to, other people			No outsiders lessons
Media Literacy and Digital Resiliency			
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others			Online safety unit in Computing – Spring term 1 Safer Internet Day (annually in February)
L8. about the role of the internet in everyday life			As above
L9. that not all information seen online is true			As above

Economic Wellbeing and Money

L10. what money is; forms that money comes in; that money comes from different sources			'Counting Money' Barclays Life Skills Lesson: Year 1 (Summer 2)
L11. that people make different choices about how to save and spend money			'Using Money for Shopping' Barclays Life Skills Lesson: Year 2 (Spring 2)
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want			'Counting Money' Barclays Life Skills Lesson: Year 1 (Summer 2) 'Using Money for Shopping' Barclays Life Skills Lesson: Year 2 (Spring 2)
L13. that money needs to be looked after; different ways of doing this			'Using Money for Shopping' Barclays Life Skills Lesson: Year 2 (Spring 2)
Aspirations, Work and Career			
L14. that everyone has different strengths	R/Y1 - Unit 1 Lesson 4: Compliments 1 <ul style="list-style-type: none"> - To teach children the meaning of the word 'compliment' - To have children associate being PATHS® Kid for Today with receiving compliments - To have children learn a polite way to respond to a compliment - To enhance children's self-esteem - Children will see how compliments are exchanged - Children will express 	Article 6 You have the right to be alive, survive and to develop through life. The Government must keep children safe from harm. Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.	

		<p>pleasure when receiving compliments from teachers and peers</p> <p>Unit 2 Lesson 9: Compliments 2</p> <ul style="list-style-type: none"> - To develop children's prosocial skills - To encourage children's support and respect for each other - To enhance children's self-esteem - To help children recognise the positive feelings associated with giving and receiving compliments - Children will demonstrate the ability to give a simple compliment to their classmates - Children will continue to practice thanking the person giving them a compliment - Children will continue to express pleasure when receiving compliments from teachers and peers <p>Unit 5 Lesson 23: Advanced Compliments</p> <ul style="list-style-type: none"> - To teach children how to teach compliments that reflect quality of friendship or behavioural skill - To use illustrations 	<p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	
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		<p>from a familiar story to help children understand this more advanced type of compliment</p> <ul style="list-style-type: none"> - Children will be able to give a peer a compliment that reflects their experience with that child <p>Y2 Unit 1 Lesson 3: PATHS Pupil of the Day – Complimenting</p> <ul style="list-style-type: none"> - To develop better self-esteem over time – - To improve children’s personal sense of responsibility - To explain informally the concept of using structure and systematic plans to achieve a positive goal/ outcome - To teach self- respect and respect for others <p>To provide practice and opportunities to give and receive compliments through role- play</p>		
	L15. that jobs help people to earn money to pay for things			Links to Maths – Money
	L16. different jobs that people they know or people who work in the community do			Y1 – History – Toys Y2 – Titanic Y1/Y2 – carpet time discussions

	L17. about some of the strengths and interests someone might need to do different jobs			Y1 – History – Toys Y2 – Titanic Y1/Y2 – carpet time discussions
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