# KS1 PSHE Curriculum 2026

| | Autumn | | Spring | | Summer | |
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| **Year A** | **Making friends: playing and learning together** | **Keeping safe outside the home** | **Mental health and wellbeing** | **Being Healthy** | **Showing kindness to ourselves and others** | **Money and work** |
| **Year B** | **Safety at home** | **Keeping safe online** | **Mental health and wellbeing** | **Me and my body staying safe** | **Celebrating me, you and our families** | **Looking back and moving on** |

# Year A

| | **Key Questions**<br><br>***Big Questions*** | **National Curriculum Coverage** | **Subject specific skills and knowledge development** | **Key Tasks** | **Key Vocabulary** |
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| **Autumn 1**<br><br>**Making Friends** | Why do we need rules?<br><br>How can I get along with others?<br><br>How can I show good listening skills?<br><br>How are my friends similar or different to me?<br><br>How can I solve falling out with my friends?<br><br>What should I do if I witness unkind behaviour? | what friendship is and what makes a good friend<br><br>how people make friends and how to be kind and caring in friendships<br><br>that friends can argue, and they can also make up<br><br>simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument<br><br>how to ask for help if a friendship is making them feel unhappy<br><br>what makes them unique and special; how they are the same as, and different to, others; about the | Recognise where we have rules and why we need them.<br><br>How to make others feel safe in PSHE lessons.<br><br>Identify what is needed to get along, show good listening skills and describe different ways to play and learn.<br><br>Learn to recognise similarities and differences between friends.<br><br>Identify some causes of arguments. | Explore and name school rules by walking around the building and playground.<br><br>Play games to demonstrate the skills needed for working together.<br><br>Play friendship Bingo to identify similarities and differences between friends.<br><br>Make friendship bands with words and phrases of what makes a good friend.<br><br>Use scenarios, for pupils identify ways of making up, such as making a deal or finding a win-win situation. | Rules, ground rules, respect, safe, opinion, learn, play, listen, think, interrupt, take turns, friend, friendship, cooperation, fairness, break up, make up, fall out, repair, make a deal, cooperate, win-win situation, kind, kindness, unkind, unkindness, teasing, joking, bullying, witness, permission, asking, sharing, giving, yes, no, hand, arm, leg, foot, head, chest, bottom/buttocks, vulva, penis, hair, knee, neck, nipple, foot, testicle, vagina, safe adult, |

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| | What does asking for permission mean?<br><br>Who are my safe adults?<br><br>Which parts of my body are private? | different groups they are part of, and how this can contribute to a sense of belonging<br><br>that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things<br><br>the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others<br><br>about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect<br><br>how to respectfully express their likes, dislikes and needs, and listen to other people<br><br>ways to show politeness and respect<br><br>how to play cooperatively; what they can do if they feel upset or angry with someone<br><br>how to share, take turns and include others<br><br>about kind and unkind behaviour; that someone's actions and words can be hurtful<br><br>how to recognise bullying; how people may feel if they experience | Explain and demonstrate some ways to positively resolve arguments.<br><br>Know who and how to ask for help if they are feeling unhappy.<br><br>Describe how unkind behaviour can make someone feel.<br><br>Recognise that feelings can affect how someone behaves.<br><br>Understand why they should ask other people for permission in different situations, including when touching someone else.<br><br>Explore different situations where someone needs to ask for or give permission.<br><br>Labelling and naming body parts | Think about and role play what they should do if they witness unkind behaviour.<br><br>Practise different ways of asking or giving permission.<br><br>Practise saying 'NO'<br><br>Rehearse and recall the PANTS Rule | |

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| | | hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying<br><br>when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully<br><br>that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC<br><br>the difference between public and private; why something might be private, and when children and adults have a right to privacy<br><br>about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults<br><br>that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina)<br><br>basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe<br><br>what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared | | | |

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| | | for); how to ask for help from a trusted adult<br><br>to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know<br><br>about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe | | | |
| **Autumn 2**<br><br>**Keeping safe outside the home** | What do we need to keep safe from outside the home?<br><br>How can I stay safe when crossing the road?<br><br>Why is it important to know how to stay safe around roads?<br><br>How can we stay safe around the farm? | what rules are, some basic safety rules and how different rules can help to keep people safe in different situations<br><br>how to recognise potentially harmful or hazardous situations in everyday life, including at home<br><br>about the role of rules and laws in keeping people safe<br><br>about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances<br>ways to keep safe when out and about, e.g. near railways, on the street and in busy places<br><br>how to cross the road safely with adult support | Learning and understanding the Green Cross Code rules for safely crossing or walking near the road.<br><br>explain how to keep safe at a railway station and on trains; describe how level crossings keep us safe; and identify unsafe situations around railways, and explain how to manage them.<br><br>Identify hazards around the farm e.g. machinery, animals, chemicals, climbing.<br><br>Staying safe and seen in darker weather and firework safety. | Demonstrate the Green Cross Code through role play.<br><br>Sequence steps of the Green Cross Code using cards.<br><br>Look at different images identifying whether it is or is not safe to cross.<br><br>Suggest safety rules for each stage of a journey.<br><br>Pupils order a sequence of pictures showing how level crossings work, and then suggest what to 'stop', 'look' and 'listen' for.<br><br>Pupils consider rail safety scenarios and decide what is safe and unsafe. | Road, safety, safe, stop, look, listen, wait, think, vehicles, traffic, pelican crossing, lollipop person, zebra crossing, traffic island, pedestrian, rail, railway, train, station, tracks, platforms, stairs, ticket office, level-crossing, barriers. |

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| | | how to keep safe around water, using the water safety code<br><br>about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency<br><br>how to dial 999 in an emergency (including from a locked mobile phone), and what to say | | Pupils watch videos of different hazards around the farm.<br><br>PCSO/Fire and rescue Service talk about darker night/firework safety | |
| **Spring 1**<br><br>**Mental health and wellbeing** | How do people show their feelings?<br><br>What does distraction mean?<br><br>How can I change less pleasant feelings to pleasant feelings?<br><br>How can I recognise helpful and helpful thoughts?<br><br>How might someone react in different situations? | how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly<br><br>that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well<br><br>that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses<br><br>the importance of taking care of mental health and wellbeing, as well as physical health<br><br>how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time | Notice and name some feelings<br>Explain how we recognise thoughts and feelings<br>Explain that feelings can be felt more, or less, strongly<br><br>Explain what is meant by distraction<br>Identify different types of distraction<br>Identify what could help when someone is distracted<br><br>Identify pleasant and unpleasant feelings<br>Explain what can help change less pleasant feelings to more pleasant ones<br>Describe how the brain helps us pay attention to pleasant feelings | Draw images for a range of feelings.<br><br>Match body sensations to different feelings.<br><br>Use a feelings thermometer to explain intensity of feelings.<br><br>Look at and circle the different distractions.<br><br>Use help cards to suggest how to prevent distractions in certain situations.<br><br>Use distancing technique for how Kayla is feeling throughout the day.<br><br>Rehearse what to do or say if you want to join in someone's game. | Angry, excited, relaxed, scared, happy, sad, distractions, annoyed, frustrated, concentration, pleasant feelings, unpleasant feelings, helpful thoughts, unhelpful thoughts, |

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| | | about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends)<br><br>about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep)<br><br>simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies<br><br>about different kinds of change and loss (including death); how change and loss can affect people and who can help<br><br>about preparing to move to a new class or year group and how to manage feelings during times of change<br><br>who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help | Identify examples of helpful and unhelpful thoughts<br>Describe how helpful and unhelpful thoughts can change how we act and feel<br>Describe how unhelpful thoughts can be changed to more helpful ones<br><br>Describe the difference between feeling relaxed and feeling tense<br>Identify different reactions<br>Describe how someone might manage their reactions and responses | Sorting activity of thoughts throughout the day into helpful or unhelpful.<br><br>Use mini scenarios to identify helpful/unhelpful thoughts.<br><br>Play 'Buzzy Bee' game to identify how tense or relaxed Buzzy is feeling.<br><br>Identify different reactions and draw images for feeling tense/relaxed. | |

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| **Spring 2**<br>**Being Healthy** | How can I stay safe in the sun?<br><br>What can I do to help me get to sleep?<br><br>What food and drink can help keep me healthy?<br><br>How can we look after our teeth?<br><br>Why is it important to have personal hygiene routines? | people who help us stay healthy and who can help if feeling unwell<br><br>that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar;<br><br>who to talk to if worried about what they eat and drink or hurt<br><br>how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health<br><br>how to keep safe and well in the sun and protect skin from sun damage<br><br>why sleep is important; bedtime routines and ways to rest and relax<br><br>how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health<br><br>about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves<br><br>how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to | Explain why being in the sun can be good and not so good for our health<br><br>Identify different ways to protect our skin in the sun<br><br>Give examples of what can be used to provide protection from the sun<br><br>Suggest some reasons why sleep is important<br><br>Identify things that might stop someone getting to sleep<br><br>Describe some things that might help someone get to sleep<br><br>Identify where some food and drink comes from<br><br>Describe how food and drink can be changed before it is eaten or drunk<br><br>Suggest some foods and drinks that help to keep people healthy<br><br>Identify times when someone can make choices about what to eat and drink | Card sort activity and sun safety quiz<br>Character scenario – plan relaxing activities for a bedtime routine<br>Food swap game<br>Steps to brushing teeth<br>Traffic light food and drink cards<br>Visit from hygienist?<br><br>Hand washing routine | sun, safe, benefits, harmful, protect, UV rays, sleep, rest, relax, routine, bedtime, healthy, choices, food, drink, teeth, gums, sugar, toothbrush, toothpaste, dentist, wash, germs, health, spread, |

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| | | learn, and routines for good quality sleep<br><br>simple hygiene routines that can stop germs from spreading<br><br>who to talk to if they are worried about their health<br><br>what being healthy means and how physical activity helps people to stay healthy<br><br>ways to be physically active every day<br><br>that there are different types of food and drink, with different tastes and textures, and people enjoy different foods<br><br>that people often share food together, e.g. during mealtimes or special occasions<br><br>that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk<br><br>when and how children can make choices about what they eat and drink and who can help them make healthier choices | Identify which foods and drinks have higher and lower amounts of sugar in them<br><br>Explain the steps for brushing teeth<br><br>Identify who can help with looking after teeth<br><br>Explain why and when hands should be washed<br><br>Identify how germs can spread and ways to prevent this<br><br>Demonstrate how hands should be washed | | |
| **Summer 1**<br>**Showing kindness to ourselves and others** | What do we know about feelings?<br>How can I be aware of other people's feelings? | about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living | Name and recognise different feelings<br>Describe how others might be feeling | Act out the feelings<br>Watch emotions film clip<br>Feelings scenarios<br><br>Acts of kindness in different places | Feelings, emotions, happy, sad, relaxed, worried, excited, scared, grumpy, jealous, angry, calm, proud, nervous, surprised, embarrassed, frustrated, |

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| | How does kindness make people feel?<br><br>What can I do if I see someone being unkind? | in a diverse community and that everyone should be treated with respect<br><br>how to respectfully express their likes, dislikes and needs, and listen to other people<br><br>ways to show politeness and respect<br><br>how to play cooperatively; what they can do if they feel upset or angry with someone<br><br>how to share, take turns and include others<br><br>about kind and unkind behaviour; that someone's actions and words can be hurtful | Show some ways of representing feelings<br>Recognise why kindness is important<br>Identify some ways of being kind to ourselves and other people<br>Decide whether someone is being kind or unkind<br>Identify things someone can do if others are being unkind.<br>Identify different things that can help people feel good<br>Show how behaviours can make people feel<br>Suggest things people can do to help themselves feel good. | What could you do, say or who to speak to activity – unkindness<br><br>Set up activity stations – lego, reading books, colouring etc.<br><br>Complete a feel-good plan | disappointed, kind, unkind, connect, play, take notice, be active, give, learn, |
| **Summer 2**<br><br>**Money and work** | What strengths and interests do I have?<br><br>What different jobs do people do?<br><br>What is money and what is it used for?<br><br>How can I make good spending choices?<br><br>Why do i need to save money? | that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of<br><br>that people can earn money to pay for things by having a job<br><br>different jobs that people do, including roles and responsibilities people have in their community | Explain what makes everyone unique<br><br>Identify the different strengths and interests that people can have<br><br>Describe the strengths and interests suited to different jobs | Interview each other to discover strengths and interests.<br><br>Match jobs to career pathways<br><br>Possible parent career visitors<br><br>Look at different forms of money<br><br>Getting and spending money resource<br><br>Needs and wants card sort | Strength, interest, unique, job, career, job, community, work, earn, voluntary, money, spend, decision, pay, safe, unsafe, choice, need, want, save, earn, job |

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| | | some of the strengths and interests someone might need to do different jobs | Describe a range of different jobs, including jobs in the community<br><br>Identify the different types of work involved in some jobs<br><br>Explain how jobs help people to earn money<br><br>Identify different forms of money<br>Explain where money comes from and how it can be spent<br>Describe how money can be kept and looked after<br>Explain how people make choices about spending and saving money<br>Describe the difference between needs and wants<br>Explain how jobs help people earn money to pay for needs and wants | | |

# Year B

| | **Key Questions**<br><br>***Big Questions*** | **National Curriculum Coverage** | **Subject specific skills and knowledge development** | **Key Tasks** | **Key Vocabulary** |
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| **Autumn 1**<br><br>**Safety at home** | How can I keep safe at home?<br><br>What things go into my body?<br><br>What things go onto my skin?<br><br>What do medicines do?<br><br>Who helps me to stay healthy? | This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines. | Identify some common hazards that might occur in the home<br><br>Suggest some actions children can take to help minimise the risk of accidents happening at home<br><br>Recognise how rules can help keep children safe at home<br><br>Describe how the things that can go into a person's body and onto their skin can change how people look and feel<br><br>Identify that some things that go into or onto bodies can be harmful (or not so good for people) and how we know if something might be harmful<br><br>Suggest basic strategies to respond to situations involving household products<br><br>Recognise who to ask for help with things that can go into or onto bodies | Hazard hunt – spot the dangers<br><br>Make some rules for each room in the home that they could follow to keep safe<br><br>Identify some hazards on medicine/household product labels<br><br>Play harmful or helpful<br><br>Feel better scenarios<br><br>Safety rules, risk cards, action cards, pressure cards game | Safe, unsafe, harm, injury, accident, rules, actions, helpful, harmful, medicine, warning, toxic, dangerous, medicine, capsule, vaccination, inhaler, safety, instructions, accident, pressure, product |

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| | | | Identify what can make people feel better if not feeling well<br><br>Explain that medicines come in different forms and are used in different ways<br><br>Recognise that some medicines, such as vaccinations, can help prevent illness and disease and that some people need to take medicines every day to help them to stay healthy<br><br>Identify who helps people to stay healthy and what they do<br><br>State safety rules for the use of medicines and other household products<br><br>Recognise risk in situations related to medicines and household products, including when there is pressure to do something which is unsafe or may cause someone to be unwell<br><br>Identify what to do next in a situation that may involve risk | | |

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| | | | Identify when asking for adult permission is required (in relation to medicines and household products) | | |
| **Autumn 2:**<br><br>**Keeping safe online** | What does being online look like?<br><br>What feelings might I experience online?<br><br>Where can I find help if I see something that upsets me online?<br><br>Why do I need to ask for permission before sharing photos online?<br><br>What might happen if we share a photo online?<br><br>How can playing online games make you feel?<br><br>How do age ratings help us make good choices?<br><br>How can i make good viewing choices that are suitable for my age? | This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information). | Explain how something online might make someone feel worried or sad.<br><br>Recognise different feelings.<br><br>Identify up to four adults in my life who can help me if I have a problem online<br><br>Explain what might happen if we share a picture.<br><br>Identify the effect of people's actions online and consider ways of keeping myself and others safe.<br><br>Recognise that I can be an 'upstander' by choosing not to join in.<br><br>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online | Watch video of Jessie – suggest advice<br><br>Fill in safe adults hand<br><br>Share out camera images<br><br>Video – what can happen when we are playing on line games<br><br>Safety rules sorting activity<br><br>Create superheroes from age rating symbols<br><br>Sort film descriptions into age categories | Online, internet, worried, scared, danger, safe adults, share, permission, consent, photo, image, personal information, private, film, programme, age-appropriate, child friendly, family friendly, rules, safe choices, BBFC, age-rating symbol, film, show, parental controls, safe viewing choices |

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| | | | I dentify what personal information is and the importance of not sharing this.<br><br>Recognise different feelings I might encounter online and how my body might tell me something 'doesn't feel right'.<br><br>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.<br><br>Talk about the qualities that make a good friend.<br><br>Identify that people online may not tell the truth.<br><br>Explain the difference between a secret and a surprise.<br><br>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online<br><br>Identify that some rules are made to keep us safe<br><br>Recognise some of the BBFC's age-rating symbols | | |

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| | | | Identify why we should use these, and what to do if we need help<br><br>Explain how to use child-friendly or family friendly age rating symbols<br><br>Describe how these and other strategies can help someone decide what to watch<br><br>Apply these strategies to everyday viewing situations<br><br>Identify what do if they feel something is unsafe, such as asking for help | | |
| **Spring 1**<br><br>**Mental health and wellbeing** | Why do I need to be able to name feelings?<br><br>How can I manage unpleasant feelings?<br><br>How can I tell if a distraction is helpful or unhelpful?<br><br>How do my thoughts affect my feelings and actions?<br><br>How can I manage changes? | This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement). | Identify a range of feelings, including how pleasant they are<br><br>Describe how feelings can vary in strength<br><br>Explain how noticing and naming feelings can help us to manage them<br><br>Identify whether a distraction is helpful or not | Distancing scenarios on emotions<br><br>Feelings thermometer exercise<br><br>Managing unpleasant feelings strategies<br><br>Identifying different helpful or unhelpful distractions<br><br>Feelings rollercoaster<br><br>Helpful and unhelpful thoughts scenarios<br><br>Reactions charades<br><br>Changes scenarios | Angry, excited, relaxed, scared, happy, sad, distractions, annoyed, frustrated, concentration, pleasant feelings, unpleasant feelings, helpful thoughts, unhelpful thoughts, distractions, positive affirmations, reactions, responses, change, loss, permanent, temporary, |

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| | | | Describe how different distractions can make someone feel<br><br>Explain how to notice, name and manage distractions<br><br>Explain that the brain helps us remember, repeat and change what we pay attention to<br><br>Describe how to pay attention to more pleasant thoughts and feelings more often<br><br>Notice when we are paying attention to something enjoyable and how it can help us feel good<br><br>Identify how helpful and unhelpful thoughts might affect someone's feelings and behaviours<br><br>Explain different ways to change unhelpful thoughts to helpful ones<br><br>Explain how some types of distraction can help us manage unhelpful thoughts<br><br>Identify ways of reacting to different situations | | |

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| | | | Describe how our reactions and responses can change, based on how calm or tense we feel<br><br>Explain how practising different strategies helps us to manage our responses<br><br>Recognise what change means<br><br>Identify different changes that people might experience<br><br>Recognise the relationship between change and loss<br><br>Describe how change and loss might affect people and who can help them | | |
| **Spring 2**<br><br>**Me and my body staying safe** | ***Who are my special people?***<br><br>***How do special people care for each other?***<br><br>***What happens as I grow up?***<br><br>***Which parts of my body are private?*** | This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe. | Identify who special people might be<br><br>Explain what makes someone 'special' and important<br><br>Describe the different ways special people care for us<br><br>Recognise how we can care for them in return | Special people spidergram activity<br><br>Caring for each other story activity<br><br>The Growing story (Helen Oxenbury)<br><br>Spot the difference activity<br><br>Label male and female body parts | special, person, people, friend, family, care, caring, help, thanks, grow, change, difference, baby, toddler, child, adult, older person, independent, responsibility, human life cycle, same, different, male, female, boy, girl, body, born, private parts, genitals, penis, testicles, vagina, vulva |

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| | | | Recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time<br><br>Describe what changes when people grow from young to old<br><br>Identify ways children our age might be more independent now than when they were younger<br><br>Describe similarities and differences between myself and others<br><br>Recognise and use the correct names for main parts of the body<br><br>Recognise that some parts of the body are private | | |
| **Summer1**<br><br>**Celebrating me you and our families** | ***What does it mean to be unique?***<br><br>***How am I the same or different from others?***<br><br>***What makes a family?*** | This unit explores similarities<br><br>and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other. | Recognise individual features and attributes<br><br>Identify their interests, likes and dislikes<br><br>Recognise that everyone is good at something and | Looking at special characteristics, likes and dislikes<br><br>Giraffes can't dance story<br><br>Wonderful me – likes and dislikes<br><br>Complete a family tree for a fictional family | Different, dislikes, features, identity, individual, likes, personality, skills, special, talents, qualities, unique, same, different, similar, equal, family, family tree, care, family member (dad, aunt, stepmum, grandad, cousin) parent, children, family members, including |

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| | ***Who is in a family?***<br><br>***What do families have in common*** | | identify what they are good at<br><br>Describe what makes them special<br><br>Identify special things about them that make them who they are<br><br>Describe similarities and differences between themselves and others<br><br>Recognise that everyone is equal<br><br>Describe what a family is<br><br>Identify who might be in a family<br><br>Explain how families can care, and show love, for each other | Ways to care venn diagram<br><br>What do families have in common activity | mum, dad, stepmum, stepdad, grandma, grandad, brother, sister |
| **Summer 2**<br><br>**Looking back and moving on** | ***If feelings had colours what would they be?***<br><br>***How can I manage my feelings about moving to a new class?*** | Use this unit to consolidate learning – this could include an<br><br>extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2. | As Spring 1<br><br>Identify feelings children might have about moving to a new class<br><br>Recognise that there can be good things, as well as difficult things, about change<br><br>Explain ways to positively manage the move to a new class | Drawing feelings - pupils to draw the feeling on paper using colours, shapes, and lines.<br><br>Music and movement - play music while pupils act out some of the feelings from the lesson.<br><br>Notice and name the different feelings that the characters experience in stories | Angry, excited, relaxed, scared, happy, sad, distractions, annoyed, frustrated, concentration, pleasant feelings, unpleasant feelings, helpful thoughts, unhelpful thoughts, change, transition, manage, positive, worries, feelings |

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| | | | | What can help? - Create their own 'bank' of ways to manage distractions and use these to make a class display for them to refer to if they get distracted.<br><br>Managing distractions activity<br><br>Mindful walk - lead pupils in a mindful walk around the school grounds or local area, asking them to pay attention to sights and sounds.<br><br>Sorting thoughts - pupils to sort helpful and unhelpful thoughts using the examples<br><br>Useful distractions - pupils to create a bank of useful distractions for when having unhelpful thoughts.<br><br>Positive affirmations - positive affirmations can be repeated to promote positive thinking. These could be kept in a box or jar.<br><br>Flower bubble - lead the class in the flower bubble practice<br><br>What three things?<br>See/hear/move - pupils find three things of a certain colour, but also notice three sounds in their environment and then make three different body movements | |

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| | | | | Distancing scenario – moving to a new class<br><br>Similarities and changes<br><br>Managing changes strategies | |