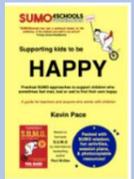
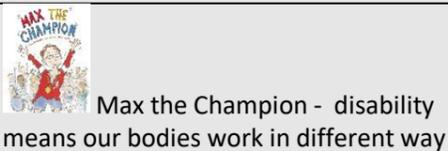


Core Theme	Year 1	PD book	British values link	SUMO	Articles	PD Award
<p><b>Health and Wellbeing</b></p> <p><b>Big Questions</b></p> <p><i>What helps us stay healthy?</i></p> <p><i>Who helps to keep us safe?</i></p> <p><i>How are we different?</i></p> <p><b>PSHE Lesson</b></p> <p><b>PSHE Assembly</b></p> <p><b>Visitor Assembly</b></p> <p><b>No Outsiders in a Faith Community</b></p> <p><b>Across the Curriculum</b></p>	<ul style="list-style-type: none"> <li>Identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</li> <li>Understand the importance of, and how to, maintain personal hygiene, including dental care and visits to the dentist.</li> <li>Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest, supporting foods and risks of too much sugar.</li> <li>Explain how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading, including vaccinations, immunisations, and allergic reactions.</li> <li>Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</li> <li>Communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>Explore what positively and negatively affects their physical, mental and emotional health.</li> <li>Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> <li>Talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</li> <li>Explore the process of growing from young to old and how people's needs change, including moving to a new year group or class.</li> <li>Know the rules for, and ways of, keeping physically and emotionally safe including responsible ICT use (online safety) including age restrictions.</li> <li>Ways to keep safe in un/familiar situations (park, shopping centre, pool) and road safety. (H32)</li> <li>Know that our bodies work in different ways,</li> </ul> <p><i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p><b>Sorting activity:</b> things that are healthy and things that are not – Venn diagram.</p> <p><b>Deeper</b> – explanations of why and cross over section.</p>  <p><b>Respond to a picture:</b> children write what similarities and differences there are between a group of children and discuss their possible feelings.</p> <p><b>Deeper</b> – explain why feelings may arise and where they may come from.</p> <p><b>Quiz:</b> pupils answer simple questions and repeat the same quiz later on.</p> <p><b>Deeper</b> – create own questions for peers and create tips for questions other may have got incorrect.</p> <p><b>Graffiti board:</b> Each pupil contributes a word, picture or symbol to create a class graffiti board about their special people. <b>Deeper</b> -</p>	<p><b>Liberty</b></p>  <p>Pupils have the freedom to make choices that affect them, but recognise that they are accountable for their actions.</p> <p><b>Law</b></p>  <p>Rules are there to help protect myself and others. They must be respected.</p> <ul style="list-style-type: none"> <li>Why do we need rules?</li> <li>Who should make the rules?</li> <li>What rules are important to us?</li> <li>Agree a class charter</li> </ul>	<p><b>Supporting kids with EXAMS &amp; TESTS</b></p>  <p><b>Avoid thinking traps (page 49)</b> This activity looks at how things can be catastrophised. Look at worth-it worries v worthless worries and how these can negatively affect someone's mental health and physical health.</p> <p><b>Supporting kids to be HAPPY</b></p>  <p><b>'What went well' wall (page 48)</b> Encourage pupils to find 'their happy'. When thinking about themselves and their experiences, can they draw on three positive things, negative things, or a mixture. Pupils can create a 'What Went Well' wall in the classroom, which could become a permanent feature.</p> <p><b>Supporting kids to build RESILIENCE CONFIDENCE &amp; SELF-ESTEEM</b></p>  <p><b>Goal Setting (page 60)</b> - this activity could be used to help children identify their hops and dreams. This could then lead to action planning on how they will achieve these.</p> <p><b>Supporting kids to WORRY LESS</b></p>  <p><b>About the Brain (page 23)</b> – this page and the next, details the structure of the brain and where worry comes from and the psychological responses to it. Children could then create their own model/diagram of a brain to show their understanding.</p>	<p><b>24</b></p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p> <p><b>27</b></p>  <p>FOOD, CLOTHING, A SAFE HOME</p> <p><b>17</b></p>  <p>ACCESS TO INFORMATION</p>	<p><b>Zone 1 – Bien-être</b></p>  <ul style="list-style-type: none"> <li>make links between PE lessons and exercise.</li> <li>take part in a yoga session or a mindfulness break.</li> <li>design or create your own healthy meal.</li> </ul> <p><b>Zone 2 – Egalitate</b></p>  <ul style="list-style-type: none"> <li>making new friends</li> <li>buddying with a new pupil in school.</li> <li>help a peer with their learning.</li> <li>Take part in a religious celebration with others.</li> </ul>

No Outsiders in a faith community books



Core Theme	Year 1	PD Book	British values	SUMO	Articles	PD Award
<b>Relationships</b> <b>Big Questions</b> <i>What is the same and different about us?</i> <i>Who is special to us?</i> <b>PSHE Lesson</b> <b>PSHE Assembly</b> <b>Visitor Assembly</b> <b>No Outsiders in a Faith Community</b> <b>Across the Curriculum</b>	<ul style="list-style-type: none"> <li>Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> <li>How to respond to adults they don't know.</li> <li>Offer constructive support and feedback to others</li> <li>Celebrate my family</li> <li>Be proud of my family</li> <li>What makes a good friendship and what to do when friendships makes them unhappy.</li> <li>Identify &amp; respect the difference and similarities between people.</li> <li>Recognise that their behaviour can affect other people</li> <li>Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable and what to do in these cases.</li> <li>Recognise what is fair and unfair, kind and unkind, what is right and wrong and how to treat each other with respect.</li> </ul> <p><i>*Final session each half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<b>Scenario activity</b> - pupils were given a short scenario and asked to answer questions about it in order to gauge their current understanding of the concept. This could relate to a picture of bullying.	<b>Respect</b>  What is respect? Where does it come from? Who receives our respect? Why? Why is it important? How does this support healthy relationships?	<b>Helping Hand (page44)</b> – use the activity to help children recall who they can go to if they need help and in what particular circumstances. They should use this as a memory tool to help them recall. They can then present this information on the sheet provided.		<b>Zone 4 – Omhyggeelig</b>  . helping a peer who might be struggling with their learning. . Think of ways we can help reduce waste within school, strengthening our relationship with the environment.
		<b>Spider diagram</b> – different people in their families and how they are linked. Deeper – look beyond their own families (family tree style), discuss heritage.	<b>Responsibility</b>  What is a responsibility? Who has them? Why? Am I always responsible for my actions? How responsibilities also afford rights. What responsibilities do we share? What should we not be responsible for?	<b>Friends in Films (page 76)</b> – select an appropriate film from the list (Finding Nemo) and use clips from the film to demonstrate the message given. Children can then reflect on this by creating their own story with the same meaning.		<b>Zone 6 – Deris</b>  . act as a special person for someone in your community. . talk about the different communities you are part of. . Show how special you are!
		<b>Washing line</b> – a form of continuum activity in which anything (ideas, characters, pupils' names) can be hung on the line between two extremes (such as fair/unfair, bullying.). Deeper – have vertical line in the middle of horizontal to create 4 quadrants.	<b>Loss and Grief(page23)</b> – use this information to discuss the stages of grief, but as feeling s they may encounter. Encourage the use of the beachball principle.			
		<b>Explain to an alien</b> – write a note to an “alien” explaining who is special to them and why they are special to them. Deeper – explain what makes a person special to someone one else.				

No Outsiders in a faith community books



Hair it's a family affair – be proud of my family and identity  
[https://www.youtube.com/watch?v=vR\\_YtZzkGM](https://www.youtube.com/watch?v=vR_YtZzkGM)



That's not how you do it! – we do things differently but we can learn from each other.



The family book – talk about our families - [https://www.youtube.com/watch?v=MIm\\_H01Z6Ss](https://www.youtube.com/watch?v=MIm_H01Z6Ss)

Core Theme	Year 1	PD Book	British values/SMSC	SUMO	Articles	PD Award
<p><b>Living in the Wider World</b></p> <p><b>Big Questions</b></p> <p><i>What can we do with money?</i></p> <p><i>How can we look after each other and the world?</i></p> <p><b>PSHE Lesson</b></p> <p><b>PSHE Assembly</b></p> <p><b>Visitor Assembly</b></p> <p><b>No Outsiders in a Faith Community</b></p> <p><b>Across the Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Know how they can contribute to the life of the classroom and school</li> <li>• Identify ways in which we are all unique; understand that there has never been and will never be another "me"</li> <li>• To know that we all do things in different ways.</li> <li>• To understand how we share the world</li> <li>• Identify ways in which we are the same as all other people; what we have in common with everyone else</li> <li>• To like the way I am</li> <li>• Learn about the 'special people' who work in their community and how people contact those special people when they need their help, including dialling 999 in an emergency.</li> <li>• Recognise that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> </ul> <p><i>*Final session each half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p><b>Role play</b> – children could act out positive and negative life within the classroom and show how their actions impact on this. <b>Deeper</b> – explain how their actions impact things beyond their classroom walls.</p> <p><b>Venn Diagram</b> – looking at ways we are the same and ways we are different. <b>Deeper</b> – increase the number of things being focussed on (three rings)</p> <p><b>Hot seating</b> – take on the role of a special person in their community to provide answers to pupils regarding different situations. <b>Deeper</b> – suggest multiple actions or responses, what if situations.</p> <p><b>Comic strip/ story board</b> – plan out ways in which they can save or spend money. Where does it come from? What is responsible and irresponsible? <b>Deeper</b> – suggest ways in which different people may get money and why this is. Why do people save money and what are the benefits of this?</p>	<p><b>Tolerance</b></p>  <p>Make links to people being different but part of the same community/family or friendships.</p> <p><b>Democracy</b></p>  <p>What does the council do? Why is it important that we are represented? Presentation of manifestos by candidates Election</p>	<p><b>Supporting kids to be HAPPY</b></p> <p><b>This is me (page 56)</b> -use the activity to enable children to focus on the qualities of themselves and how they fit into their community. What roles do they have in school, out of school, beyond?</p> <p><b>Supporting kids with EXAMS &amp; TESTS</b></p> <p><b>Circle of concern (page 80)</b> – this activity enables children to look at their responsibilities and what they control. What are they accountable for? Reflect on what is not their responsibility and what they cannot control in the world.</p> <p><b>Supporting kids to WORRY LESS</b></p> <p><b>Dare to Dream (page 51)</b> – use this refresher linked to the two SUMO principles to make links to pupils uniqueness and self-awareness.</p> <p><b>Supporting kids to be HAPPY</b></p> <p><b>Happy emotions (page 13)</b> – this brief extract looks at what being happy means through emotions and satisfaction. It also discusses the myth that money=happiness. Discuss what does satisfaction mean to pupils and how can this make them feel more positive i.e completing tasks, learning a new skill.</p>	<p><b>15</b></p>  <p>SETTING UP OR JOINING GROUPS</p> <p><b>2</b></p>  <p>NO DISCRIMINATION</p> <p><b>30</b></p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p><b>Zone 3 – Yawstok</b></p>  <ul style="list-style-type: none"> <li>. Taking part in an assembly.</li> <li>. Lead a prayer or thought piece.</li> <li>. Bring in something precious to you and share it with your class.</li> </ul> <p><b>Zone 5 – Nisaab</b></p>  <ul style="list-style-type: none"> <li>. developing life skills.</li> <li>. develop beyond school and outside of the school day.</li> <li>. take part in a school event or help run a special day at school.</li> </ul>

No Outsiders in a faith community books

Elmer – accept who you are -<https://www.youtube.com/watch?v=wdyo4ykh2WA>



My World Your World – we are all different, we all belong in the world.







