

# Great Whelnetham PHSE Curriculum



<b>Larks Mixed Reception/Year 1</b>	Autumn	Spring	Summer
Cycle A	Being in my World	Healthy Me	Relationships
Cycle B	Celebrating Difference	Dreams and Goals	Changing Me

We teach our PHSE using the Jigsaw PHSE approach. This means we teach our curriculum in six distinct topics or ‘puzzles pieces’ over a rolling two-year programme. There is progression throughout the spiral curriculum and age appropriate key vocabulary is taught and built on each year.

<b>Title Autumn Cycle A</b>	<b>Being Me in My World</b>
<b>Overview</b>	In this unit, children will discuss their similarities and differences and how we are all unique. The children will have opportunities to recognise different feelings and how they can manage these. They will discuss children’s rights, particularly with regard to the right to learn and the right to play. They discuss responsibilities, choices and consequences, and how to keep themselves and others safe in their class.
<b>Knowledge Acquisition</b>	At the end of this unit children will recognise that we are all different and unique. They will have a better understanding of their feelings and emotions and start to recognise how they can manage these. Children will know how they can keep themselves and others in the classroom safe. They will have a good understanding of class rules and routines and recognise choices and consequences.
<b>Vocabulary</b>	Kind, gentle, friend, similar, different, feelings, angry, happy, sad, excited, nervous, sharing, taking turns, safe, special, calm, belonging, special, rights, responsibilities, learning charter, rewards, proud, consequences, upset, disappointed
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To understand how it feels to belong and to know that we are similar and different and all special</li> <li>➤ To begin to recognise and manage my feelings and consider the feelings of others</li> <li>➤ To recognise that mental well-being is a normal part of daily life the same as physical health</li> <li>➤ To recognise that there is a normal range of emotions – happiness, sadness, anger, fear, surprise and nervousness</li> <li>➤ To know how to make my class a safe place for everyone to learn and play</li> <li>➤ To recognise what it feels like to be proud</li> <li>➤ To understand why it is good to be kind</li> <li>➤ To begin to understand children’s rights</li> <li>➤ To begin to understand what being responsible means</li> <li>➤ To understand their choices have consequences</li> </ul>
<b>Key Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Introduce Jerrie the Cat and Calm Me Time</li> <li>➤ Circle time discussions</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Use a mirror to explore facial expressions, how do we look when we are happy, sad, etc.</li> <li>➤ Draw a picture to show when you feel safe and special</li> <li>➤ Create a class learning charter</li> <li>➤ Play games which involve collaboration and team work</li> <li>➤ Role play scenarios where positive and negative consequences are given. Discuss how it feels and the choices that have been made.</li> </ul>
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Title Spring Cycle A	Healthy Me
<b>Overview</b>	In this unit the children will learn about their bodies, the names of some key parts and how to stay healthy. They will learn the importance of keeping themselves clean, making healthy food choices and sleeping well. They will also learn about road safety and stranger danger, as well as what they should do if approached by someone they don't know.
<b>Knowledge Acquisition</b>	At the end of this unit children will be able to name the key parts of their bodies. They will begin to understand the importance of keeping themselves clean, making good food choices and the impact this can have on our body. Children will have a better understanding of road safety and what a 'trusted adult' means.
<b>Vocabulary</b>	Healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, toiletry items, hygiene, safe medicines, germs, trust, green cross code, eyes, ears, look, listen, wait, safety, head, shoulders, knees, toes, wash, stranger, scared.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To recognise how making healthy choices, with regards to food, sleep and exercise, makes them feel good about themselves.</li> <li>➤ To understand how to keep themselves clean and healthy and how germs can cause disease.</li> <li>➤ To know how to cross a road safely.</li> <li>➤ To recognise how to keep themselves safe, and know what to do if they feel frightened.</li> <li>➤ To know that all household products including medicines can be harmful</li> </ul>
<b>Key Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Sorting activities, including healthy foods.</li> <li>➤ Learn songs about keeping healthy.</li> <li>➤ Germ experiment with pepper and soap.</li> <li>➤ Learn hand washing song.</li> <li>➤ Role-play doctors and what happens when we are unwell.</li> <li>➤ Look at real medicine packaging and discuss dangers.</li> <li>➤ Practice road safety when out on Welly Walks.</li> <li>➤ Use road signs and role play road safety in the playground using the bikes.</li> </ul>



Title Summer Cycle A	Relationships
<b>Overview</b>	In this unit, children will talk about their own significant relationships and why these are special and important. As part of their learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. Children are introduced to Jigsaw's Calm Me and how they can use this when feeling angry or upset. Children consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these. They can describe ways to keep themselves safe online.
<b>Knowledge Acquisition</b>	At the end of this unit children will have an awareness of their own significant relationships and why they are important. They will have learnt that touch can be used in kind and unkind ways. Children will have an awareness of what happens to their body when they become angry or upset and how they can calm themselves. They will begin to understand internet safety and harms.
<b>Vocabulary</b>	Family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing, belong, same, different, friendships, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, confidence, praise, skills, self-belief, incredible, proud, celebrate, special, appreciate.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To identify the members of my family and understand that there are lots of different types of families.</li> <li>➤ To know how to be a good friend and show skills of friendship.</li> <li>➤ To identify how to help someone who is lonely.</li> <li>➤ To know ways to solve problems and mend a friendship.</li> <li>➤ To recognise my qualities as a person and a friend.</li> <li>➤ To know strategies, such as 'Calm Me' time, to manage my feelings and calm down.</li> <li>➤ To identify different forms of physical contact.</li> <li>➤ To know who can help me in the school community.</li> <li>➤ To understand the importance of respecting others, even when they are very different or make different choices</li> <li>➤ To be aware that people sometimes behave differently online</li> <li>➤ To understand the benefits of rationing time spent online</li> </ul>
<b>Key Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Draw a picture of their family, or bring in a family photo.</li> <li>➤ Label the jobs and responsibilities that each member of their family has.</li> <li>➤ Circle time discussion about how it feels to be part of a family and to care for family members.</li> <li>➤ Play Hedgehog Game.</li> <li>➤ Learn relationships song.</li> <li>➤ Feely bag different textures (enable children to talk about what feels good and not so good)</li> <li>➤ Role-play scenarios in school, discuss who would be able to help us.</li> <li>➤ Play Incredible Me.</li> <li>➤ Team building games.</li> <li>➤ Large piece of paper and mark making tools, play music and ask children to draw/mark make how the music makes them feel.</li> </ul>

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Title Autumn Cycle B	Celebrating Difference
<b>Overview</b>	The aim of this unit is to think about and discuss the similarities and differences between people and understand that these make us unique and special. The children will talk about their homes and families and why they are special to them. They will have the opportunity to talk about friendship and being a kind friend and how to stand up for themselves and others. They will also begin to explore what it might feel like to be bullied and when and who to ask for help.
<b>Knowledge Acquisition</b>	At the end of this unit children will be able to discuss similarities and differences between people and understand how these differences make us special and unique. Children will have a better understanding of what being a kind friend means and what this looks like. They will know what to do if they feel they are being bullied. They will have strategies of what to do in order to stand up for themselves or others safely.
<b>Vocabulary</b>	Same as, similarity, different from, difference, included, bully, bullied, celebration, special, unique, proud, success, friends, kind, happy, sad, frightened, angry, family
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To identify what they are good at and successes they have had.</li> <li>➤ To identify ways that they are similar and different to their friends.</li> <li>➤ To recognise similarities and differences between their families and others.</li> <li>➤ To talk about what makes them unique and special.</li> <li>➤ To talk about the skills needed to make a friend and how it can feel to make a new friend.</li> <li>➤ To identify what bullying is and how it can make you feel.</li> <li>➤ To recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>
<b>Key Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Circle time discussions</li> <li>➤ Playing games, such as pairs, happy families, looking at similarities and differences</li> <li>➤ Play huggy bears – children to get into groups of certain numbers, discuss how it feels to be part of a group and how it feels to be left out.</li> <li>➤ Read short stories where a character is being bullied – circle time discussions around how they may be feeling and what they could do to help</li> <li>➤ Play games which involve recognising how someone is feeling from their facial expressions.</li> </ul>

Title Spring Cycle B	Dreams and Goals
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<b>Overview</b>	The aim of this unit is to allow children the opportunity to think about their dreams and goals. The children are encouraged to think about jobs that they may like to have when they are older and are taught to associate what they are learning now with being able to achieve things that they want in the future. Children talk about setting goals and how to achieve them, as well as overcoming difficulties when they occur.
<b>Knowledge Acquisition</b>	At the end of this unit children will have been given the opportunity to think about their dreams and goals. They will have been encouraged to think about what they would like to do when they are older. Children will begin to know how to set goals and how to achieve them. They will show more perseverance when overcoming difficulties.
<b>Vocabulary</b>	Proud, success, achievement, goal, learning, process, dreams, goals, obstacle, overcome, achieve, feelings, challenge, working together, team work, celebrate, job, ambition, perseverance, encourage
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To be able to recognise things that they do well.</li> <li>➤ To understand that challenges can be difficult and recognise how it can feel to be faced with an obstacle.</li> <li>➤ To explain how they learn best.</li> <li>➤ To understand what it means to persevere.</li> <li>➤ To understand ambition and resilience.</li> <li>➤ To feel proud of their successes and celebrate these.</li> </ul>
<b>Key Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Provide children with challenges to overcome, for example, maths and construction challenges.</li> <li>➤ Circle time discussions around how it felt to be faced with challenges and how we can encourage others with kind words.</li> <li>➤ Create a display of children persevering and achieving.</li> <li>➤ Share stories of resilience.</li> <li>➤ Celebrate achievements of friends</li> <li>➤ Children create posters to display the things they are good at.</li> <li>➤ Make treasure chests to keep children's successes in.</li> </ul>

<b>Title</b> Summer cycle B	<b>Changing Me</b>
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<b>Overview</b>	<p>The aim of this unit is to introduce children to life cycles and identifying the different stages, beginning with animals (for example, that of a frog) and then comparing with the human life cycle. Children will look at simple changes from baby to adulthood. Children will be taught the correct words for private parts of the body, as well as being taught that nobody has the right to hurt these parts of the body. Change will be discussed as a natural and normal part of getting older which can bring about happy and sad feelings.</p>
<b>Knowledge Acquisition</b>	<p>At the end of this unit children will have an understanding of life cycles and identify with the different stages of animal and human life. Children will know the correct terminology for private parts of the body and know that nobody has the right to hurt these parts of the body. Children will begin to understand that change is natural and a normal part of getting older.</p>
<b>Vocabulary</b>	<p>Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, life-cycle, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, change, feelings, anxious, worried, excited, coping, memories.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To know and name my body parts.</li> <li>➤ To begin to understand life cycles of animals and humans.</li> <li>➤ To know how I have changed since I was a baby and how I might change as I get older and understand that these changes are natural.</li> <li>➤ To talk about worries and things I am looking forward to.</li> <li>➤ To talk about how I might feel have when I have to move into the next class.</li> </ul>
<b>Key Learning Experiences</b>	<ul style="list-style-type: none"> <li>➤ Large outline of bodies to colour and label.</li> <li>➤ Non-fiction books.</li> <li>➤ Baby photos and how we have changed.</li> <li>➤ Life cycle of a frog and/or butterfly.</li> <li>➤ Play Jigsaw Jack says.</li> <li>➤ Learn the song 'A New Day'.</li> <li>➤ Circle time discussions – strategies for managing change, share stories, give advice to different characters.</li> <li>➤ Share memories from the past year (home and school) by drawing pictures and talking about them.</li> </ul>