

# Year 1/Cycle 1

Being Me in My World	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<p><i>Special and Safe</i></p> <p><i>My Class</i></p> <p><i>Rights and Responsibilities</i></p> <p><i>Rewards and Feeling Proud</i></p> <p><i>Consequences</i></p> <p><i>Owning our Learning Charter</i></p>	<p>I know what feeling safe means.</p> <p>I understand the rights and responsibilities as a member of my class.</p> <p>I know how to make my class a safe place for everybody to learn.</p> <p>I know my views are valued and can contribute to the Learning Charter.</p> <p>I know my choices in following the Learning Charter</p>	<p>I feel special and safe in my class.</p> <p>I can say how I can help other in my class learn.</p> <p>I recognise how it feels to be proud of an achievement.</p> <p>I recognise the range of feelings when I face certain consequences.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p>G.G 4. Quality Education</p>	<p>Safe,</p> <p>Special,</p> <p>Calm</p> <p>Belonging,</p> <p>Special,</p> <p>Rights, Responsibilities,</p> <p>Learning Charter,</p> <p>Rewards, Proud,</p> <p>Consequences,</p> <p>Upset,</p> <p>Disappointed</p>

**Sequence of Lessons and overview of content :**

**1)Feeling Safe and Special**

Share story 'The Colour Monster'. Discuss feelings, emotions and links with the zones of regulation. (Emotion control technique). Introduce Children to character Jigsaw Jack. Establish what 'safe' means through use of jigsaw images. Children suggest ways they can make Jigsaw Jack feel safe in our classroom. Children draw pictures of when they feel safe and special. Share ideas with classmates.

**2) Helping each other to learn**

Children consider how they can help each other learn. Teacher introduces children to the language of rights and responsibilities, e.g. we all have the right to belong to this class, we all have the right to ask questions. Children draw pictures of themselves learning with their friends.

**3) Understanding rights and responsibilities**

Children discuss what 'happy learning' looks like in pictures on flipchart. Children suggest rules that helps contribute to 'happy learning'. As a class create a charter with positive rules all members of the class agree to follow e.g. we are kind.... This is saved and displayed for children.

**4) Feeling proud**

Children understand the meaning of the word proud. They discuss images of children feeling proud and suggest reasons why they may feel this emotion. Children draw on a time they felt proud and share with class.

**5) Understanding consequences**

Children understand meaning of the word consequence. Re-visit class charter made in session 2. They consider consequences for breaking the class charter and together create a list of fair consequences. Discuss why these consequences are fair. Make links to global goal number 4-quality education.

**6) Reflecting on our learning**

Opportunity to reflect on the learning in previous sessions. Revisit meanings of new words proud and consequences. Children record personal reflections.

**Details of supporting resources:**

Jigsaw Jack- Pass around character cushion to be used in each lesson.

**Lesson 1**

Teaching flipchart

Story-The Colour Monster by Anna Llenas

**Lesson 2**

Teaching flipchart

**Lesson 3**

Teaching flipchart

**Lesson 4**

Teaching flipchart

**Lesson 5**

Teaching flipchart

**Lesson 6**

Teaching flipchart

Celebrating difference

	<b>Key content</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts/Global Goals</b>	<b>Key Vocabulary</b>
	<p><i>Same as...</i>  <i>Different from...</i>  <i>What is Bullying?</i>  <i>What do I do about Bullying?</i>  <i>Making New Friends</i>  <i>Celebrating Differences, Celebrating me</i></p>	<p>I know what same and similar means.</p> <p>I know what different and differences means.</p> <p>I know what bullying is</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>I know how to make new friends</p> <p>I know some ways I am different from my friends</p>	<p>I can tell you some ways in which I am the same as my friends</p> <p>I can tell you some ways I am different from my friends</p> <p>I understand how being bullied might feel</p> <p>I can be kind to children who are bullied</p> <p>I can say how it feels to make a new friend</p> <p>I understand these differences make us all special and unique</p>	<p>Bullying-What is Bullying?</p> <p>What do I do about bullying behaviour?</p>	<p>Similarity/similar</p> <p>Same as,</p> <p>Different from,</p> <p>Difference,</p> <p>Bullying,</p> <p>Bullying behaviour,</p> <p>Deliberate,</p> <p>On purpose,</p> <p>Unfair,</p> <p>Included,</p> <p>Bully,</p> <p>Bullied.</p>

## Sequence of Lessons and overview of content

### 1)The Same as...

Children understand what the words similar and similarities mean. They practise spotting similarities in pictures of similar toys. Children play game using happy families cards to recognise same physical features. Children spot similarities they share with a partner e.g. in appearance.

### 2) Different From...

Children understand what the word different and difference mean. Read story 'Elmer' and discuss how he is different. They practise spotting differences in pictures of similar toys. Children play game using happy families cards to recognise different physical features. Children spot differences between themselves and a partner e.g. in appearance

### 3) What is Bullying?

Discuss children's current views of what they think bullying is. Introduce children to the idea you cannot tell who is a bully by physical appearance. Share vocabulary, bully, bullying behaviour, purposeful, deliberate and the definition of bullying. Explore scenarios (with aid of pictures) and discuss if they could be one off incidents or bullying behaviour. Remind children that any behaviour that hurts someone is not acceptable. Children create stop bullying messages.

### 4) What do I do about Bullying?

Explain Jigsaw Jack is upset and consider why this may be. Link back to last session and bullying. Discuss and share ways to help Jigsaw Jack. Share with children what to do if they or someone they know is being bullied.

### 5) Making New Friends

#### Hold session in outdoor classroom

Read Jack and Jen story. Explore the qualities that a good friend has. Children will consider what they can offer a friend and create a friendship token with something they can offer a new friend.

### 6) Celebrating Differences, Celebrating me

Opportunity to reflect of the learning in previous sessions. Revisit what bullying is, what to do if someone is being bullied. Discuss showing kindness towards others in

## Details of supporting resources:

Jigsaw Jack- Pass around character cushion to be used in each lesson

### Lesson 1

Teaching flipchart  
Happy Families Cards.

### Lesson 2

Teaching flipchart  
Story –Elmer David McKee

### Lesson 3

Teaching flipchart

### Lesson 4

Teaching flipchart

### Lesson 5

Teaching flipchart  
Jack and Jen PowerPoint friendship story.  
Outdoor Learning-Hold session in outdoor classroom.  
Pass around friendship tokens in circle.

### Lesson 6

Teaching flipchart  
Story- 'Strictly No Elephants' Lisa Mantchev

our class. Children consider one way they are kind to people in their class and a way they are special/unique.

Dreams and Goals	Key content	Knowledge	Skills	Concepts/ <i>Global Goals</i>	Key Vocabulary
	<p><i>Treasure chest of success</i>  <i>Steps to goals</i>  <i>Achieving together</i>  <i>Stretchy learning</i>  <i>Overcoming obstacles</i>  <i>Celebrating my success</i></p>	<p>I know what success means.</p> <p>I know how to tackle a new challenge and understand this might stretch my learning</p> <p>I know how to identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can set simple goals and I can tell you about a thing I do well.</p> <p>I can set a goal and work out how to achieve it and say how I learn best.</p> <p>I understand how to work well with a partner.</p> <p>I can identify how I feel when I am faced with a new challenge.</p> <p>I know how I feel when I see obstacles and how I feel when I overcome them.</p>		<p>Proud, Success, Achievement, Goal, Treasure, Coins, Learning, Stepping stones, Process, Garden, Dreams</p>

<p><b>Sequence of Lessons and overview of content</b></p> <p><b>1) My Treasure Chest of Success</b>  Children understand what success means and how it feels. Children can set simple goals and tell you about a thing they do well. Introduce idea of a treasure chest for all our successes to go into. That they are special and should be celebrated.</p> <p><b>2) Steps to Goals</b>  Share story 'Dogs Don't Do Ballet' and discuss dog's goal. Children set a goal and work out how to achieve it by breaking it down into small steps. They can say how they learn best. They know what perseverance means and consider what might be the most difficult part of achieving a goal.</p> <p><b>3) Achieving together</b>  Children will share a time they have felt success with a learning partner. They will work with a partner to celebrate one another's achievements by creating a certificate for them.</p> <p><b>4) Stretchy learning</b>  Explain to the children that when we learn new things we have to stretch our thinking or our skills. Today they will have new challenge which might stretch their learning. Explore how that makes them feel throughout process Show the children how to make 'stretchy' flowers. (little specific instruction given from adult, chn must make own decisions and try out ways to complete activity). Display children's completed flowers. Discuss how they feel after succeeding.</p> <p><b>5) Overcoming obstacles</b>  Read 'We're Going On A Bear Hunt' story. Discuss the barriers the characters meet as they go on their hunt. How they feel when faced with these barriers? e.g. snowstorm Reinforce that sometimes the journey was difficult and challenging. Invite the children to reflect in talk partners about something they have found difficult and how they kept going.</p> <p><b>6) Celebrating my success</b>  Opportunity to reflect of the learning in previous sessions. Revisit the successes they have experienced. Children can finish sentence stem One thing I have done well is.... Recap on treasure chest of success.</p>	<p><b>Details of supporting resources:</b>  Jigsaw Jack- Pass around character cushion to be used in each lesson</p> <p><b>Lesson 1</b>  Teaching flipchart</p> <p><b>Lesson 2</b>  Teaching flipchart  Story- 'Dogs Don't Do Ballet' by Anna Kemp.</p> <p><b>Lesson 3</b>  Teaching flipchart</p> <p><b>Lesson 4</b>  Teaching flipchart</p> <p><b>Lesson 5</b>  Teaching flipchart  We're Going On A Bear Hunt' story by Michael Rosen.</p> <p><b>Lesson 6</b>  Teaching flipchart</p>
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	<b>Key content</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts/Global Goals</b>	<b>Key Vocabulary</b>
Healthy Me	<p><i>Being Healthy</i></p> <p><i>Healthy Choices</i></p> <p><i>Clean and Healthy</i></p> <p><i>Medicine Safety</i></p> <p><i>Road Safety</i></p> <p><i>Happy Healthy Me</i></p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>I know how to make healthy lifestyle choices</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>I feel good about myself when I make healthy choices</p> <p>I feel good about myself when I make healthy choices</p> <p>I am special so I keep myself safe</p> <p>I know some ways to help myself when I feel poorly</p> <p>I can recognise when I feel frightened and know who to ask for help</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>G.G 3. Good Health and Well-Being</p>	<p>Healthy</p> <p>Unhealthy</p> <p>Balanced</p> <p>Exercise</p> <p>Sleep</p> <p>Choices</p> <p>Body parts</p> <p>Toiletry items, e.g. toothbrush, shampoo, soap</p> <p>Hygienic</p> <p>Safe</p> <p>Medicines</p> <p>Trust</p> <p>Safety</p> <p>Green Cross Code</p> <p>Eyes Ears Look Listen</p> <p>Wait</p>

## Sequence of Lessons and overview of content:

### 1) Being Healthy

Play 'what is healthy?' giving children choice to say what they think e.g. eating sweets and chocolate, sleep. Discuss ways to keep our bodies healthy. 1. Eating a balanced diet 2. Sleep 3. Exercise 4. Keeping clean: make sure 5. Drinking water. Children will consider how being healthy feels. Create healthy sums e.g. drink water + exercise = healthy me.

### 2) Healthy Choices

Circle game: Jigsaw Jack can't remember how to make healthy choices. Can we help remind him of how to keep our bodies healthy? Children will discuss what they do to stay healthy e.g. walk to school, eat my vegetables, go to bed on time. Design a short exercise programme for Jigsaw Jack to follow. Children create and share programmes for other children in class to follow.

### 3) Clean and Healthy

Take items from a toiletries bag e.g. toothbrush, soap. Discuss how staying clean keeps us healthy and washing hands stops germs from spreading. Look at images of other items found in bathroom e.g. medicine, rubber duck, cleaning products. Introduce idea that some are safe and some unsafe. Discuss where unsafe products should be and why and link to staying healthy.

### 4) Medicine Safety

Children think about what happens when they are unwell? How do they feel? Discuss ways to feel better e.g. drinking water, healthy food and introduce medicine. Discuss different medicines children know about and what they do? Which part of the body they help.

### 5) Road Safety \* External Road Safety session Visitor

Use Jigsaw Jack to establish that when he walks to school he crosses some roads. He sometimes feels worried and unsafe. Look at steps for how to cross the road safely. Using role play, take a child through the 6 steps while the other children tell him what to do next to stay safe. Using Jigsaw Jack visit each group to check they are remembering all the steps and staying safe? Practise crossing a road safely.

## Details of supporting resources:

Jigsaw Jack- Pass around character cushion to be used in each lesson

### Lesson 1

Teaching flipchart

Outdoor Learning-Play 'What is healthy?' outdoors on the field. Make link to exercise running between options.

### Lesson 2

Teaching flipchart

Outdoor Learning-Outdoor space for chn to create short exercise programme on playground.

### Lesson 3

Teaching flipchart

Toiletry bag and toiletry items

### Lesson 4

Teaching flipchart

### Lesson 5

Teaching flipchart

Outdoor Learning- Crossing a road safely.

	<p><b>6)Happy Healthy Me</b>  <b>Begin session outdoors. Children role play having lots of energy and no energy.</b>          Children role play having lots or energy and no energy. Establish food provides our bodies with energy. Watch BBC science clips. Discuss car analogy needing a full tank of the right kind of fuel to make a journey. Discuss food groups. Children will label a plate with the food groups, draw and label examples of the foods in each group.</p>			<p><b>Lesson 6</b>  <b>Outdoor Learning-Open space for children to role play energy/no energy.</b>          Teaching flipchart          BBC science clips food needed by the human body (2.43min)  <a href="https://www.bbc.co.uk/bitesize/topics/zv4cwmn/resources/1">https://www.bbc.co.uk/bitesize/topics/zv4cwmn/resources/1</a></p>	
Relationships	<p><b>Key content</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Concepts/Global Goals</b></p>	<p><b>Key Vocabulary</b></p>
	<p><i>Families</i>  <i>Making Friends</i>  <i>Greetings</i>  <i>People Who help Us</i>  <i>Being My Own Best Friend</i>  <i>Celebrating My Special Relationships</i></p>	<p>I know the members of my family and understand that there are lots of different types of families</p> <p>I know what being a good friend means to me</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I know when I need help and know how to ask for it</p>	<p>I can say how it feels to belong to a family and care about the people who are important to me</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>I can recognise my qualities as person and a friend</p> <p>I can express how I feel about them</p> <p>I can recognise my qualities as person and a friend</p>		<p>Family          Belong          Different          Same          Friends          Friendship          Qualities          Caring          Sharing          Kind          Greeting          Touch          Feel          Texture          Like          Dislike          Help          Helpful          Community          Feelings          Praise          Qualities          Proud          Special</p>

## Sequence of Lessons and overview of content:

### 1) Families

Share the 'Welcome to Planet Zarg' Jigsaw slide with the children. Reinforce with the children that there are all sorts of different types of families and it is perfectly normal to have a different family from other people. Discuss with children why we have families and draw out that they are there to love and protect us. Children will draw and label a picture of their own family.

### 2) Making Friends

Show the children the image of the child alone at play time and invite the children to suggest why. Draw out that they could have fallen out with their friends, they could be new in school, or they might be feeling poorly or upset. Explain that sometimes people have to move away from their old friends/school, so it might be frightening to be in a new school where they don't know anyone. Children will suggest what they could do to be a good friend to this child.

### 3) Greetings

Discuss how children feel about holding hands: when and with whom. Draw out the learning that we all feel differently about holding hands, some like the feeling some of us don't. Explain these feelings are OK and we should try to listen to our bodies and minds when something feels OK and when something doesn't feel good. Discuss different ways we can greet one another e.g. fist bump, smile, hug. Ensure they understand that different types of physical greeting are acceptable or not in different situations. Explain that it is OK to say 'no' if there is a touch they don't like.

### 4) People Who help Us

Read story 'Blown Away'. Discuss who helps penguin. Children have sets of 'People cards' and they turn one card over at a time and agree on who that person is and then reach consensus on whether that person can help them in school or not. Sort the cards into people who might help us in school and people who might help us outside school. Children can share a person who has helped them previously and how they asked for help.

### 5) Being My Own Best Friend

Children share something they are good at with class. Explain Jigsaw Jack has being feeling a bit down and lacking confidence – we need to give some encouragement. Children decide on something they could say that Jack is really good at. This could be a particular skill or personal quality Make it clear that praise helps us to feel good/proud.

### 6) Celebrating My Special Relationships

## Details of supporting resources:

Jigsaw Jack- Pass around character cushion to be used in each lesson

### Lesson 1

#### Teaching flipchart

Jigsaw animal family cards.

'Welcome to planet Zarg' slides with different types of families shown in alien planet context on flipchart.

### Lesson 2

Teaching flipchart

Friendship quality cards.

### Lesson 3

Teaching flipchart

Morning greetings video (teacher and children)

Outdoor Learning-Hold main activity of session in outdoor classroom. Open space to create greetings.

### Lesson 4

Story- 'Blown away' by Rob Biddulph

Teaching flipchart

People who help us cards.

Problem scenario cards.

### Lesson 5

Teaching flipchart

### Lesson 6

Teaching flipchart

	<p>Opportunity to reflect of the learning in previous sessions. Revisit families and friends Children consider people who are special to them and what makes that person special. Children complete the sentence stem 'You are special to me because...'</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Changing Me</p>	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<p><i>Life cycles</i>  <i>Changing Me</i>  <i>My changing body</i>  <i>Boys and Girls Bodies</i>  <i>Learning and Growing</i>  <i>Coping with Changes</i></p>	<p>I understand the life cycles of animals and humans.  I know the 5 key stages of human life.</p> <p>I know how my body has changed as I have grown.</p> <p>I know the parts of the body that makes boys different to girls.</p> <p>I know that as I learn new things I change a little.</p> <p>I know changes that have happened in my own life.</p>	<p>I can sequence the stages of a life cycle from photographs</p> <p>I can explain how I have changed.</p> <p>I can say how to respect my body and say which parts are public and which parts are private.</p> <p>I can say new things that I have learned.</p> <p>I can say how changes have made me feel.</p>	<p>14 and 15 Life on land and life below water.</p>	<p>Changes  Life cycle  Baby  Change, age, child, teenager, adult, elderly  Male  Female  Vagina  Penis  Anus</p>

Sequence of Lessons and overview of content :

### **1)Life Cycles**

Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood. Look at the life cycle of a frog and discuss the changes and the order of the changes. Children will compare and order other life cycles.

### **2) Changing Me**

Children discuss and recognise the different stages of life and how they have changed from being a baby, toddler through to a child and be able to explain these changes. Think about what they might be able to do in the next stage of their lives (teenager and adulthood).

### **3)My changing body**

Children will consider how their bodies have changed and other changes e.g. abilities run, hop, write, read, sing.

### **4) Boys and Girls Bodies**

Children will compare pictures of male and female animals e.g. lions, peacocks and discuss how we know they are male or female. Explain how we know male and female humans are different using the scientific language of vagina, penis and anus. Refer back to EYFS pants lesson discussing private and public parts. Look at the teaching points on the NSPCC website.

-Privates are private

-Always remember your body belongs to you.

-Talk about secrets that upset you.

-Speak up someone can help.

### **5) Learning and Growing**

The children will understand that every time they learn something new they change a little bit. They will be able to share the new things that they have been learning.

### **5) Coping with Changes**

Read 'Bad bye good bye'.

Children will talk about changes that have happened in their life and know some ways to cope with the changes. They will have an understanding about how these changes made them feel. Children will learn that when they learn something new they change as a person. Children complete flower growing analogy

Details of supporting resources:

Jigsaw Jack- Pass around character cushion to be used in each lesson

### **Lesson 1)**

Teaching flipchart

### **Lesson 2**

Teaching flipchart

Children to bring in from home 'baby and toddler photos'.

### **Lesson 3)**

Teaching flipchart

### **Lesson 4**

Teaching flipchart

Pictures of male and female animals.

Pictures of male and female body parts.

Use of the PANTS resources

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

### **Lesson 5)**

Teaching flipchart

### **Lesson 6**

Teaching flipchart

Book: 'Bad Bye, Good Bye' by Deborah Underwood

