



Limitless Possibilities!

# Redbrook Hayes PSHE Curriculum

## **Long Term Plan - Year A**

*Classes 1 & 2*



Long Term Plan – Year A		Classes 1 & 2	
<b>AUTUMN 1</b>	<b>My Relationships</b>	<b>AUTUMN 2</b>	<b>My Wellbeing</b>
LLS - Learning Together	<p><b>Umbrella question:</b> What is the best way to behave?</p> <p><b>PSHE Objectives to cover:</b>            To learn to identify good and bad behaviour and what is kind and unkind.            To learn what bullying is.            To learn to identify their special people.</p>	LLS – Knowing Me , Knowing You	<p><b>Umbrella question:</b> Why is being clean important?</p> <p><b>PSHE Objectives to cover:</b>            To learn why clean hands are important.            To learn why clean teeth are important.            To learn to keep my environment clean.            To learn to make healthy choices.</p>
<b>SPRING 1</b>	<b>My Safety</b>	<b>SPRING 2</b>	<b>My Feelings</b>
LLS – Think! Think! Think!	<p><b>Umbrella question:</b> How do I make safe choices?</p> <p><b>PSHE Objectives to cover:</b>            To learn to tell the difference between secrets and surprises.            To learn how to make safe choices.            To learn how to be safe outside.</p>	LLS – Speaking & Listening	<p><b>Umbrella question:</b> What are feelings like?</p> <p><b>PSHE Objectives to cover:</b>            To learn what happy and sad, angry and calm, scared and confident are like.            To learn what I find comfortable and uncomfortable.            To learn what I can do with my feelings</p>
<b>SUMMER 1</b>	<b>My World</b>	<b>SUMMER 1</b>	<b>SRE Unit</b>
LLS – It’s Up to Me	<p><b>Umbrella question:</b> How can I be part of the world?</p> <p><b>PSHE Objectives to cover:</b>            To learn about my responsibilities.            To learn what affects the environment.            Explore fair and unfair across the wider world &amp; similarities between people across the globe.  <b>Use the Global Citizen unit for ideas</b></p>	No specific LLS unit this term.	<p><b>SRE</b> to be taught in year groups.</p> <p>See SRE Scheme for your specific year group’s planning and requirements.</p>

Long Term Plan		Class Reflection Time				Whole School	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<b>Classes</b> <b>1 &amp; 2</b>	Discussion of issues that arise through the week <b>OR</b> SMSC weekly question / picture / thought	Discussion of issues that arise through the week <b>OR</b> SMSC weekly question / picture / thought	<b>Goal Setting Learning Journey</b>  LLS - Becoming a Better Learner	Discussion of issues that arise through the week <b>OR</b> SMSC weekly question / picture / thought	Discussion of issues that arise through the week <b>OR</b> SMSC weekly question / picture / thought	<b>Goal Setting Learning Journey</b>  LLS - Becoming a Better Learner	
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<b>Classes</b> <b>5 &amp; 6</b>	Discussion of issues that arise through the week <b>OR</b> News & discussion of week's key events	Discussion of issues that arise through the week <b>OR</b> News & discussion of week's key events	<b>Goal Setting Learning Journey</b>  LLS - Becoming a Better Learner	Discussion of issues that arise through the week <b>OR</b> News & discussion of week's key events	Discussion of issues that arise through the week <b>OR</b> News & discussion of week's key events	<b>Goal Setting Learning Journey</b>  LLS - Becoming a Better Learner	

**Note:** Learning Forums and Class Reflection Time will take place in the 30 minute slot on alternate weeks.

## **My Relationships**

LLS – Learning together

# Learning Together – Skills Matrix

Highlight (i) in **red** 'I can' where **some** Learners are proficient, (ii) in **amber** 'I can' where **most** Learners are proficient, (iii) in **green** 'I can' where **all** Learners are proficient.

Category	Strand	Skill	Foundation	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9
Personal and Social Competencies	Learning Together	Learning as part of a group.	I can watch and take an interest in others playing and learning.	I can listen to others speaking and ask simple and appropriate questions.	I can acknowledge and respond to what others say and I am able to offer a simple opinion on what has been said.	I can give constructive feedback to my peers on their ideas identifying what is good and how it could be improved.	I can accept constructive feedback from peers in a group and act on it.	I can acknowledge and respond to what others say and I am able to articulate another point of view. I can explain what I agree and disagree with.
			I can, with encouragement, join a group playing and learning.	I can make suggestions when working in a group about how to achieve the goal.	I can make suggestions and support others with my ideas in a group.	I can allocate tasks within a group activity.	I can organise a group activity and delegate tasks and responsibilities.	I can organise a group activity allocating roles or activities to the group matched to their strength/abilities.
			I can look at those people around me speaking and listen quietly as they speak.	I can use a variety of phrases to promote cooperation in the group, "Please", "Thank you", "Excuse me", "Can I", etc...	I can identify specific needs of those I am directly learning with.	I can recognise differences in skills and characteristics amongst those in the group.	I can identify and clarify tasks and subtasks that the group needs to complete assigning roles for those tasks.	I can carry out any given role in a group.
			I can share an activity with another peer.	I can offer simple ways of supporting another in a group.	I can carry out a role I have been given in a group activity.	I can use some strategies to support the learning of others matched to their needs.	I can modify my learning to take account of those I am learning with i.e. encouraging others.	I can support the completion of the task by the whole group as well as my own part.
			I can ask for something within a group using please and thank you.	I can recognise when a classmate needs help when I'm working in groups.		I can work within a group with others who may learn at a different pace or learn in a different way.	I can select materials that will be useful for me and those in a group.	I can plan how to complete a group assignment identifying tasks, roles, materials, schedules etc.
			I can wait for others to take turns to speak.	I can join in with a group carrying out an activity.				
			I can use others names when in a group activity.					
			I can recognise when a classmate is upset or hurt.					
			I can sit down quietly when I'm asked.	I know and use all of my classmates' names in a greeting and other social/work contexts.	I can own up when I am in the wrong and say sorry.	I can interact with a wide range of individuals in my class, asking for support and cooperation.	I can take collegiate responsibility for order and cleanliness in my classroom.	I can work alongside others without invading or interfering with their workspace.
			I can use equipment safely with a little help.	I can undertake a learning activity quietly when needed.	I can use the right voice and the right words when I'm talking to my teacher and my classmates.	I can select materials I need to carry out a task.	I can demonstrate a willingness to cooperate with teachers and other adults by doing what they ask.	I can show speakers I am giving them my full attention.
	I can look at people when I talk to them.	I can put objects and materials away when I finish an activity without being asked.	I can identify learners in a group that can involve me in a game /activity and ask them if I can join in.	I can work on a task independently when given a set of processes to follow.	I can work quietly and help others concentrate in class.	I can identify when I need to work quietly so not to disturb the learning of others without any reminders.		
	I can ask before I borrow something from a classmate.	I can take turns fairly and share materials, waiting patiently if needed.	I can offer support to a group or a classmate, even though I'd prefer to do another task.	I can describe what the class code of conduct is and explain why we have this code.	I can respect the property of the school and other learners.	I know how to get myself to calm down when I'm anxious or angry.		
	I can put objects and materials away when I finish an activity / when I am asked.	I can ask permission of others to borrow or use things which are not my own.	I can share responsibility for undertaking group tasks including organising materials, cleaning up without being asked.		I can undertake a piece of work independently planning what I have to do to achieve a given outcome.	I can take responsibility for reminding other peers what the school codes of conduct are.		
	I can take turns with sharing materials for a task with adults supporting.	I can use classroom equipment safely.	I can offer ways of sharing out materials given to me or to a group that are fair.		I can take responsibility for keeping to the school code even when no adults are present.	I can avoid confrontation avoiding situations and walking away.		
	I can identify a place to put my belongings in / away.	I can ask for attention or make a request using appropriate language at an appropriate time.	I can identify ways of supporting myself seeking attention for support as appropriate.					
	I can ask for help from an adult in an appropriate way.	I can seek help from another classmate.	I can carry out a responsibility or task given to me by an adult.					
		I can say what some of the class rules are and what I have to do to keep to them.	I can interact with a selected group of classmates and seek support from them.					
			I can describe what my classmates are good at and what they need help with.					
			I can contribute to discussion about what the class code of conduct should be.					

**Aim of these sessions:** For pupils to recognise that their behaviour can affect other people (R2) For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong (R4) To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say (R12)

Suggested number of sessions: 1-2 (plus see Additional Guidance)

<p><b>Essential skills and attributes developed:</b></p> <p>Self-regulation (including promotion of a positive, growth mind-set<sup>1</sup> and managing strong emotions and impulses)</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p>	<p><b>Learning objective:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>about different types of behaviour and how this can make others feel</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>give examples of when something was fair or unfair and say why</li> <li>give examples of acts of kindness</li> <li>reflect on the impact of kind/unkind actions</li> <li>explain what is meant by right and wrong (in terms of their own behaviour)</li> <li>recognise how someone's behaviour can affect others in different situations, at home or at school</li> <li>identify what they can do if they (or others) experience unhelpful behaviour</li> <li>recognise the importance of telling someone (when to do this and who to tell)</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>When people talk about 'behaviour' what do they mean?</li> <li>When have we been kind to someone and how did it make them/us feel?</li> <li>How does it feel to do the right thing?</li> <li>How does it feel to do the wrong thing?</li> </ul>
<p><b>Additional Guidance:</b> This is learning that pupils also need reminding about on a regular basis. Guidance from the school's behaviour policy can be included in the lessons. It is worth reinforcing here the importance of pupils understanding that we can be affected by others' behaviour on the 'outside' (<i>"I got punched on the arm and got a bruise"</i>) and affected on the 'inside' (<i>"I am now scared to go out onto the playground"</i>).</p>	

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	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>describe what fair and unfair / right and wrong means to them</li> <li>describe acts of kindness and the effect it on the person and on other people</li> <li>recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell</li> <li>identify how someone's behaviour can affect how they feel and how others feel</li> <li>give examples of how to behave to affect others positively</li> <li>describe or demonstrate simple strategies to help manage their own behaviour</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>Can one person's behaviour affect another person or lots of other people?</li> <li>How can someone makes others feel?</li> <li>When is something fair or unfair?</li> <li>Who can we go to if behaviour is wrong?</li> </ul>
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**Aim of these sessions:** To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (R13) To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (R14)

Suggested number of sessions: 2

<p><b>Essential skills and attributes developed:</b></p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• that hurtful teasing and bullying is wrong</li> <li>• what to do if teasing and bullying is happening</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• identify what might be happening if someone is being teased or bullied</li> <li>• describe feelings that people may have if they are being teased or bullied</li> <li>• recognise that it is never acceptable to behave hurtfully or bully</li> <li>• identify whom to go to, what to say/how to tell if they are being teased or bullied</li> <li>• identify the rules in school if they experience or see teasing, bullying or any hurtful behaviour</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What does being a good friend look like?</li> <li>• What is teasing?</li> <li>• What is bullying?</li> <li>• How can it feel for a person if they are being teased or bullied? What should we do if someone tries to make us bully or tease someone else?</li> <li>• What should we do if we are being teased or bullied, or see someone else being teased or bullied?</li> <li>• Who can help us in and out of school?</li> </ul>
<p><b>Additional Guidance:</b> These lessons should be taught in line with the school's anti-bullying policy. Many schools will choose to teach these sessions as part of National Anti-Bullying Week – key messages should be reinforced frequently through assemblies and consistent modelling.</p>	

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	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• recognise that although teasing might sometimes be funny, but can sometimes also be hurtful</li> <li>• identify what is meant by bullying and why this is wrong</li> <li>• identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words)</li> <li>• suggest ways they can be supportive of children who have been or feel they have been teased/bullied</li> <li>• identify people in school/at home whom they can talk to if they are worried about teasing/bullying</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What are the differences between joking, hurtful teasing and bullying?</li> <li>• How might each of these make people feel?</li> <li>• How can we support someone who might have been hurt by teasing or bullying?</li> <li>• Should we help someone if they say they don't want our help?</li> <li>• Why do some people do things that they know are wrong?</li> <li>• Who can we talk to if we are worried about teasing and bullying (for ourselves or someone else)?</li> </ul>
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**Aim of these sessions:** To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another (R9)

Suggested number of sessions: 1

<p><b>Essential skills and attributes developed:</b></p> <p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Clarifying own values</p>	<p><b>Learning objective:</b></p> <p><b>To learn:</b></p> <ul style="list-style-type: none"> <li>• about special people in their lives</li> </ul>
	<p><b>Learning outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify special people in their lives</li> <li>• describe what makes them special</li> <li>• describe ways people care for each other</li> <li>• suggest some ways they can help special people to care for them</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Who are our special people?</li> <li>• What makes them special to us?</li> <li>• How do people look after each other?</li> <li>• How can we help the people who look after us?</li> </ul>
<p><b>Additional Guidance:</b> ‘Special people’ refers to people important in the pupil’s life, for example, at school, home, clubs, church, mosque etc. Pupils could bring photographs or mementos from their special people (an awareness and sensitivity to pupils’ family circumstances is needed). See also reference to Core Theme: Relationships - learning opportunity R3) To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p>	

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	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• explain what they mean by their 'special people'</li> <li>• explain why special people are important in their lives</li> <li>• describe how special people help others</li> <li>• describe the various groups and communities that their special people belong to</li> <li>• describe the different kinds of ways people care for each other</li> </ul>
	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What things do our special people help us with?</li> <li>• What do we help them with?</li> <li>• What do we say and do to let our special people know that they are special to us?</li> </ul>
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## **My Wellbeing**

LLS – Knowing Me, Knowing you

# Knowing Me, Knowing You – Skills Matrix

Highlight (i) in **red** 'I can' where **some** Learners are proficient, (ii) in **amber** 'I can' where **most** Learners are proficient, (iii) in **green** 'I can' where **all** Learners are proficient.

Category	Strand	Skill	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7
Personal and Social Competencies	Knowing Me, Knowing You	Managing one's moral and social development	I can say when others are feeling happy or sad.	I can use a range of body language to convey basic messages.	I can interpret a range of body language and respond appropriately.	I can modify my body language in various situations appropriately.
			I can show interest in those around me and comment on the things I find interesting.	I can reflect on those things that interest me in others and actively seek more information / knowledge.	I can describe the positive things about differences between people.	I can reflect on my own beliefs and question their validity.
			I can share my beliefs with others and find simple reasons for believing in them.	I can explain why I believe in something, giving a variety of reasons.	I can encourage others to share their beliefs with me.	I can show respect for the beliefs of others.
			I can demonstrate an interest in the beliefs of others.	I can appreciate why others believe in different things to me.	I can account for the similarities and differences amongst a wider group of people.	I can appreciate similarities and differences in various communities, including those that are unfamiliar to me.
			I can identify similarities and differences between people in my immediate environment and community.	I can manage making and changing friendships.	I can identify ways of encouraging friendships.	I can sustain friendships over a period of time.
			I can identify reasons why I call a group of peers, "friends".	I can use a variety of strategies to demonstrate my view of wrong and right, giving reasons for my views.		I can assert the way I feel about something, giving clear explanations about my opinion.
			I can show disagreement when I feel something is wrong for me and agreement when it is right and give simple reasons for my views.			
		Recognising feelings and understanding emotions	I can identify things and situations that make me feel happy and sad.	I can begin to control my emotions.	I can identify when to show emotion and when not.	I can keep calm in stressful situations and state my point of view calmly.
			I can explain why others may feel the way they do.	I can explain why others may feel the way they do in a variety of contexts.	I can predict how I might react in particular situations.	I can have strategies to avoid some situations that I will find very difficult emotionally.
			I can express my basic needs giving reasons for them.	I can express my needs and identify ways of meeting them.	I can express my needs and use a variety of strategies to meet them.	I can plan ahead to make it likely my needs will be met.
			I can express a range of emotions and identify a range of feelings.	I can express my emotions and feelings with confidence and identify reasons I feel that way.	I can share how I'm feeling with trusted friends and adults when I'm unhappy or scared.	I can identify the reasons that people from different backgrounds and cultures may feel differently from me in different situations.
			I can identify simple ways in which I can support others depending upon how they feel, e.g. showing kindness.	I can show understanding and respect for others' feelings by the way I behave to them.	I can appreciate that people from different communities and cultures may feel differently from me in different situations and respect this.	I can demonstrate respect for others' feelings in the way I behave to them.
			I can describe how my mood can affect those in my immediate environment.	I can use simple strategies to modify my mood positively with some help.	I can use simple strategies to modify my mood positively when I need to.	I can know how to get myself safely out of a bad or unhappy mood.
				I can identify ways to be kind to others.	I can show compassion for other humans facing difficult or traumatic situations.	
		Developing a positive sense of one's self	I can explain what I like and dislike and give reasons.	I can make simple decisions about the type of activities I engage in and the time I devote to them.	I can explain where my talents lie and I can begin to recognise potential future ones.	I can manage the way I develop my interests and seek out activities I show a talent for.
			I can share positive qualities about myself and my culture with others.	I can identify particular strengths about myself and social activities that are important to me.	I can take an interest in the positive qualities of others, their interests and activities and compare to my own.	I can utilise the talents of others to help develop my own interests and strengths.
			I can identify objects and areas that belong to me.	I can identify how my environment supports and provides for my basic needs.	I can modify and customise my own environment to demonstrate some individuality.	I can express my individuality through simple choices I make about my appearance.
			I can imagine familiar environments and describe what they look like.	I can identify some of my basic rights, i.e. feeling safe, happy and secure.	I can explain what my basic rights are; to be safe, happy and secure, and my responsibilities to others.	I can identify a number of things I am good at.
			I can identify what makes me feel safe and secure.			I can demonstrate how I exercise my rights, and also my responsibilities to others, as a member of a community.
		Stress management and conflict resolution	I can use simple coping strategies when I encounter a problem.	I can use a range of strategies to help solve conflict including safe place, safe person, assertive language.		
			I can use simple strategies to help me calm down with some help.	I can use simple strategies to help me calm down when I'm in an argument/get in a temper.	I can use a range of strategies that help keep me calm when I feel under pressure.	I can anticipate situations that may generate conflict for me and avoid them if possible.
			I can be relaxed and calm for a little while, listening to music or a story, etc.	I can use simple relaxation techniques with some help, e.g. imagining relaxing muscles.	I can use relaxation techniques to calm down, e.g. after break time; before doing a presentation.	I can identify when it would be helpful to use relaxation techniques and use them myself on some occasions.

To learn the importance of and how to maintain personal hygiene (H6) To learn 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 (H7)

Suggested number of sessions: 1-2

<p><b>Essential skills and attributes developed:</b></p> <p>Self-organisation (including time management)</p> <p>Identification, assessment (including prediction) and management of positive and negative risk to self and others</p>	<p><b>Learning objective:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about basic personal hygiene routines and why these are important</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• identify how infections (such as coughs and colds) can be spread</li> <li>• describe some basic personal hygiene routines</li> <li>• recognise why this is important</li> <li>• describe simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough)</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What can we do to help keep our bodies healthy and well?</li> <li>• What do we keep clean at home/at school?</li> <li>• How can germs be passed from one person to another?</li> <li>• What can we do to help stop germs and diseases spreading?</li> <li>• What are we responsible for?</li> </ul>
<p><b>Additional Guidance:</b> Be aware of vulnerable pupils in the class, if a lack of personal hygiene is noted this may be a sign of neglect and should be reported, in line with the school safeguarding policy. Health professionals could be invited in as a classroom visitor as part of this learning opportunity.</p>	

**Aim of these sessions:** To understand the importance of, and how to maintain, personal hygiene (H6) To learn 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 (H7)

Suggested number of sessions: 1

<p><b>Essential skills and attributes developed:</b></p> <p>Self-organisation (including time management)</p> <p>Identification, assessment (including prediction) and management of positive and negative risk to self and others</p>	<p><b>Learning objective:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>about basic personal hygiene routines and why these are important</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>describe daily personal hygiene routines</li> <li>identify some of the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained</li> <li>recognise how some diseases can be spread and that these can be controlled by personal hygiene practices</li> <li>explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene</li> <li>recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication</li> </ul>
	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What do we do to keep our bodies healthy and clean? Each day? Each week?</li> <li>When in the day do we have to think about keeping clean especially?</li> <li>How will keeping clean and healthy help us as we grow up?</li> <li>What happens if we do not keep clean?</li> <li>When and why do people have injections?</li> <li>What should we do to help keep other people healthy?</li> </ul>
<p><b>Additional Guidance:</b> Be aware of vulnerable pupils in the class, if a lack of personal hygiene is noted this may be a sign of neglect and should be reported, in line with the school safeguarding policy. Health professionals could be invited in as a classroom visitor as part of this learning opportunity.</p>	



## **My Safety**

**LLS – Think! Think! Think!**



Category	Strand	Skill	Foundation Stage	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9
Think, Think, Think!	Creative Thinking and Problem Solving	Creativity and Innovation	I can make shape patterns with different objects and materials.	I can modify something I have made to make it work better / make it fit.	I can sometimes generate novel or innovative ideas for a piece of work / how to solve a problem / how to describe something.	I can plan and carry out an investigation which involves varying one condition and controlling others - "what if...."	I can apply processes / strategies learned in one context / subject to carry out design work or investigations in another context / subject.	I can experiment with different methods and ideas in the way I carry out work.
			I can use a variety of materials to make a picture or model.	I can use trial and error strategies to construct something / make something work.	I can contribute to a group 'brainstorm' to generate lots of ideas for a piece of work / project / investigation.	I can use ideas / experiences from one context to solve a problem in a different setting.	I am beginning to develop my own style and ideas in design work, writing, art etc....	I can routinely use alternative approaches to overcome difficulties and evaluate the effectiveness of strategies I've chosen.
			I can improvise with play equipment to act out familiar situations.	I can use experiences to generate ideas.	I can use a variety of materials and media to express an idea, tell a story, explain an event etc.	I can build on the ideas and suggestions of others to generate ideas.	I can generate innovative ideas for a piece of work, making innovative connections between ideas/previous experiences.	I can generate original ideas in work I undertake. I can draw on ideas and approaches of key people in the field in developing my own style.
			I can make up my own story from a picture book and develop stories in play.	I can offer simple, relevant ideas on "what if..." we tried something.				I can use various media to express my ideas in an effective way.
								I can select and apply brainstorming techniques with a group to generate a range of ideas to solve a problem.
		Problem Investigation	I can show curiosity and interest in my surroundings and can describe things I have seen and what is happening.	I can describe what happened when we tried to fix a problem.	I can contribute to making choices from a range of possible ideas for planning an investigation.	I can participate in a range of group strategies for generating ideas, prioritising actions, making decisions etc. to undertake a set project.	I can apply a range of problem solving and decision making strategies across subject areas.	I can apply mathematical and statistical knowledge and principles in planning, conducting and evaluating solutions to problems / answers to questions.
			I can work out how to solve a simple problem e.g. stand on a box to reach something (i.e. involves 2/3 steps).	I can draw a picture and use words to describe what I am going to make or do.	I can give useful ideas about how to solve a simple problem and how these could be tested.	I can identify simple relationships between variables and can explain how a given variable affected a situation or test.		I can apply knowledge of scientific principles and investigative techniques to plan and conduct a valid investigation.
			I can investigate how things work.	I can follow simple instructions to make an investigation.	I can describe how a particular action or component contributed to a given outcome.	I can distinguish and accurately name input and output variables.	I can apply my knowledge and understanding of science to make scientifically precise predictions.	I can select appropriate problem solving strategies to: clarify problems; generate, refine and select solutions, develop an action plan, monitor and evaluate outcomes and identify next-steps.
				I can describe a problem that I am, or a group are, trying to solve e.g. how to stop the toy boat sinking.	I can begin to describe why we got a different outcome than we expected in an investigation.	I can define a set of success criteria for defining the outcome of a task.	I can specify the key factors involved in a fair test investigation, identifying how these might be controlled.	
				I can say whether what happened was what we expected.	I can make predictions of outcomes based on existing knowledge/previous experience	I can describe how to carry out a simple investigation with some support, varying one condition and controlling others.	I am beginning to identify appropriate improvements to my investigative technique.	



**Aim of these sessions:** To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12)

Suggested number of sessions: 3-4

<p><b>Essential skills and attributes developed:</b></p> <p>Strategies or identifying and accessing help and support</p> <p>Recalling and applying knowledge creatively and in new situations</p> <p>Identification, assessment (including prediction) and management of positive and negative risk to self and others</p>	<p><b>Learning objective:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about rules for keeping safe (in familiar and unfamiliar situations)</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding that they have a right to ‘be safe on the outside’ and ‘feel safe on the inside’</li> <li>• identify rules for keeping safe in a range of familiar situations, such as crossing the road</li> <li>• describe the things they do in school or at home to keep themselves and others safe</li> <li>• identify the adults in school, at home and in the wider environment who help keep them safe in different places and situations</li> <li>• explain what they can say or do if they feel unsafe or think something is not safe</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What do we think we have to keep safe from and how do we do this?</li> <li>• Are these real dangers or pretend dangers?</li> <li>• Who are the people who keep us safe and what do they do to keep us safe?</li> <li>• How can we help them to keep us safe?</li> <li>• Who can we ask for help and if we tell, will we get into trouble?</li> </ul>
<p><b>Additional Guidance:</b> Young children may feel unsafe in their ‘real’ world (e.g. road use, visiting unknown places) or in their ‘imagined’ world (e.g. ghosts, monsters). Pupils should have opportunities to talk about and explore feeling unsafe (nervous, timid, scared etc.) and have an understanding that they should listen to these feelings and tell someone about them. Refer to ‘protective behaviours’ guidelines if staff training has taken place. See PSHE Association Quality Assured resources for further guidance for teaching.</p>	

**Aim of these sessions:** To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12)

Suggested number of sessions: 3-4

<p><b>Essential skills and attributes:</b></p> <p>Strategies or identifying and accessing help and support</p> <p>Recalling and applying knowledge creatively and in new situations</p> <p>Identification, assessment (including prediction) and management of positive and negative risk to self and others</p>	<p><b>Learning objective:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>about rules for keeping safe (in familiar and unfamiliar situations)</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>recognise they have a right to 'be safe on the outside' and 'feel safe on the inside'</li> <li>describe different ways they can keep safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire)</li> <li>identify ways of keeping safe online</li> <li>identify potential unsafe situations and steps they can take to avoid or remove themselves from them</li> <li>demonstrate ways they can ask for help from people whose job it is to keep them safe</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>What do we have to keep safe from?</li> <li>Is it something we do that makes them dangerous?</li> <li>When or where do we need to take extra care?</li> <li>Who has the job of keeping us safe?</li> <li>Who can we ask to help us?</li> </ul>
<p><b>Additional Guidance:</b> Young children may feel unsafe in their 'real' world (e.g. road use, visiting unknown places) or in their 'imagined' world (e.g. ghosts, monsters). Pupils should have opportunities to talk about and explore feeling unsafe (nervous, timid, scared etc.) and have an understanding that they should listen to these feelings and tell someone about them. Refer to 'protective behaviours' guidelines if staff training has taken place. See PSHE Association Quality Assured resources for further guidance for teaching.</p>	

**Aim of these sessions:** To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11)

Suggested number of sessions: 1

<p><b>Essential skills and attributes developed:</b></p> <p>Resilience (including self-motivation, perseverance and adaptability)</p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• that bodies and feelings can be hurt</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• recognise that both bodies and feelings can be hurt</li> <li>• describe occasions when someone might hurt themselves physically (falling in the playground/spraining an ankle etc.) and how this can make them feel</li> <li>• describe occasions when someone's feelings have been hurt and how this can make them feel</li> <li>• identify people they can go to if they are feeling uncomfortable or hurt (physically or emotionally)</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Can someone's feelings be hurt as well as their body?</li> <li>• When might this happen?</li> <li>• How might someone behave if their feelings get hurt?</li> <li>• Who can people ask for help if their feelings are hurt?</li> <li>• Who can people ask for help if they are physically hurt?</li> <li>• How can someone make sure they are listened to if they are feeling hurt?</li> </ul>
<p><b>Additional Guidance:</b> Describe what our bodies do when we feel uncomfortable - our shoulders may go up, we may look away or down, we might turn away or even hide, On the <i>inside</i> we might feel a bit 'funny in our tummies' or not want to speak to someone - help pupils understand that these are our brain's way of telling us something is 'wrong' and that we should be wary if anyone tells us we are being silly. It is important that pupils know who they can go to for help, and how to keep telling them until they listen. It is helpful to use stories where characters share their worries and feelings with adults who listen and help them.</p>	

**Aim of these sessions:** To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11)

Suggested number of sessions: 1-2

<p><b>Essential skills and attributes developed:</b></p> <p>Resilience (including self-motivation, perseverance and adaptability)</p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• that bodies and feelings can be hurt</li> </ul>
	<p><b>Learning outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt</li> <li>• describe the differences and similarities between being hurt physically and being hurt emotionally</li> <li>• identify people they can go to if they are feeling uncomfortable or hurt</li> <li>• explain how they can let these people know they are feeling uncomfortable or hurt</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Can feelings hurt as much as being physically hurt? Or, are there similar feelings?</li> <li>• What do our bodies do when we feel hurt or uncomfortable?</li> <li>• How do we feel inside when we feel hurt or uncomfortable?</li> </ul>
<p><b>Additional Guidance:</b> Describe what our bodies do when we feel uncomfortable - our shoulders may go up, we may look away or down, we might turn away or even hide, On the <i>inside</i> we might feel a bit 'funny in our tummies' or not want to speak to someone - help pupils understand that these are our brain's way of telling us something is 'wrong' and that we should be wary if anyone tells us we are being silly. It is important that pupils know who they can go to for help, and how to keep telling them until they listen. It is helpful to use stories where characters share their worries and feelings with adults who listen and help them.</p>	



**Aim of these sessions:** To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3)

Suggested number of sessions: 1

<p><b>Essential skills and attributes developed:</b></p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>Recognising, evaluating and utilising strategies for managing influence</p> <p>Identification, assessment (including prediction) and management of positive and negative risk to self and others</p>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• explain what a secret is and what it means to keep a secret</li> <li>• explain what a surprise is and what it means to surprise someone</li> <li>• recognise that no one should ask us to keep a secret or surprise that will be hurtful to themselves or someone else</li> <li>• identify who they can go to in school if they are worried about a surprise or a secret</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Do we have to keep promises and secrets if someone says so?</li> <li>• When should we tell someone else?</li> <li>• Who can we tell?</li> <li>• Will we get into trouble if we tell?</li> <li>• How someone say 'if they are asked to keep a secret they feel unsure about?'</li> </ul>
<p><b>Additional Guidance:</b> Ensure that ground rules have been established/re-visited at the beginning of the session. Puppets could be used to help to 'distance' the learning. Pupils should have opportunities for practising saying 'no' assertively in various ways. *The important rule is only to keep nice secrets/surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we <i>should</i> tell, if a grown-up says 'you must keep this secret and never tell anyone'. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of disclosures.</p>	

**Aim of these sessions:** To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3)

Suggested number of sessions: 1

<p><b>Essential skills and attributes developed:</b></p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>Recognising, evaluating and utilising strategies for managing influence</p> <p>Identification, assessment (including prediction) and management of positive and negative risk to self and others</p>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>give examples of surprises that are nice to keep secret (until everyone finds out about them)</li> <li>explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt</li> <li>identify whom they can go to in school if they are worried about a surprise or a secret</li> <li>explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>Do we have to keep promises and secrets if someone says so?</li> <li>When should we tell someone else?</li> <li>Who can we tell if we feel uncertain, uncomfortable or worried?</li> <li>What could we say and do to attract the attention of an adult when we want to tell them something?</li> <li>What can we say to help us explain?</li> <li>How can someone say 'no' if they are asked to keep a secret they feel unsure about?</li> </ul>
<p><b>Additional Guidance:</b> Ensure that ground rules have been established/re-visited at the beginning of the session. Puppets could be used to help to 'distance' the learning. Pupils should have opportunities for practising saying 'no' assertively in various ways. *The important rule is only to keep nice secrets/surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we <i>should</i> tell, if a grown-up says 'you must keep this secret and never tell anyone'. Be familiar with school's safeguarding and child protection policies, especially protocols in the event of disclosures.</p>	

## **My Feelings**

LLS – Speaking and Listening

## Speaking & Listening – Skills Matrix

Highlight (i) in **red** 'I can' where **some** learners are proficient, (ii) in **amber** 'I can' where **most** learners are proficient, (iii) in **green** 'I can' where **all** learners are proficient.

Category	Strand	Skill	Foundation Stage	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9
Communications	Speaking and Listening	Speaking	I can use simple phrases and statements to communicate my ideas.	I can talk confidently about something I am interested in to an audience.	I can take an active part in discussions and talk about my ideas confidently to different groupings.	I can develop my ideas and line of argument, describing my thoughts and opinions clearly.	I can adapt what I say to the demands of speaking to different people in different situations with increasing confidence.	I can match what I say to the demands of different situations and audiences.
			I can describe something that happened to me.	I can explain my ideas and interests, providing relevant details.	I can give sustained accounts of real or imagined stories which keep the listeners' interest.	I can use facial expressions and other gestures effectively to communicate ideas, feelings and information.	I can talk in a way that engages the interest of the listener using a variety of vocabulary and expression.	I can select a range of styles of presentation according to the context.
			I can articulate my words and speak in a voice which can be heard and understood.	I can show that I am aware of the listener when I am speaking by holding eye contact and by adjusting what I say.	I can discuss the main points of what I have heard.	I can adapt the way I speak to reflect the purpose and the audience.	I can usually be fluent in Standard English in formal situations.	I can discuss books, films, TV, video and poetry and provide detailed reasons for my choices.
			I can use everyday vocabulary naming most common objects, using action words and a range of descriptive words.	I am beginning to adapt the way I speak to take account of different audiences and purposes, e.g. when talking one to one, to the class, in assembly.	I have started to adapt my speech to take account of the listeners' needs, varying the vocabulary and the detail.	I can explain facts, information, instructions and events precisely and clearly.	I can use different and specific language and/or vocabulary relating to particular interests, activities and subjects.	I can give a sustained talk to a class or group.
			I can speak clearly to others with increasing confidence and control.	I can show that I can retell an event I have seen and can include interesting details to help the listener understand.	I can confidently make a presentation to my class with some help to prepare.	I can talk confidently in a wide range of contexts including some which are of a formal nature.	I can make an individual presentation to my class summarising a piece of work; ideas; a process.	I can use precise vocabulary and I can organise what I say in a clear and concise way.
				I can take part in a brief presentation.	I can vary the use of my vocabulary and level of detail to the purpose of the communication. I am beginning to use Standard English where appropriate.	I can consider which presentation techniques to use when speaking and listening in different contexts, and for different audiences, to engage the audience and get information across.		I can structure what I say, using appropriate vocabulary and appropriate intonation and emphasis.
				I can speak clearly and can be understood by adults and learners alike, using appropriate language.	I can articulate words clearly and use appropriate intonation to communicate my ideas.	I can use some of the features of Standard English vocabulary and grammar appropriately.		I am confident in the use of Standard English in a range of situations.
				I am beginning to be aware of Standard English, and when it is used.		I can use a range of oral techniques to present a persuasive argument.		
				I can give accurate instructions to others to carry out a simple one or two step task.		I can sometimes use Standard English in formal situations.		

Category	Strand	Skill	Foundation Stage	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9
Communications	Speaking and Listening	Listening	I can listen to familiar stories and rhymes and tell whether something has been left out or changed.	I can listen carefully to the views of others and usually respond appropriately to show I have listened e.g. by making comments, asking questions.	I can listen attentively to what others are saying in a discussion and respond with relevant comments, questions or actions.	I can listen with concentration in discussions, which allows me to question others' ideas and opinions responsively.	I can make notes while listening to a speaker, making notes on content and points to question later.	I can listen to a wide range of speakers in a range of contexts and use these as a source of information for research.
			I can listen to a new story / poem / presentation and answer some simple questions.	I can carry out instructions with a number of steps.	I can demonstrate careful listening by making relevant verbal responses & by body language.	I can listen with concentration to a wide range of styles of presentation and in different contexts.	I can describe language variation used in formal and informal contexts.	I can use a range of note taking strategies to summarise key points from a speaker.
			I can follow a range of simple instructions and carry simple messages.	I can talk about specific characters in a performance I have listened to.	I can, in a class discussion, listen carefully to a range of classmates even if they are hesitant or rather unclear.	I can describe how a speaker uses language and gesture to help the listener understand and pay attention.	I can support a speaker who is nervous or unsure by my body language giving them encouragement.	I can listen carefully to all the points made in a discussion and summarise the main points i.e. "scribe" effectively.
			I can carry simple messages.	I can respond to stories with increasing attention and recall.	I can listen carefully to information presented by my teacher or other adults and describe the main points to a classmate.	I can maintain appropriate listening behaviour during a presentation.	I can listen to a speaker with attention, even if they are using unfamiliar terms and using language that is different or unusual.	
			I can listen to a story, sitting quietly and looking at the speaker.	I can follow and understand instructions given to a large group.	I can listen to stories, plays or videos and relate the events and main characters.	I can clearly retell events and specific points with detail for a group.		
				I can listen with sustained concentration to a presentation or talk and can ask for help or clarification if I do not understand.				
				I can listen to tapes and videos and express my views when asked.				
				I can demonstrate listening to the speaker by eye contact, nodding, body position, etc.				

Category	Strand	Skill	Foundation Stage	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9
<b>Communications</b>	<b>Speaking and Listening</b>	<b>Conversation and Discussion Skills</b>	I can answer a simple open question and include relevant details.	I can share ideas confidently and give an opinion.	I can listen confidently in different contexts, exploring and communicating ideas.	I can listen carefully, making contributions and asking questions about others' ideas and views	I can, during discussions, actively listen to the ideas of others, showing understanding and sensitivity.	I can make a significant contribution during discussions, evaluating the ideas of others, varying how and when I participate.
			I can listen to and join in with simple songs and rhymes.	I can listen to what others have said, remember, and then repeat and add facts.	I can reflect on, and evaluate, the main points of a presentation, referring to its key points.	I can compare how the main arguments or points of a speaker are presented and comment on them.	I can listen carefully to what others say, so that I can ask questions to develop my ideas and make contributions to take account of the views of others.	I can make appropriate and relevant comments in a large group/whole class discussion and I can act as an enabler as well as a contributor in group discussion.
			I can listen carefully to what others are saying in a group and I usually make an appropriate contribution.	I can show that I can take my turn when speaking in a larger group or with the whole class.		I can compare and contrast different points of view, and formulate an argument.	I can show empathy with views from other people.	I can listen perceptively with concentration and understanding, I am sensitive to the development of the discussion.
			I can take turns in a conversation with one other; listening and waiting to speak until they have finished.	I can ask questions of the teacher or a guest as part of a group interview, with some preparation.	I can add comments to recounts, descriptions and presentations, e.g. I believe that.... We need to take them seriously because....	I can take part in a class debate using the conventions and language of the debate and handling relevant questions from an audience.	I can express my ideas confidently in a discussion and can judge when to repeat or re-emphasise my ideas.	I can empathise and see the points of view of others and articulate them in a range of familiar and unfamiliar settings.
				I can listen, and then ask questions that show that I have understood what has been said.	I can ask and answer probing questions as part of an expert group.	I am confident about interviewing someone using appropriate specialist vocabulary and spoken Standard English.	I can bring into a conversation or discussion a classmate who is not getting their views heard.	I can initiate and lead discussion, extending and elaborating on ideas from other people.
				I can listen carefully to what others are saying in a group discussion and make an appropriate response.	I can interview an adult as an expert witness.	I can listen to and tolerate views of others.		I can confidently initiate questions and make contributions or offers of opinion in a range of contexts.
				I can discuss a piece of work with others in a small group and begin to give suggestions for others to follow.		I can clearly re-tell events and specific points with detail for a group.		I can engage in discussion as a contributor, listen effectively and I can discuss ideas with balance and conviction.
								I can make sustained contributions to a large group/whole class discussion.

**Aim of these sessions:** To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (H4)

Suggested number of sessions: 1-2

<p><b>Essential skills and attributes developed:</b></p> <p>Self-regulation (including promotion of positive, growth mind-set and managing strong emotions and impulses)</p>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about different kinds of feelings</li> <li>• simple strategies to manage feelings</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• name feelings they have had, both good and not so good</li> <li>• explain what makes them feel good and what makes them feel not so good</li> <li>• identify where in their bodies they have these feelings</li> <li>• demonstrate how our faces and bodies show these feelings to others</li> <li>• identify some ways to feel better if feeling not so good</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What makes us feel good?</li> <li>• What makes us feel not so good?</li> <li>• How does it feel in our bodies when we feel... happy, sad, nervous, excited etc?</li> <li>• What do people look like when they feel... happy, sad, nervous, excited etc?</li> <li>• What can we do when we have feelings that are not so good?</li> </ul>
<p><b>Additional Guidance:</b> Ensure ground rules or a working agreement is in place. If there are indications a pupil is vulnerable or at risk, safeguarding protocols should be actioned. Children's stories can be used as a starting point and to 'distance' the learning. See also Core Theme: Relationships – Learning opportunity R1) For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	

**Aim of these sessions:** To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (H4)

Suggested number of sessions: 1-2

<p><b>Essential skills and attributes developed:</b></p> <p>Self-regulation (including promotion of a positive, growth mind-set<sup>1</sup> and managing strong emotions and impulses)</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about different kinds of feelings</li> <li>• simple strategies to manage feelings</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• name a range of feelings</li> <li>• describe different feelings (both good and not so good) and where these are felt in the body</li> <li>• recognise that some feelings may feel stronger than others</li> <li>• describe when people might experience different feelings and how this can affect their behaviour</li> <li>• identify strategies to help manage different feelings, especially when feeling not so good</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What feelings do we have?</li> <li>• Where in our bodies do we feel these feelings?</li> <li>• How can feelings change behaviour?</li> <li>• What can we do about different feelings we have?</li> </ul>
<p><b>Additional Guidance:</b> Ensure ground rules or a working agreement is in place. If there are indications a pupil is vulnerable or at risk, safeguarding protocols should be actioned. Children’s stories can be used as a starting point and to ‘distance’ the learning. See also Core Theme: Relationships – Learning opportunity R1) For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	



**Aim of these sessions:** For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond (R1)

Suggested number of sessions: 1-2

<p><b>Essential skills and attributes developed:</b></p> <p>Self-regulation (including promotion of positive, growth mind-set and managing strong emotions and impulses)</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about recognising how other people are feeling</li> <li>• about sharing feelings their own feelings with others</li> </ul>
	<p><b>Learning outcomes:</b></p> <p><b>The learner will be able to:</b></p> <ul style="list-style-type: none"> <li>• give examples of feelings</li> <li>• demonstrate how faces and bodies show different feelings</li> <li>• use simple descriptions to describe how they, or others are feeling</li> <li>• recognise it is important to share feelings and give examples of appropriate ways of doing so</li> <li>• suggest ways they can make themselves and others feel better</li> <li>• recognise that we can affect how others feel</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How do we feel today?</li> <li>• How do we show/tell people how we are feeling?</li> <li>• How do others show their feelings?</li> <li>• How can we help if someone is feelings unhappy?</li> </ul>
<p><b>Additional Guidance:</b> Ensure that ground rules have been established/re-visited at the beginning of the session. Be aware of pupils who are vulnerable or at risk - safeguarding protocols should be actioned if required. Children's stories can be used as a starting point and to 'distance' the learning. It is best to talk about feelings in terms of being comfortable or uncomfortable, and that no feeling is 'bad'. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them). See also Core Theme: Health and Wellbeing – Learning opportunity H4) To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p><b>PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at <a href="http://www.pshe-association.org.uk/mentalhealth">www.pshe-association.org.uk/mentalhealth</a></b></p>	

**Aim of these sessions:** For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond (R1)

Suggested number of sessions: 1-2

<p><b>Essential skills and attributes developed:</b></p> <p>Self-regulation (including promotion of a positive, growth mind-set<sup>1</sup> and managing strong emotions and impulses)</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about recognising how other people are feeling</li> <li>• about sharing feelings their own feelings with others</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• list a range feelings people experience</li> <li>• use descriptive vocabulary to explain how they are feeling</li> <li>• describe some different ways that people how they are feeling</li> <li>• recognise that it is important to share feelings with others</li> <li>• give examples of helpful/not helpful ways to communicate feelings</li> <li>• identify some ways to respond sensitively to how others are feeling</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How can we describe different feeling?</li> <li>• How many words do we know to say we are feelings happy / sad / nervous?</li> <li>• If we grouped those words together, which words go together?</li> <li>• How do people show how they are feeling?</li> <li>• What do they say? What do they do? What do they look/sound like?</li> <li>• How can we help others with their feelings?</li> </ul>
<p><b>Additional Guidance:</b> Ensure that ground rules have been established/re-visited at the beginning of the session. Be aware of pupils who are vulnerable or at risk - safeguarding protocols should be actioned if required. Children's stories can be used as a starting point and to 'distance' the learning. It is best to talk about feelings in terms of being comfortable or uncomfortable, and that no feeling is 'bad'. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them). See also Core Theme: Health and Wellbeing – Learning opportunity H4) To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p><b>PSHE Association lessons plans for teaching about mental health and emotional wellbeing can be found at <a href="http://www.pshe-association.org.uk/mentalhealth">www.pshe-association.org.uk/mentalhealth</a></b></p>	

## **My World**

LLS – It's up to me / Global Citizen

## It's up to me! – Skills Matrix

Highlight (i) in **red** 'I can' where **some** Learners are proficient, (ii) in **amber** 'I can' where **most** Learners are proficient, (iii) in **green** 'I can' where **all** Learners are proficient.

Category	Strand	Skill	Foundation Stage	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9
<b>Personal and Social Competencies</b>	<b>It's up to me!</b>	<b>Taking individual responsibility for self and others</b>	I can demonstrate that I understand basic rules and routines by following them.	I can follow the rules and routines and offer reasons for having them.	I can offer suggestions when developing rules and routines.	I can describe what the community code (rules) are for the class and for the whole school, and I can explain why we have them	I can adjust my behaviour to support the need of a peer e.g. to be quiet.	I can identify when to use particular ways of behaving that are appropriate in a given social context.
			I can suggest ways to help others.	I can support others around me by sharing, showing and giving information.	I can offer ways of putting something wrong, right.	I can keep to the community code/ class rules for the majority of the time.	I can help to develop rules and routines that enable a group to work well together in a context outside school.	I can formulate routines that complement the existing ones and help me learn with others.
			I can express my opinion of right and wrong.	I can offer reasons for why I feel that something is right or something is wrong.	I can describe most of the class rules community code/class rules and show how to keep them.	I can demonstrate various ways of caring and looking after those around me, my immediate environment and my belongings.	I can take responsibility for keeping to the class and school codes even when no adults are present.	I can make effective choices as to when to avoid confrontation and when to pursue my point of view.
			I can keep my body to myself to avoid hurting others.	I can identify different ways of caring for those in my immediate environment.	I can identify specific ways of caring for a wide range of people in my environment.		I can model appropriate ways of behaving even when others are not.	I can take responsibility for reminding other peers what the school community code is
			I can show care for something (a pet, plant, object etc.).	I can identify ways of making unfair situations fairer.	I can help put right unfair situations that may arise.	I can recognise when I need to be a helpful member of the school community.		
			I can understand the difference between things that are fair and unfair.	I can take responsibility for simple jobs in the classroom.	I can take responsibility for jobs around the school.	I can take responsibility for a job and maintain it over time.		
		<b>Developing ability to act independently</b>	I can, with help from an adult, dress myself.	I can dress myself and undress myself.	I can dress and undress myself as appropriate.	I can select a range of appropriate clothing to suit a variety of activities / situations.	I can make my own choices about what is sensible to do despite pressure from peers.	I can set and work to long term goals for academic and personal development.
			I can, with support, keep my body clean.	I can decide when I need to wash to keep my body clean and hygienic.	I can prioritise my time in order to undertake activities I have been asked to do / I have selected to do.	I can describe some of the negative effects of drugs, alcohol, lack of exercise and unprotected sex.	I show I can avoid using harmful substances.	I can keep to my goals for healthy eating and drinking despite pressure from friends.
			I can make simple choices about what is good to eat / good for me and what is not.	I can make choices and give reasons for what is good to eat / what things could harm me.	I can undertake activity with minimum support asking for clarification only when necessary.	I can plan the sequence of my activities with confidence, allocating time and resources as necessary.	I can keep to goals for completing homework and course work.	I can develop strategies to keep to a healthy and safe lifestyle.
			I can select an activity from a range provided for me.	I can make simple decisions about which activities I need to do and the order I do them in.		I can plan an exercise programme and set goals for myself.	I can identify short term plans to achieve longer term personal goals.	I can work well independently, effectively planning and scheduling work and I can apply this in individual and group working.
			I can demonstrate that I know who can help me start an activity and help me to understand.	I can select various resources to support me during an activity including asking for adult help.	I can produce simple daily routines for myself.	I can contribute my ideas to the planning of an activity and carry out my part independently.	I can effectively plan how to carry out an independent or group activity and undertake this with minimum adult support.	
				I can make simple decisions about who has access to my body.	I can make confident choices about who has access to my body and identify reasons for this.			
			I can play a variety of games / take part in physical exercise.	I can ask and answer simple questions to help me understand.	I can contribute to the planning of a group or independent task with some help from an adult.	I can carry out part of an activity by myself which contributes to a group task.		
			I can undertake a short activity independently when within a structured setting and with prompts.	I can undertake a short activity independently when given instructions.	I am confident to ask and answer questions to help my understanding.	I can frame complex questions and answer open ended questions to further my understanding.		

**Aim of these sessions:** To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3)

Suggested number of sessions: 1

<p><b>Essential skills and attributes developed:</b></p> <p>Self-organisation (including time management)</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Team working / Leadership skills</p>	<p><b>Learning objective:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about respecting the needs of ourselves and others</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• explain that people (and animals) need to be looked after and cared for</li> <li>• identify some of the needs of all living things (including themselves and/or pets/animals)</li> <li>• describe some ways of looking after themselves and others</li> <li>• explain why need to be able to take turns and share things and places; return things that are borrowed</li> <li>• identify who to tell if they are worried that needs are not being met</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What needs to we all share?</li> <li>• Who is responsible for meeting our needs?</li> <li>• Does everyone in our class/on our table have the same needs?</li> <li>• Would rules help us to be responsible for other people's needs?</li> <li>• Do we help with anyone's needs at home?</li> </ul>
<p><b>Additional Guidance:</b> See also Core Theme: Relationships R2) to recognise their behaviour can affect other people; R4) to recognise what is fair and unfair, kind and unkind, what is right and wrong; R6) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	

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Suggested number of sessions: 1

<p><b>Essential skills and attributes:</b></p> <p>Self-organisation (including time management)</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Team working / Leadership skills</p>	<p><b>Learning objective:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about respecting the needs of ourselves and others</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• identify that needs all living things have rights or needs (e.g. pets or animals)</li> <li>• identify some needs (rights) of pupils in the classroom</li> <li>• describe some of the different responsibilities to support the needs of others</li> <li>• describe how it feels when everyone works cooperatively - how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others)</li> <li>• explain what happens if our responsibilities are not carried out</li> <li>• identify who to talk to if responsibilities are not being carried out and rights are not being met</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What do we do at home to help or support our grown-ups or others who live with us?</li> <li>• How can we help others in the classroom?</li> <li>• What do we do at school that shows that we can be responsible?</li> <li>• What are our classroom rights?</li> <li>• How does it feel if responsibilities are not carried out?</li> </ul>
<p><b>Additional Guidance:</b> See also Core Theme: Relationships R2) to recognise their behaviour can affect other people; R4) to recognise what is fair and unfair, kind and unkind, what is right and wrong; R6) to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	

**Aim of these sessions:** For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R5)

Suggested number of sessions: see additional guidance

<p><b>Essential skills and attributes developed:</b></p> <p>Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</p> <p>Respect for others' right to their own beliefs, values and opinions</p> <p>Skills for employability, including</p> <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• to share their views and opinions with others</li> </ul> <hr/> <p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• listen to the ideas and thoughts of others</li> <li>• discuss things that matter to them</li> <li>• take turns when giving opinions and views</li> <li>• participate in discussions with peers in pairs, small groups or the whole class</li> </ul> <hr/> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Why should we let others know of our ideas and thoughts?</li> <li>• Why is it important to listen to the ideas and thoughts of others?</li> <li>• What if these are different to ours?</li> </ul>
<p><b>Additional Guidance:</b> This can be but does not have to be separately taught as a lesson, as these objectives and outcomes can be achieved by ensuring PSHE sessions are interactive and matched to the needs of the pupils. Evidence of sharing opinions and views can be gathered as part of any of the sessions in the Programme of Study.</p>	

**Aim of these sessions:** To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R5)

Suggested number of sessions: 1 (plus see additional guidance)

<p><b>Essential skills and attributes developed:</b></p> <p>Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</p> <p>Respect for others' right to their own beliefs, values and opinions</p> <p>Skills for employability, including</p> <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul>	<p><b>Learning objectives:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• to share their views and opinions with others</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• listen attentively to the ideas and thoughts of others</li> <li>• share their ideas and thoughts, opinions and views with a partner, small group or the whole class</li> <li>• give reasons for their opinions and views</li> <li>• take part in a simple debate about topical issues</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What do we think about _____?</li> <li>• What do other people think about _____?</li> <li>• Why should we listen to other people?</li> <li>• Can we talk about what we think?</li> <li>• Have we changed our minds about anything?</li> </ul>
<p><b>Additional Guidance:</b></p> <p>This can be a separate lesson but the objectives and outcomes can also be achieved by ensuring PSHE sessions are interactive and matched to the needs of the pupils. Evidence of sharing opinions and views can be gathered as part of any of the lessons in the Programme of Study.</p>	



**Aim of these sessions:** To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (L5)

Suggested number of sessions: 1-2

<p><b>Essential skills and attributes:</b></p> <p>Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Identify links between values and beliefs, decisions and actions</p>	<p><b>Learning objective:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about looking after the local environment</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• identify what the local environment is like</li> <li>• describe what makes the local environment pleasant / not so pleasant</li> <li>• identify what can harm different environments</li> <li>• suggest some ways people can care for the environment</li> <li>• identify what they can do / not do to help care for the environment</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What is around us? Our home? Our school?</li> <li>• Who or what lives in our local environment?</li> <li>• What do we like/dislike about our environment?</li> <li>• What damages our environment?</li> <li>• What could be done to environment?</li> <li>• What can we do?</li> </ul>
<p><b>Additional Guidance:</b> Local council resources may be useful or community projects. In key stage one the focus might be the school environment or places close to the school.</p>	

**Aim of these sessions:** For pupils to learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (L5)

Suggested number of sessions: 1-2

<p><b>Essential skills and attributes developed:</b></p> <p>Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Identify links between values and beliefs, decisions and actions</p>	<p><b>Learning objective:</b></p> <p>To learn:</p> <ul style="list-style-type: none"> <li>• about looking after the local environment</li> </ul>
	<p><b>Learning outcomes:</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• describe what makes an environment pleasant to live in</li> <li>• give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect.)</li> <li>• give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas)</li> <li>• explain the shared responsibility we have to take care of our environments for others</li> <li>• suggest some steps they could take as an individual and as a class to improve their local environment</li> </ul>
	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What is our environment like?</li> <li>• What is good about our environment?</li> <li>• What makes these places not so good?</li> <li>• Whose responsibility is it to look after the environment?</li> <li>• What could we do to improve our local environment?</li> <li>• Will this make a difference? Who for?</li> </ul>
<p><b>Additional Guidance:</b> Local council resources may be useful or community projects. In key stage one the focus might be the school environment or places close to the school.</p>	