

Proposed overview 2020 + PSHRE Thurnham KS1- Thematic Model

COVID-19 ADAPTED

EYFS - As a year group, the children have coped better than expected with a change in transition this year. Normally we would have visited them at preschool, invited them into school during the Summer term, ran pre-schools for a tour, completed home visits, held coffee sessions and allowed the parents to come into the classroom for a longer period of time. This year we amended our transition (due to people not being able to be in school), having the children in for one session with their parents in September. We provided the children with transition booklets etc. We were very aware the children hadn't been into their new environments before starting in September, however, had tried to prepare them as much as possible. Many children will have not seen each other for months, and most won't know each other. We will ensure a greater focus on the children learning each other's names, building friendships, and familiarising themselves / rebuilding past friendships.

Wellbeing has always been a crucial focus but now more than ever. All children will have had different experiences of lockdown, some children have been away from a setting since March, and changed settings without closure on their preschool experience. Some families will have experienced trauma due to lock down, and family situations may have changed e.g. job losses. We need to ensure that we are allowing our children talk time, and experiences that boost their wellbeing.

Taking on Thrive style activities, wellbeing exercises, such as meditation and mindfulness. We need to invest time into getting to know the children, and building their trust, so they feel they are comfortable with us, and able to talk. We will also be using a 'Feelings Register', encouraging the children to check in with how they are feeling. Adults will then have discreet conversations with children who have recognised that they are not feeling happy.

Children who have not been in a preschool setting, may not be used to being with groups of children, and therefore support is needed with sharing and accessing provision independently. Playing alongside the children, modelling play behaviours and encouraging sharing will be paramount. We will ensure that we are monitoring children throughout the year, especially as situations change. Local / National changes e.g. lockdowns, could have a further impact on wellbeing. We have researched, and have access to, resources designed to support children's mental health and wellbeing. Children will learn school routines, but be aware that sometimes changes happen (e.g. some weeks we eat in the classroom, sometimes in the hall).

The children will still do Growth Mind-set sessions throughout the year.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

Behaviour -Recovery element - Due to a slip in terms of behaviour over the lockdown period, there will also be a greater focus on reinforcing appropriate behaviour with particular reference to our new behaviour management system. All staff will be involved in reinforcing this. (Particular reference to our new school traffic light system) which needs reinforcing due to a lapse over the lockdown period.

Friendships and interactions - The lockdown period has in some instances had a detrimental impact on children's ability to form positive friendships and interactions. Children at risk, will be closely monitored throughout the day, in particular during PSHRE sessions. These children will be provided with extra support e.g. Nurture, Thrive interventions etc... Teachers to also be mindful of the fact that many children have not had interactions during the lockdown period. Some children are more at risk as they didn't come back to school for Term 6. These children will be the primary focus).

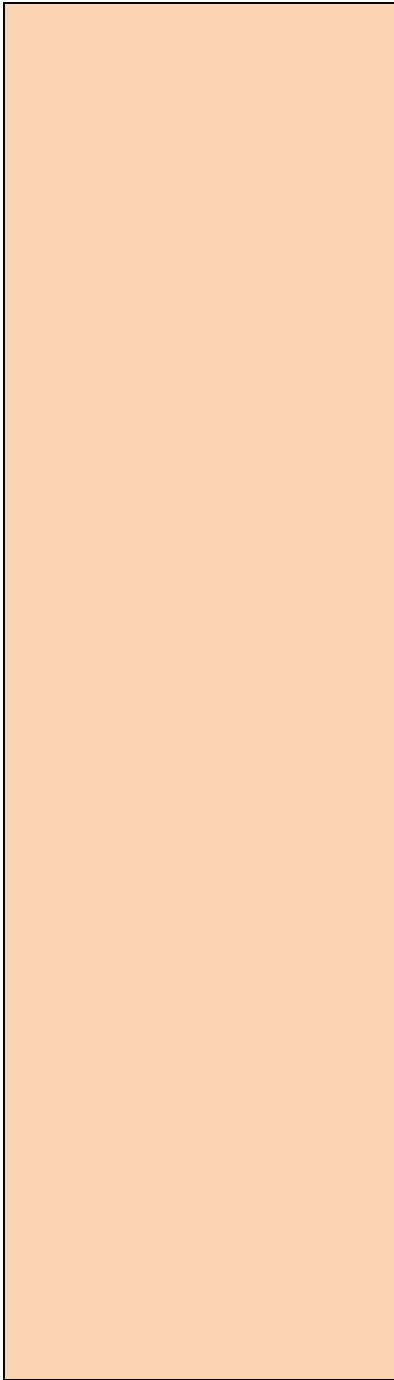
(Transition may be very different this year. Children may need extra support with this due to the lack in transition previously).

	Week 1	Relationships <i>Families, and close positive relationships.</i>	To identify the people who love and care for them and what they do to help them feel cared for. (R2)	Week 1	Relationships <i>Friendships</i> <i>Respecting self and others</i>	<ul style="list-style-type: none"> • How people make friends and what makes a good friendship. (R6) • About what is kind and unkind behaviour, and how this can affect others (R21)
	Week 2	Relationships <i>Families, and close positive relationships.</i>	The role different people e.g. acquaintances, friends and relatives play in our lives. (R1)	Week 2	Relationships <i>Friendships</i>	<ul style="list-style-type: none"> • How to recognise when they or someone else feels lonely and what to do. (R7) • About simple strategies to resolve arguments between friends positively. (R8) • How to ask for help if a friendship is making them feel unhappy. (R9)
	Week 3	Relationships <i>Families, and close positive relationships.</i>	About different kinds of families, including those they may be different to their own. (R3)	Week 3	Relationships <i>Managing hurtful behaviour and bullying</i>	<ul style="list-style-type: none"> • That bodies and feelings can be hurt by words and actions: that people can say hurtful things online. (R10) • About how people may be feeling if they experience hurtful behaviour or bullying. (R11)
	Week 4	Relationships <i>Families, and close positive relationships.</i>	To identify common features of family life. (R4)	Week 4	Relationships <i>Managing hurtful behaviour and bullying</i>	<ul style="list-style-type: none"> • That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (R12) • That sometimes people may behave differently online, including by pretending to be someone they are not (R14)

	Week 5	Relationships <i>Safe relationships</i>	<ul style="list-style-type: none"> About knowing there are situations when they should ask for permission and also when their permission should be sought (R17) How to respond safely to adults they don't know (R15) 	Week 5	Relationships <i>Families, and close positive relationships.</i>	<ul style="list-style-type: none"> That it is important to tell someone such as their teacher if something about their family makes them feel unhappy or worried. (R5)
	Week 6 -	Relationships <i>Safe Relationships</i>	<ul style="list-style-type: none"> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (R13) About how to respond if physical contact makes them feel uncomfortable or unsafe (R16) 	Week 6	Relationships <i>Safe Relationships</i>	<ul style="list-style-type: none"> About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) (R18) Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. (R19) What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (R20)
	Week 7	Relationships <i>Respecting self and others</i>	<ul style="list-style-type: none"> About how to treat themselves and others with respect; how to be polite and Courteous. (R22) 	Week 7	Relationships <i>Respecting self and others.</i>	<ul style="list-style-type: none"> To recognise the ways in which they are the same and different to others. (R23)

	Week 8	Relationships <i>Respecting self and others</i>	<ul style="list-style-type: none">• How to listen to other people and play and work cooperatively (R24)	Week 8	Relationships <i>Respecting self and others</i>	<ul style="list-style-type: none">• How to talk about and share their opinions on things that matter to them. (R25)
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Autumn 2						
Year 1				Year 2		
Week	Topic	In this unit of work, students learn...	Week	Topic	In this unit of work, students learn...	
Week 1	Growth Mind-set session	Lesson 1- I give up	Week 1	Growth Mind-set	Lesson 1 - Playing teacher	
Week 2	Growth Mind-set session	Lesson 2 - Strictly can't dance)	Week 2	Growth Mind-set	Lesson 2 - Oh no, I've made a mistake!	
Week 3	Growth Mind-set session	Lesson 3- Grow, Grow, Grow your brain.	Week 3	Growth Mind-set	Lesson 3 - Girls can't do that! Dream big!	
Week 4	Growth Mind-set	Lesson 4- Soaking up the learning.	Week 4	Growth Mind-set	Lesson 4 - Super effort!	
Week 5	Growth Mind-set Session	Lesson 5 - Super snails The power of perseverance.	Week 5	Growth Mind-set	Lesson 5 - Challenge mountains	
Week 6	Growth Mind-set Session	Lesson 6- Super Snails 2 - Setting challenge	Week 6	Growth Mind-set	Lesson 6 - Ding, ding! How much effort?	



Week 7

Use this session to catch up or to revise/recap.

Week 7

Use this session to catch up or to revise/recap.

Spring — Living in the wider world

Spring 1					
Year 1			Year 2		
Week	Topic	In this unit of work, students will learn...	Week	Topic	In this unit of work, students will learn...
Week 1	Living in the wider world <i>Shared responsibilities</i>	<ul style="list-style-type: none"> About what rules are, why they are needed, and why different rules are needed for different situations (L1) 	Week 1	Living in the wider world <i>Communities</i>	<ul style="list-style-type: none"> About the different groups they belong to. (L4) To recognise the ways they are the same as, and different to, other people. (L6)
Week 2	Living in the wider world <i>Shared responsibilities</i>	<ul style="list-style-type: none"> How people and other living things have different needs; about the responsibilities of caring for them. (L2) 	Week 2	Living in the wider world <i>Communities</i>	<ul style="list-style-type: none"> About the different roles and responsibilities people have in their community. (L5)
Week 3	Living in the wider world <i>Shared responsibilities</i>	<ul style="list-style-type: none"> About things they can do to help look after their environment. (L3) 	Week 3	Living in the wider world <i>Media Literacy and digital resilience.</i>	<ul style="list-style-type: none"> About the role of the internet in everyday life. (L8)
Week 4	Living in the wider world <i>Media Literacy and digital resilience.</i>	<ul style="list-style-type: none"> About how the internet and digital devices can be used safely to find things out and to communicate with others. (L7) 	Week 4	Living in the wider world <i>Media Literacy and digital resilience.</i>	<ul style="list-style-type: none"> That not all information seen online is true. (L9)
Week 5	Living in the wider world <i>Economic</i>	<ul style="list-style-type: none"> About some of the strengths and interests someone might 	Week 5	Living in the wider world <i>Economic wellbeing:</i>	<ul style="list-style-type: none"> What money is; forms that money comes in; that money comes from different sources. (L10)

		<i>wellbeing: Aspirations, work and career</i>	need to do different jobs. (L17)		<i>Money</i>	
	Week 6	Use this session to catch up - Plug gaps		<i>Week 6</i>	Use this session to catch up - Plug gaps	

Spring 2						
	Year 1			Year 2		
	Week	Topic	In this unit of work, children will learn...	Week	Topic	In this unit of work, children will learn...
	Week 1	Living in the wider world <i>Economic wellbeing: Aspirations, work and career</i>	<ul style="list-style-type: none"> That jobs help people to earn money to pay for things. (L15) 	Week 1	Living in the wider world <i>Economic wellbeing: Money</i>	<ul style="list-style-type: none"> What money is; forms that money comes in; that money comes from different sources. (L10)
	Week 2	Living in the wider world <i>Economic wellbeing: Aspirations, work and career</i>	<ul style="list-style-type: none"> About some of the strengths and interests someone might need to do different jobs. (L17) 	Week 2	Living in the wider world <i>Economic wellbeing: Money</i>	<ul style="list-style-type: none"> That people make different choices about how to save and spend money. (L11)
	Week 3	Living in the wider world <i>Economic wellbeing: Aspirations, work and career</i>	<ul style="list-style-type: none"> That everyone has different strengths. (L14) 	Week 3	Living in the wider world <i>Economic wellbeing: Money</i>	<ul style="list-style-type: none"> About the difference between needs and wants; that sometimes people may not always be able to have the things they want. (L12)
	Week 4	Living in the wider world <i>Economic wellbeing: Aspirations, work and career</i>	<ul style="list-style-type: none"> Different jobs that people they know or people who work in the community do. (L16) 	Week 4	Living in the wider world <i>Economic wellbeing: Money</i>	<ul style="list-style-type: none"> That money needs to be looked after; different ways of doing this. (L13)
	Week 5	British Values session	Hamilton Trust - we are British (see	Week 5	Jigsaw - see plan	Celebrating differences and still being friends.

			folder for plan)			
	Week 6	Use this session to catch up/recap/plug gaps		Week 6	Use this session to catch up/recap/plug gaps	

Summer — Health and wellbeing

Summer 1					
Year 1			Year 2		
Week	Topic	In this unit of work, children will learn...	Week	Topic	In this unit of work, children will learn...
Week 1	Health and Wellbeing <i>Healthy lifestyles, physical wellbeing</i>	<ul style="list-style-type: none"> About what being healthy means. Different ways to keep healthy. (H1) About foods that support good health and the risks of eating too much sugar. (H2) About simple hygiene routines that can stop germs from spreading. (H5) 	Week 1	Health and Wellbeing <i>Healthy lifestyles, physical wellbeing</i>	<ul style="list-style-type: none"> About dental care and visiting the dentist: How to brush teeth correctly, food and drink that support dental health. (H7) About people who can help us to stay physically healthy. (H10) Why sleep is important and different ways to rest and relax. (H4)
Week 2	Health and Wellbeing <i>Healthy lifestyles, physical wellbeing</i>	<ul style="list-style-type: none"> How physical activity helps us to stay healthy and ways to be physically active everyday. (H3) 	Week 2	Health and Wellbeing <i>Healthy lifestyles, physical wellbeing</i>	<ul style="list-style-type: none"> That medicines, including vaccinations and immunisations and those that support allergic reactions, can help people to stay healthy. (H6)
Week 3	Health and Wellbeing <i>Healthy lifestyles, physical wellbeing</i>	<ul style="list-style-type: none"> How to keep safe in the sun and protect skin from sun damage. (H8) About different ways to learn and play: recognising the importance of knowing when to take a break from time online or TV. (H9) 	Week 3	Health and Wellbeing <i>Healthy lifestyles, physical wellbeing</i>	<ul style="list-style-type: none"> About things that help people feel good e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep. (H17) To recognise when they need help with feelings, that it is important to ask for help with feelings., how to ask for it. (H19)
Week 4	Health and Wellbeing <i>Mental Health</i>	<ul style="list-style-type: none"> About the different feelings humans can experience. (H11) About different kinds of 	Week 4	Health and Wellbeing <i>Mental Health</i>	<ul style="list-style-type: none"> Different things they can do to manage big feelings, to help calm themselves down and/or change their mood

			<p>feelings. How to recognise and name feelings. (H12)</p> <ul style="list-style-type: none"> • How feelings can affect peoples bodies and how they behave (H13) • How to recognise how others might be feeling. (H14) • To recognise that not everyone feels the same at the same time or feels the same about the same things. (H15) • Ways of sharing feelings. A range of words to describe feelings. (H16) • 			<p>when they don't feel good. (H18)</p> <p>About change and loss, including death. To identify feelings associated with this:</p> <p>To recognise what helps people to feel better. (H20)</p>
	Week 5	<p>Health and wellbeing</p> <p><i>Ourselves, growing and changing.</i></p>	<ul style="list-style-type: none"> • To recognise what makes them special. (H21) • To recognise the ways in which we are all unique. (H22) • To recognise what they are good at and what they like and dislike. (H23) • How to manage when finding things difficult. (H24) 	Week 5	<p>Health and wellbeing</p> <p><i>Ourselves, growing and changing</i></p>	<ul style="list-style-type: none"> • About growing and changing from young to old and how peoples needs change. (H26)
	Week 6	British Values lesson	Mutual respect and tolerance for diversity - lesson plan (everyone is special - Rainbow fish).	Week 6	British values lesson	Democracy - we all have a voice, making it fair. (This is our house- Michael Rosen)

Summer 2					
Year 1			Year 2		
Week	Topic	In this unit of work, children will learn....	Week	Topic	In this unit of work, children will learn....
Week 1	Health and wellbeing <i>Keeping safe</i>	<ul style="list-style-type: none"> About rules and age restrictions that keep us safe. (H28) 	Week 1	Health and wellbeing <i>Keeping safe</i>	<ul style="list-style-type: none"> How to recognise risk in everyday and what action to take to minimise harm. (H29) How to help keep themselves safe in familiar and unfamiliar environments such as beach, shopping centre, park, swimming pool, on the street and how to cross the road safely. (H32)
Week 2	Health and wellbeing <i>Keeping safe</i>	<ul style="list-style-type: none"> About basic rules to stay safe online, including what is meant by personal information and what should be kept private: the importance of telling a trusted adult if they come across something that scares them. (H34) 	Week 2	Health and wellbeing <i>Keeping safe</i>	<ul style="list-style-type: none"> What do if there is an accident and someone is hurt. (H35) How to get help in an emergency. How to dial 999 and what to say. (H36) About whose job it is to keep us safe. (H33)
Week 3	Health and wellbeing <i>Keeping safe</i>	<ul style="list-style-type: none"> How to keep themselves safe at home including around electrical appliances and fire safety. E.g. not playing with matches and lighters. (H30) 	Week 3	Health and wellbeing <i>Keeping safe</i>	<ul style="list-style-type: none"> About preparing to move to a new class year/ group. (H27)

			<ul style="list-style-type: none"> That household products including medicines can be harmful if not used correctly. (H31) 			
Week 4	Health and wellbeing <i>Drugs, alcohol and tobacco.</i>	<ul style="list-style-type: none"> About things people can put into their body or on their skin: How these can affect how people feel. (H37) 	Week 4	Health and wellbeing <i>Keeping safe</i>	<ul style="list-style-type: none"> To identify and name the main parts of the body, including external genitalia e.g. vulva, vagina, penis, testicles. (H25) 	
Week 5	British Values lesson	Lesson 2 -Living together and getting along (Rule of law)	Week 5	British Values lesson Mutual respect, Tolerance and Diversity: Everyone is special, welcome to our class.	Mutual respect, lesson 3	
Week 6	British Values Lesson	Democracy - Farmer Duck	Week 6	British Values lesson - Rule of law	Lesson 3 - Living together and getting along - What are the rules? The linking network.	
Week 7	British Values lesson	Individual liberty - Only one you/Amazing Grace	Week 7	British Values - individual liberty.	Persona doll - Rosa British values lesson plans - individual liberty lesson 3. (The Linking network) Bk - Dr Seuss - My many coloured day Calming music - Kira Willey (Colours song)	

Resources

Resources		
Year 1	British Values	T:\PSHRE\Year 1\British Values_topic_resource_ks1_wab_blka_britishvalues_s1_resource1.pdf
	We are British	
	British Values	T:\PSHRE\Year 1\British Values\Democracy year 1.pdf
	Democracy	
	British Values	T:\PSHRE\Year 1\British Values\Individual Liberty Year 1.pdf
	Individual Liberty	
	British Values	T:\PSHRE\Year 1\British Values\Mutual Respect year 1.pdf
	Mutual Respect	
	British Values	T:\PSHRE\Year 1\British Values\Rule of Law Living together and Getting Along - year 1.pdf
Rule of law, living together and getting along		
Education for a connected world	See plans on KLZ	

	Growth Mindsets	T:\PSHRE\Year 1\Growth Mindsets\Growth Mindset Lessons Year 1.pdf
	Health and wellbeing	T:\PSHRE\Year 1\Health and Well-being\Recognising feelings and identifying feeling words - Year 1.pdf
	Recognising feelings, identifying feelings and words	T:\PSHRE\Year 1\Health and Well-being\We are growing - year 1.pdf
	We are growing	T:\PSHRE\Year 1\Health and Well-being\Whole-Class-Happy-Pack.pdf
	Whole class happy Pack	
	Living in the wider world	T:\PSHRE\Year 1\Living in the Wider World\MM-Year1-activity-sheets.pdf
Money activity sheets	T:\PSHRE\Year 1\Living in the Wider World\teaching about money.pdf	
'Money Talks'		
Relationships	T:\PSHRE\Year 1\Relationships\R1 Recognising feelings and identifying feeling words - Year 1.pdf	
Recognising feelings, identifying feelings and words.	T:\PSHRE\Year 1\Relationships\Year 1 Special and Safe.pdf	
Year 1 - Special and Safe		

Resources

Resources		
Year 2	British Values	T:\PSHRE\Year 1\British Values_topic_resource_ks1_wab_blka_britishvalues_s1_resource1.pdf
	We are British	
	British Values	T:\PSHRE\year 2\British Values\Democracy year 2.pdf
	Democracy	
	British Values	T:\PSHRE\year 2\British Values\Individual Liberty year 2.pdf
	Individual Liberty	
	British Values	T:\PSHRE\year 2\British Values\Mutual Respect Year 2.pdf
	Mutual Respect	
	British Values	T:\PSHRE\year 2\British Values\Rule of Law year 2.pdf
	Rule of Law.	
Education for a connected world	T:\PSHRE\year 2\Education for a connected world\Digital literacy plans Year-2.pdf	
Digital Literacy	T:\PSHRE\year 2\Education for a connected world\Safer Internet Day 2018 - Supporting Resources 3-7 year olds.pdf	

	Safer internet day	
	Growth Mindsets	T:\PSHRE\year 2\Growth Mindsets\Growth Mindset Lesson Year 2.pdf
	Health and wellbeing	T:\PSHRE\year 2\Health and Well-being\Big feelings and expressions - year 2.pdf
	Big feelings and expressions	T:\PSHRE\year 2\Health and Well-being\Lesson 3 - Everybody's Body.pdf
	Everybody's body.	T:\PSHRE\year 2\Health and Well-being\Recognising feelings ,hearing, drawing and being - year 2.pdf
	Recognising feelings, hearing, drawing and being.	T:\PSHRE\year 2\Health and Well-being\underwear-rule-teaching-resource-guidance.pdf
	Underwear rule.	
	Living in the wider world	T:\PSHRE\year 2\Living in the wider world\Year 2 Celebrating Difference and still being friends.pdf
	Celebrating difference	
	Relationships	T:\PSHRE\year 2\Relationships\My special people Year 2 term 1.pdf
	My special people	