# Nursery

## PSHRE Autumn 1

## Being Me in My World

**Who... Me?!**

*I understand how it feels to belong and that we are similar and different.*

**How am I feeling today?**

*I understand how feeling happy and sad can be expressed.*

**Being at Nursery**

*I can work together and consider other people's feelings.*

**Gentle hands**

*I can use gentle hands and understand that it is good to be kind to people.*

**Our Rights**

*I am starting to understand children's rights and this means we should all be allowed to learn and*

**Our Responsibilities**

*I am learning what being responsible means.*

**How to help your child.**

· Discuss with your child;

* How to help others to feel welcome.
* How to make our nursery community a better place.
* How we should care for others people's feelings.
* How to work well with others.
* What it means to belong.
* What gentle kind hands and feet are.

· Think about everyone's right to learn.

| Talking Together: suggested questions to support 'Being Me in My World' learning at home | | |
|---|---|---|
| **Belonging and friendship**<br>• Who do you like to play with at school? What do you like about them?<br>• What makes someone a good friend?<br>• When do you feel happy in your class? | **Feelings and emotions**<br>• Can you tell me about a time you felt happy, sad or angry at school?<br>• How can we tell how someone else is feeling?<br>• What helps you feel better when you feel upset? | **Kindness and gentle hands**<br>• What does being kind look like in your classroom?<br>• Can you show me what "gentle hands" look like?<br>• How do others feel when we are kind to them? |
| **Similarities and differences**<br>• What is the same about you and your friends?<br>• What is different about you and your friends?<br>• Why is it nice that we are all a bit different? | **Playing together**<br>• What games do you like playing with others?<br>• How do you take turns when you play?<br>• What happens when everyone works together? | **Rights and responsibilities**<br>• What do you think your classroom rules are?<br>• Why is it important that everyone can learn and play?<br>• How do you help look after your bedroom or toys? |

# Reception

## PSHRE Autumn 1

Being Me In My

**Who... Me?!**

*I understand how it feels to belong and that we are similar and different.*

**How am I feeling today?**

*I understand how feeling happy and sad can be expressed.*

**Being at Nursery**

*I can work together and consider other people's feelings.*

**Gentle hands**

*I can use gentle hands and understand that it is good to be kind to people.*

**Our Rights**

*I am starting to understand children's rights and this means we should all be allowed to learn and*

**Our Responsibilities**

*I am learning what being responsible means.*

### How to help your child.

· Discuss with your child;

* How to help others to feel welcome.

* What it means to belong.

* What gentle kind hands and feet are.

* How to make our school community a better place.

* That everyone has a right to learn.

* How to care about other people's feelings.

* How to work well with others.

| Talking Together: suggested questions to support 'Being Me in My World' learning at home | | |
|---|---|---|
| **Belonging and friendship**<br>• Who do you like to play with at school? What do you like about them?<br>• What makes someone a good friend?<br>• When do you feel happy in your class? | **Feelings and emotions**<br>• Can you tell me about a time you felt happy, sad or angry at school?<br>• How can we tell how someone else is feeling?<br>• What helps you feel better when you feel upset? | **Kindness and gentle hands**<br>• What does being kind look like in your classroom?<br>• Can you show me what "gentle hands" look like?<br>• How do others feel when we are kind to them? |
| **Similarities and differences**<br>• What is the same about you and your friends?<br>• What is different about you and your friends?<br>• Why is it nice that we are all a bit different? | **Playing together**<br>• What games do you like playing with others?<br>• How do you take turns when you play?<br>• What happens when everyone works together? | **Rights and responsibilities**<br>• What do you think your classroom rules are?<br>• Why is it important that everyone can learn and play?<br>• How do you help look after your bedroom or toys? |

# Year 1

## PSHRE Autumn 1

## Being Me in My World

### Special and Safe

I know how a Jigsaw session works.

I feel special and safe in my class.

### My Class

I understand the rights and responsibilities as a member of my class.

I know that I belong to my class.

### Rights and Responsibilities

I understand the rights and responsibilities for being a member of my class.

I know how to make my class a safe place for everybody to learn.

### Rewards and feeling proud

I know my views are valued and can contribute to the class discussion.

I recognise how it feels to be proud of an

### Consequences

I can recognise the choices I make and understand the consequences.

I recognise the range of feelings when I face certain consequences.

### Choosing to follow our school values

I understand my rights and responsibilities within our school.

I understand my choices in following the school values.

## How to help your child.

- Establish what 'safe' means (free from the risk of harm). Ask, when do they feel safe? Where do they feel safe? (having a cuddle, sound asleep in bed...) The child should be able to finish this stem sentence— "I feel safe and special when...
- Introduces the language of rights and responsibilities, e.g. we all have the right to belong to this class, we all have the right to ask questions, we all have the right to learn and we all have the responsibility to help each other to learn. Discuss with children what helps them to learn.
- Discuss how they could finish this sentence stem—"I like learning when..." Can children then think of one rule which they think is important for happy learning in school. Reinforce that these 'rules' apply to everyone. Explain that we all have a right to be in a class where these things are happening and we all have a responsibility to make sure they happen. We can choose whether to follow the rules or not?
- Can the children show you a happy face, a sad face, then ask them to show a proud face and then a disappointed face, or an upset face. Can they think of any times when they have felt proud of an achievement? As the adult, can you tell them why you are proud of them. How did it make them feel when they heard this? e.g. it feels good, they enjoy praise. Etc
- Understand that every action has a consequence and it's all about making a choice. Reinforce that we can choose to follow the rules or not but whatever we choose there will be consequences. If we make a wrong choice the consequences might not be good, if we make a right choice the consequences are more likely to be good. Ask, should we have consequences for people who choose not to be kind, or to listen, or make it hard for others to learn? Explain that the consequences have to be proportionate to the negative behaviour or that wouldn't be fair.

# Year 2

## PSHRE Autumn 1

## Being Me in My World

### Hopes and fears for the year

I can identify some of my hopes and fears for this year.

I can recognise when I feel worried and know who to ask for help.

### Rights and responsibilities

I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions.

I know how to help myself and

### Rewards and Consequences

I listen to other people and contribute my own ideas about rewards and consequences.

I help make my class a safe and fair place.

### Rewards and consequences

I can listen to other people and contribute my own ideas about rewards and consequences.

I can help make my class a safe and fair

### Our school values

I understand how following the school values will help me and others learn.

I work co-operatively.

### Owning our school values.

I recognise the choices I make and understand the consequences.

I can follow our school values.

### How to help your child.

- Remind the children that having worries is quite normal and at times we all worry about things. Discuss with the children how to cope with their worries. Explain that we can help ourselves to cope with worries by not bottling them up inside and sharing them with people we trust. We can also do things to help ourselves like Calm me time. Discuss any worries with them that they may have about the new school year.
- Discuss how we belong to our class and introduce the idea that with this belonging comes a sense of responsibility. We all have the right to feel like we belong. Discuss with the children what having 'rights' means and what rights they think they have at school. Establish that all children have the right to be safe, be healthy, be happy and to learn. Also explain that getting more responsible is part of growing up.
- Discuss with the children what we mean by rewards and consequences. When discussing appropriate rewards, explore that words and actions and simple things can also be just as valuable. Discuss some of the negative consequences that happen in school for unhelpful behaviour/choices. Guide the children to reflect that negative/unhelpful behaviours deserve a consequence instead of a reward. Establish that every action has a consequence. Can they decide on appropriate consequences they think would be fair if someone in their school/class: stopped someone else from learning, didn't want to make an effort or did a disappointing piece of work. Ensure they understand it should be proportionate to the action. Remind them that all children have the right to learn.

# Year 3

## PSHRE Autumn 1

## Being Me in My World

### Getting to know each other

I recognise my worth and can identify positive things about myself and my achievements.

I can set personal goals

I value myself and know how to make someone else feel welcome and valued.

### Our Nightmare School

I can face new challenges positively, make responsible choices and ask for help when I need it.

I recognise how it feels to be happy, sad or scared and can identify if other people are feeling these emotions.

### Our Dream School

I understand why rules are needed and how they relate to rights and responsibilities.

I know how to make others feel valued.

### Rewards and consequences

I understand that my actions affect myself and others and I care about other people's feelings.

I understand that my behaviour brings rewards/consequences.

### Our school values

I can make responsible choices and take action.

I can work cooperatively in a group.

### Owning our school values.

I understand my actions affect others and try to see things from their points of view.

I am choosing to follow our School Values.

## How to help your child.

- Discuss with them what goals they have for the year. This could be an academic goal or a personal goal. Explain why it's important that everyone encourages each other to achieve their goals this year.
- Explain that it's perfectly normal to have worries when things are new or different. Discuss how they can help themselves if they are worried about anything—talk to a trusted adult, take a deep breath, discuss your feelings with a friend... etc
- Explain that one way that schools can become a 'Dream school' is to think about the rights and responsibilities everyone shares to make sure that every child learns as well as possible. This is part of the Declaration of Human Rights ,we all have a right to be educated. Ask—what would help the to learn? (e.g. a quiet learning environment, listening to others when they speak, respecting all... etc)
- Ensure children can answer the sentence stem—In our school we have a responsibility to....They should understand the different between being 'responsible' and irresponsible'. Can they think of appropriate rewards if a person makes a responsible choice and some consequences they think are fair if a person chooses to be irresponsible. Draw out that both rewards and consequences should be realistic and proportionate, perhaps by giving some exaggerated examples of inappropriate rewards/consequences e.g. Given a games console, a trip to Florida/ loss of play time for the year etc. Reinforce the language of rights and responsibilities, choices and consequences.
- Explain that people often have different viewpoints about something. For example, someone in a group might feel they haven't been listened to, while other people in the group think that everyone has had a fair turn. Explain how things can be seen differently and different interpretations of a situation can cause people to act differently. Make the point that in the school it is important that everyone has a shared viewpoint /vision.

# Year 4

## PSHRE Autumn 1

## Being Me in My World

**Becoming a class team**

I know my attitudes and actions make a difference to the class team.

I know how good it feels to be included in a group and understand how it feels to be excluded

I try to make people feel welcome and valued.

**Being a school citizen**

I understand who is in my school community, the roles they play, how I fit in and how I can contribute

I can take on a role in a group and contribute to the overall outcome.

**Rights, responsibilities and democracy.**

I understand how democracy works through the School Council.

I can recognise my contribution to making our school values for the whole school.

**Rewards and consequences**

I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.

I understand how rewards and consequences motivate.

**Our school values**

I understand how groups come together to make decisions.

I can take on a role in a group and contribute to the overall outcome.

**Owning our school values.**

I understand how democracy and having a voice benefits the school community.

I understand why our school community benefits from our School Values and can help others to follow it

**How to help your child.**

- Discuss the meaning of 'included' (being part of) and 'excluded (not being part of). Ensure they are aware of feeling associated with each of these definitions. Discuss with the children how they can make sure that everyone in the class 'team' feels included and valued.
- Understand that many different people make up our school community—site manager, cleaners, dinner ladies, secretaries, teachers...etc Reinforces that all of these people are important members of the school community; they all have responsibilities and rights and everybody works as part of a big team to help children learn. It Ask, is it possible to say that one job is more important than another and ask children what would happen if, for example, the site manager was not there: how would this affect their learning? What would happen if the head teacher was not there? How would this affect their learning? The children should be led to the conclusion that everybody in the school community plays a vital role in children's education. Many adults have jobs in the community which help us learn and children also have responsibility to learn and help each other learn too.
- Explain 'UNCRC' stands for United Nations Convention on the Rights of the Child. Explain that, in 1989, all countries in the UN except Somalia and USA signed up to the convention. They all agreed that it was important that all children under 18 years of age had rights. Discuss what rights they think children should have—to be able to learn, be safe, be respected... etc Explain that voting is a democratic (fair) process and a way of giving everybody a chance to have a say.
- Ensure they understand that every action has a consequence. Discuss what we mean by a reward and consequence. Explain that rewards and consequences should be proportionate and do not always have to be physical items. e.g. praise. Suggest that, even though rewards and consequences can motivate us to do the right thing, there may be times when we do the right thing just because it's the right thing to do. Explain that when we do the right thing, the feeling we get is reward in itself.
- Discuss the language of being included/excluded, democracy, decisions, roles, and the importance of empathising with how others might be feeling. Discuss how rules, rights, responsibilities, consequences and rewards are important in being a helpful and productive team. Reinforce the children's understanding of democracy and explain this process encourages people to stick to the 'rules' because they feel they have had their chance to say what they think and believe.

# Year 5

## PSHRE Autumn 1

## Being Me in My World

### My year ahead

I can face new challenges positively and know how to set personal goals.

I know what I value most about my school and can identify my hopes for this

### Being a citizen of my country

I understand my rights and responsibilities as a citizen of my country.

I can empathise with people in this country whose lives are different to my own

### Year 5 responsibilities.

I understand my rights and responsibilities as a citizen of my country and as a member of my school.

I can empathise with people in this country whose lives are different to my own.

### Rewards and consequences

I can make choices about my own behaviour because I understand how rewards and consequences feel.

I understand that my actions affect me and others.

### Our school values

I understand how an individual's behaviour can impact on a group.

I can contribute to the group and understand how we can function as a whole.

### Owning our school values.

I understand how democracy and having a voice benefits the school community and know how to participate in this.

I understand why our school community benefits from our School Values and can help others to follow them.

## How to help your child.

- Discuss with them their personal learning goals for the coming year both academic and then personal goals relating to other aspects of school life e.g. friendships, clubs, sport, music. Etc Discuss how great it will I feel when they achieve them.
- Explain that the UNCRC (United Nation Convention on the Rights of the Child) it is an international charter that was written to guarantee the rights of all children. Discuss what rights they think all children should have. Explain what a refugee is—Refugees are people escaping from conflict or persecution. They cannot live in their own country and have no other choice but to flee and seek safety. Draw out that people can have stereotypical ideas of what a refugee looks like because of pictures in the media etc., and we can't necessarily tell by someone's appearance or behaviour. Reinforce that it's hard to tell without actually knowing someone to know what their real story is. Explain to the children that the UNCRC rights mean we have to take on responsibilities (e.g. I have the responsibility to give space for others' opinions and to listen with an open mind). We not only have to respect the rights of others, but we also have to make sure that we pave the way to make sure others can enjoy their rights.
- Explain there are refugees in countries all over the world. Discuss issues that a refugee or asylum seeker might face when coming to live in a new country. (e.g. language barrier, finding somewhere to live, impact of disrupted education. Etc) Discuss what ALL children need in order to learn—feel safe, be respected, feel listened to... etc What are their responsibilities to themselves or others so that everybody has the chance to learn?
- Discuss different types of rewards. Can they think about any that are not material rewards e.g. 'being told well-done', a smile, a hug. Get them to think about a reward they'd like to receive the most.. Discuss whether rules are needed. Ask, why do we need rules in society? • How do rules keep us safe? • Why might people break rules? • What can we do if we think a rule is not fair? • How can rules in a school help us to learn and grow? Conclude that rules, rights, and responsibilities are necessary for groups of people to live harmoniously together and achieve their goals. Discuss a consequence—to right the wrong, given if wrong choice is made and rules and broken.
- Explain that group work can be difficult even for adults, especially when there are time limits to get things done and if there are too many ideas to choose from. Sometimes there is more than one person in a group who want their ideas to be chosen and this can cause conflict. Discuss what rules would be helpful for working in groups—listen to all members in the group, vote on ideas putting hands up, respect all members at all times etc

# Year 6

## PSHRE Autumn 1

Being Me in My World

### My year ahead

I can identify my goals for this year, understand my fears and worries about the future and know how to express them.

I feel welcome and valued and know how to make others feel the same.

### Being a global citizen 1

I know that there are universal rights for all children but for many children these rights are not met.

I understand my own wants and needs and can compare these with children in different communities.

### Being a global citizen 2

I understand that my actions affect other people locally and globally.

I understand my own wants and needs and can compare these with children in different communities.

### Our School Values

I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.

I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them

### Our school values

understand how an individual's behaviour can impact on a group.

I can contribute to the group and understand how we can function best as a whole.

### Owning our school values.

I understand how democracy and having a voice benefits the school community.

I understand why our school community benefits from our school values and how I can help others to follow it by modelling it myself.

## How to help your child.

- Discuss their own hopes and goals for this year. Then ask them to discuss if there are any fears or worries that come with these goals. Explain the word resilience—the ability to bounce back from disappointment and to adapt to things we can't change. Discuss how we build resilience— be self aware, talk honestly about strengths, discuss lesson learnt, ask for help, build confidence that things can improve etc
- Explore the idea of stereotyping and that sometimes there is more than one side of a story to think about. (stereotyping— a mistaken idea or belief many people have about a thing or group that is based upon how they look on the outside)
- Reinforce there is a difference between what we want and what we need. Ask the children to identify which of the human needs must be met in order for learning to happen—physical needs: food, shelter, warmth, sleep. Safety needs: security, predictability, safety against danger/threats. Love and belonging: group identity, being understood, caring. Self esteem: self respect, self confidence. Self actualisation: personal fulfilment, developing talents, gaining recognition and respect.
- Discuss perceived obstacles to learning- what might stop them achieving their goal? Are there people, things or behaviours that might get in the way of their learning? For each of the obstacles, think of a solution to overcoming it. Explain we have rights and responsibilities which create a learning environment in which everyone can learn well. When people take their responsibilities seriously, they gain rewards. When they do not do this, there are consequences.
- Discuss the importance of democracy. Ask, why is it important for everyone to have their say? (Democracy is based on freedom and equality between all people. It's often described as the 'rule of the majority', as important decisions are based on the votes of the people.)