

PHSE, Social and Health Education
and Citizenship Policy



Wood End School

July 2012

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP POLICY

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Drug Education Statement

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Wood End School

Personal, Social and Health Education and Citizenship Policy

1) INTRODUCTION

The overall atmosphere and type of learning environment created by a school is vital to the personal growth and development of all children. The organisation and rules, the relationships of staff with children all carry significant messages about the values the school places on promoting positive attitudes, behaviour and codes of conduct. This part of the "hidden" curriculum is as important as the quality of the teaching and learning that takes place. At Wood End School, the whole staff share common attitudes and beliefs about the kinds of values and behaviour which are essential to help promote the ethos of the school. These are clear in the school list of aims.

PSHE can and should be one of the main drivers and influences on the school experience for our young people. This is being recognised more and more at government and local level through such documents as 'Every Child Matters' and the revised Ofsted Framework, July 2010. The underlying principal is about *putting children and young people first*, which has always been at the heart of good PSHE practice and life at Wood End School.

The 'Every Child Matters' five outcomes that underpin our work are:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

We feel that an environment where children feel safe and secure to explore and investigate new experiences, whilst also being able to reflect on and evaluate what has been learned, will further a child's learning. We ensure that the contributions and opinions of every child are valued and deserving of attention.

The central element of personal, social and health education is the development of the child's self-esteem. Anyone with a poor self-image finds it harder to learn new skills, to be confident in making decisions or to form stable relationships. It is vital, therefore, that we help children to increase their self-awareness and self-confidence by ensuring that each has the opportunity to achieve and be successful.

"The National Curriculum Handbook teachers in England" (1999) sets out two broad aims for the school curriculum:

- To prepare pupils at the school for the opportunities, responsibilities and experiences of adult life;
- To promote the spiritual, moral, social and cultural, mental and physical development of pupils at the school and of society.

These interdependent aims for the school curriculum cannot be fully achieved without the provision of PSHE and citizenship.

Our school is committed to the health and safety of the children and will take action where necessary to safeguard their well-being. We endorse the World Health Organisation's definition of health as:

"a state of complete physical, mental and social well-being, not merely the absence of disease and infirmity."

We support the Milton Keynes Youth and Children's Charters and are working in conjunction with Schools 4 Life to develop all aspects of this work through a whole-school approach to self-improvement.

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school will seek to persuade children in need of support to come forward.

Personal, social and health education is thus an important part of every child's entitlement and a whole school policy will help to move the school towards achieving those aims. This policy incorporates advice and guidance on both our Drugs Education Policy and Sex and Relationship Education policy.

2) WOOD ENDS DEFINITIONS of PSHE and CITIZENSHIP

1. PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It equips them with knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children

and young people's personal development and to the five outcomes within 'Every Child Matters'. (National PSHE CPD Programme, 2007)

2. Citizenship skills give us all the ability to be informed, thoughtful and responsible human beings who are able to take responsibility for their behaviour. These skills encourage community involvement and develop political, financial and democratic awareness.

3) AIMS

- Develop a set of personal values and attitudes/develop principles for distinguishing between right and wrong;
- Develop self-esteem/promote pupils' self esteem and emotional well-being;
- Develop positive relationships/help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and others;
- Make informed choices and decisions;
- Take responsibility for their own actions;
- Develop skills and knowledge to understand personal health and growth;
- Develop positive attitudes towards health;
- Prepare them for adult life/help them to be responsible and caring citizens;
- Develop knowledge, understanding and appreciation of the pupils' own and different cultures;
- Pass on enduring values develop pupils' integrity and autonomy;
- Promote equal opportunities and challenge discrimination and stereotyping;
- Enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- Begin enabling pupils to deal effectively and efficiently with a range of financial decisions in their present and adult life;
- Develop their ability to relate to others and work for the common good/contribute towards the school's welcoming and health-promoting environment;
- Through the annual well-being week.

At this stage of children's development, many personal, social and health issues are best covered through the fostering of close relationships with the class teacher and other staff in school. This enables young children to feel safe to explore new experiences. Such experiences are best presented at this stage in the context of classroom teaching and the everyday life of the school. Much of the work will be covered through planning and delivery and everyday occurrences can be used to raise and discuss social and moral issues.

4) Structure of PSHE and Citizenship delivery within the school

At Wood End School the PSHE and citizenship programme will be delivered in a variety of ways:

- Through themed assemblies
- Incorporated into lesson planning in particular the timetabled PSHE sessions
- As separately timetabled sessions, e.g. visits by the community police, dental service
- By means of class "circle" time and/or group discussion
- By role-play and educational games
- Through imaginative writing
- Through use of video and ICT
- Through research

The curriculum content for PSHE and citizenship follows the PSHE framework and Citizenship curriculum and can be grouped/summarised into the following headings:

| | |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <i>Rules</i> | - School and class, choices, right and wrong, fair and unfair |
| <i>Ourselves</i> | - Families, our bodies, caring, growing and developing |
| <i>Harvest</i> | - Fruit and veg, healthy eating (Gratitude for provision). |
| <i>Fireworks</i> | - Safety |
| <i>Belonging</i> | - Family, School, class, other groups, friends |
| <i>Giving and sharing</i> | - Presents, economic factors, family, friends, helping, looking after others |
| <i>My home</i> | - Safety, people who help us, families, hazards in the home |
| <i>Friends</i> | - Choices, friendships, co-operating, taking turns |
| <i>Protective Behaviour</i> | - Safety, risk, physical contact, people we can talk to, Childline |
| <i>Bullying</i> | - Respect, similarities and differences, right and wrong |
| <i>Money</i> | - Where it comes from, what it's used for, jobs, work, managing money |
| <i>Road and Water Safety</i> | - Keeping safe, people who can help, 999 |
| <i>Home safety</i> | - Right and wrong, hazards in the home, medicines, electricity |
| <i>Looking after ourselves</i> | - Hygiene, naming body parts, making healthy choices, sleep medicines, exercise, keeping clean, disease |
| <i>Looking after living things and the environment</i> | - Needs of animals, what harms our environment, respect for |

Passport *property, school grounds*
 - *Moving on, new things, setting ourselves goals, talking about*
 Feelings

Teachers follow the SEAL programme (Social Emotional Aspects of Learning) throughout the school year. Every half term a new topic is introduced through a themed assembly by the Head teacher. Then PSHE lessons are planned around this theme. The teachers follow the suggested activities in the SEAL booklets, and are free to adapt these activities according to their particular class at the time. See Appendix B for the PSHE Overview.

Topics that aren't covered by the SEAL programme are covered in other ways throughout the year. These are planned into the curriculum, so there is a wide and varied programme for the children to enjoy and learn from. See Appendix C and D.

It is likely that sensitive and controversial issues will need to be addressed from time to time whether they arise incidentally or as part of a planned programme of work. Children should be given the opportunities to consider such issues in order that they may make an informed decision on their own standpoint.

Two aspects of the personal, social and health programme need particular sensitive and careful handling by teachers, not only in their approach with children but in their involvement of parents. These are the school's policies on Drug Education and Sex and Relationship Education. See separate statements on pages 11-15

5) MANAGEMENT

The PSHE and Citizenship subject leader is responsible for resourcing and co-ordinating these aspects of PSHE and citizenship provision within the school. This includes suitable books, posters, videos etc., recommending teaching strategies and keeping up-to-date with developments. Staff training needs can be brought to the school management's attention by the co-ordinator or a result of on-going staff review outcomes. The identified governor for PSHE and Citizenship is Sandra Kennedy.

6) PARENTAL INVOLVEMENT

Partnership between school and parents is the key to success. Family SEAL is now delivered to the parents on a half termly basis. The PSHE coordinator selects activities from the Family SEAL booklets, based on that term's theme, and these are distributed to parents. The school holds a drop in session every half term to introduce the theme to parents who would like to have a discussion

about any issues or advice on how to use the activities. Master copies of the activities available to the parents are filed in a 'Family SEAL' folder in the workroom. See Appendix E for list of activities undertaken.

7) PUPIL INVOLVEMENT

At Wood End we listen to the pupils' voice through our circle time. This is when we consult children about issues and children have opportunities to voice their views.

8) RESOURCES

Visits and Visitors

Visitors play an important part in the PSHE and citizenship programme in the school. Experts in particular areas are used not only for their specialist knowledge but also to encourage pupils to see the relevance of the subject to life outside school. Some use is also made of visits. It is important that visitors are aware of school policy and agree to operate within them. Recent visitors to the school have been:

School nurse, Firemen, Police, The Safety Centre,

All parties involved in work with children and pupils at this school should be made aware of the school confidentiality policy.

Materials

Citizenship QCA

Citizenship the challenge

You me and us

Introducing Citizenship - Dan Rowe

Developing a Healthy promoting primary school

Introducing Citizenship - video case studies

Food in Schools toolkit

PSHE/Healthy schools - Agencies that can help

Food Awareness week pack

The world of drugs

Learn not to burn

Bullying don't suffer in silence

Health for life

Primary schools drugs education handbook

Home Safe

Time to talk

SEAL booklets

9) EQUAL OPPORTUNITIES

Wood End School is committed to a policy of equal opportunities for all pupils. PSHE and citizenship is an entitlement for all pupils regardless of their particular beliefs, gender, social class or ability and the curriculum and learning approaches are planned with this in mind. All people working with or supporting the children at this school should be made aware of the Equal Opportunities Policy in place.

10) ASSESSMENT, RECORDING AND REPORTING

Each child has a PSHE comment on the end of year report, Year 2 children are given an End of Key Stage level at the end of their time at Wood End.

11) HEALTH AND SAFETY

Teachers should be aware of the school's Health and Safety Policy, especially when taking pupils on visits. The educational visits co-ordinator should be consulted when organising trips.

12) LINKS TO OTHER POLICIES

The broad nature of the content of PSHE means that links can be made with a large number of other aspects of school life and organisation. Other policies that can be read in conjunction with this PSHE one include:

- ❑ Child protection
- ❑ Confidentiality
- ❑ Behaviour
- ❑ Anti-bullying
- ❑ Health and safety
- ❑ Equal opportunities
- ❑ Health Policy

13) MONITORING AND EVALUATION

Monitoring and evaluation of the programme, scheme of work and resources will be carried out in accordance with the Wood End School Monitoring and Evaluation Policy, as the responsibility of the PSHE subject leader.

The development of the teaching and learning of PSHE is closely monitored by the subject leader through the collection of weekly planning, observing of lessons and observing displays and presentations during Sharing Assemblies.

July 2012

Sex and Relationship Education Policy Statement

1) INTRODUCTION

The head teacher and governing body of Wood End School have referred to the Sex and Relationship Education Guidance, July 2000 sent out to school by the Secretary of State for Education when drawing up and agreeing this policy. The school governors have taken the decision not to provide some formal SRE, but for the focus to be on relationships through PSHE and Physical development and life cycles through science.

This policy should be read in conjunction with the PSHE and Citizenship policy for the school.

As they develop, children have a growing interest in, and understanding of, many social and moral issues. They have a natural curiosity about themselves - their bodies, their feelings and their relationships. They have a need to explore the meanings and implications of their emerging sexuality and the related physical and emotional changes they experience.

At this school sex and relationship education is taken to mean:

"..... lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity...."
(SRE Guidance July 2000 page 5)

At Wood End School, we take account of the maturity of the children and aim to help with physical, mental and emotional changes of growing up. We aim to give them an appropriate understanding of human reproduction, relationships and family life within a moral and ethical framework. Our SRE programme draws on experiences and activities covered by other curriculum subjects, particularly aspects of the science orders, e.g. life and living processes, and other aspects of the PSHE and citizenship scheme of work. It needs to be recognised that school is not the only setting in which children gain information and awareness of this subject.

Questions that children ask are treated seriously and sensitively, responding appropriately to the needs of the children and using appropriate language. The teacher's personal knowledge and understanding of the child will be a guide. We recognise that some children have given little thought to such issues and would

not be ready for detailed explanations. Proper consideration needs to be given to religious and cultural factors and to the wishes of parents.

Parents have the right to withdraw children from SRE lessons and should be notified where these are planned into the teaching programme. Parents requesting withdrawal are invited to discuss their concerns with the class teacher or head teacher. They need to understand that the right of withdrawal does **not** apply to the national curriculum and related activities. The issue of how a child who has been withdrawn from SRE lessons will catch up with the missed information needs to be addressed and arrangements made for separate supervision during this time.

A summary of the content and organisation of SRE will be included in the school prospectus and is available on request.

2) CONTENT

Sex Education takes place through the following

- **Beginnings:** in plants and seeds, baby animals, parts of the body (science, PSHE)
- **Families:** relationships, family life, caring and loving, groups we belong to (PSHE)
- **Changes:** Growth, personal time line, life cycles (PSHE, science, history)
- **Our world:** Pets, life cycles (PSHE, science)
- **Ourselves:** Life processes, the body (PSHE, Science)

3) RESOURCES

Materials used in the school to deliver this subject area will be appropriate to the age and the religious and cultural background of the pupils concerned.

(Education Act 1996: section 148(4))

Drug Education Policy Statement

1) INTRODUCTION

In this document, the word 'drug' is used to include all drugs whatever their legal or social status, including alcohol, tobacco, solvents and medicines. We recognise that any drug can be potentially hazardous.

Education about the use and misuse of drugs is a vital part of "preparing children for the opportunities, responsibilities and experiences of adult life." (Education Reform Act) As with every aspect of education, primary schools have to lay the all-important foundations for learning, which will go on for the rest of life. We need to select information and plan activities which are appropriate to the age, stage of development and background of the children in our school. This policy should be read in conjunction with the policy for PSHE and Citizenship.

It is considered that although relatively few children would be actively involved in experimenting with illegal drugs,

"All pupils, including those in primary schools, are likely to be exposed to the effects and influences of drugs in the wider community and be increasingly exposed to opportunities to try both legal and illegal drugs."

"There are also indications that drug education has a role in reducing the risks associated with drug use, reducing the amount of drugs used and helping people to stop."

(Drugs: Guidance for Schools, DfES, 2004)

We have a responsibility to develop and carry out a drug education programme and to deal effectively with any drug-related incident on the school premises.

Wood End School condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances. We have a responsibility to deal with drug-related incidents and have set up procedures to deal with these. (See Appendix A)

The school will display local telephone drug helplines to assist parents who are seeking confidential advice and support.

Whilst we acknowledge that the number of young people who use and misuse substances is rising, it is important to recognise the large number who do not misuse substances over a long period.

There is no legal right of parental withdrawal from drug education as there is with sex education.

Aims of Drug Education

- to enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills;
- to provide accurate information about substances that are relevant;
- to increase understanding about the implications and possible consequences of use and misuse;
- to encourage understanding for those experiencing or likely to experience substance misuse;
- to seek to minimise the risks that users and potential users face;
- to enable young people to identify sources of appropriate personal support;
- to provide a range of activities and opportunities for learning about drugs and the issues raised by their use;
- to create a climate in which our pupils feel comfortable discussing their perceptions of drugs;
- to encourage our pupils to participate in healthy activities;
- to help our pupils to accept the increasing responsibility they have for maintaining their own health;
- to improve the self-esteem of our pupils;
- to support our pupils in developing and maintaining relationships;
- to help our pupils to develop assertiveness in appropriate situations.

Content

- Medicines: school procedures, safety (PSHE, Science)
- Smoking: why people smoke, the dangers of it and feelings about people smoking
- Alcohol: what alcohol does and the dangers of it.

Visitors

The following visitors make a contribution to the drugs programme:

School nurse, local police officers

2) MONITORING AND EVALUATION

Monitoring and evaluation of the programme, scheme of work and resources will be carried out in accordance with the Milton Keynes Primary School Monitoring and Evaluation Policy, as the responsibility of the PSHE/drugs subject leader.

The management of drug - related incidents on school premises

(To be read in conjunction with the diagram overleaf "Situations involving drugs without medical authority.")

This policy and procedures apply to:

- all legal and illegal drugs and medicines;
- all pupils, staff and visitors to the school;
- the school premises;
- educational visits, residential courses and extra-curricular activities for pupils.

The possession, use or supply of any drug is regarded as a breach of school rules and the appropriate disciplinary procedure will be initiated, with the exception of:

- *the use of medicines by pupils with parental notification and knowledge by the school nurse, or first aider)*
- *the appropriate use of medicines by staff*
- *consumption of alcohol by staff and visitors during social occasions on the premises when there are no pupils on site or when pupils accompanied by their carers on site eg family discos.*

Only in the above circumstances would it be appropriate/acceptable for staff or visitors to use alcohol in the presence of pupils. There are no circumstances in which it is appropriate/acceptable for staff or visitors to use tobacco or illegal drugs in the presence of pupils.

Any information about illegal drugs or the illicit sale of legal drugs outside the scope of this policy as defined above, will be passed on to the police. This includes sale of tobacco, solvents and alcohol to under age people, and any information about the use, possession or supply of illegal drugs.

School procedures

Until the next review of this policy the agreed procedures (Drug situations - medical emergencies, and Situations involving drugs without medical authority) will be distributed to all staff, applied in relevant circumstances, and details entered on a copy of the attached Record of drug-related situations form.

The effectiveness of these will be assessed during the next review of the policy.

- The head teacher should always be notified. Child protection issues may need to be considered.
- Parents will be contacted immediately in the case of a medical emergency, if the police are called to carry out a personal search, and at the assessment stage in other situations. If a decision is made not to inform parents because this may compromise the child's safety, the reasons for the decision will be clearly defined and recorded.
- Staff are trained in first aid, and can be contacted as indicated in the event of an emergency.
- Samples of suspected illegal substances will be handed to the *headteacher* who will store them in *locked container* together with a signed and witnessed statement including all relevant information about the source of the sample. A decision will be made at the assessment stage whether the sample will be destroyed or handed to the police. (Contact Local Authority environmental services department for safe and secure disposal of dangerous matter). If it is destroyed, a signed and witnessed statement must be made to this effect.
- Teachers/non-teaching staff need to be alert to warning signs that a child is misusing drugs.
- The caretaker should be aware of the need to check regularly for any visible signs, (e.g. discarded needles, tin foil, cigarette ends, empty beer bottles etc.) of drug misuse.
- For medications, e.g. inhalers for asthma sufferers the medicine policy should be followed. Only adults should bring these items to school. They should be handed to an adult who will ensure that the appropriate consent form has been signed.

- The school will call upon a range of specialised agencies, which can support at-risk children. These include:
 - Local health and social services
 - Local police

- Any drugs brought to school by children will be confiscated and parents will be informed.

PSHE Overview Appendix B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------|
| SEAL Topics | New beginnings Say no to bullying (depending on when Anti-Bullying week is) | Getting on and falling out Say no to bullying (depending on when Anti-Bullying week is) | Going for goals! | Good to be me | Relationships | Changes |
| Other special activities planned | Anti-Bullying week (dependent on when anti-bullying week is) | Anti-Bullying week (dependent on when anti-bullying week is) Eco week | Chinese New Year Brain Week Maths Week | Red Nose Day Book Week World Book Day | Writing Week | Money Week Health & well being week Sports Day Yr 2 Induction sessions |
| Found | 1 x Financial Capability lesson | | 1 x Financial Capability lesson | | 1 x Financial Capability lesson | |
| Year 1 | 2 x Financial Capability lesson (PSHE & Maths lesson) | | 2 x Financial Capability lesson (PSHE & Maths lesson) | | 2 x Financial Capability lesson (PSHE & Maths lesson) | |
| Year 2 | 2 x Financial Capability lesson (PSHE & Maths lesson) | | 2 x Financial Capability lesson (PSHE & Maths lesson) | | 2 x Financial Capability lesson (PSHE & Maths lesson) | |

Learning Objectives not covered by SEAL Appendix C

| Learning Objective not covered by SEAL | How it is covered |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2d) To agree and follow rules for their group and classroom, and understand how rules help them | Setting up of class rules and Ground Rules at the start of the year. Recapping school rules at the beginning of the year. These to be revisited all the time. |
| 2g) What improves and harms their local, natural and built environments about some of the ways people look after them. | Eco week Year 1 Geography The Local area |
| 2i) To realise that money comes from different sources and can be used for different purposes. | Financial Capability planning Money Week |
| 3a) How to make simple choices that improve their health and well-being. | Health & Well-being week All years |
| 3b) To maintain personal hygiene. | Health & Well-being week All years Science Year 2 Health & Growth |
| 3c) How some diseases spread and can be controlled. | Health & Well-being week Year 2 Science Year 2 Health & Growth |
| 3e) The names of the main parts of the body. | Health & Well-being week Year 1 Science Ourselves Reception Spring 1 growing |
| 3f) That all household products, including medicines, can be harmful if not used properly. | Science Year 2 Health & Growth |
| 3g) Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them stay safe. | Hazard Alley visit Year 2 – Road safety Health & well-being week – visits from policemen. |
| <u>Breadth of study –</u> d) make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly.) | Financial capability planning Health & well-being week |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>e) Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)</p> | <p>Year 2 Visits to places of worship Health & well-being week School nurse visit</p> |
| <p>f) Develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task.)</p> | <p>Throughout all year groups continually.</p> |

Family SEAL Overview Appendix E

| Term | Theme | Activities |
|-------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | New beginnings | <p>Board game - a board game to play together.</p> <p>'That's not fair!' story - read the story together and then discuss it.</p> <p>All about me - write things about yourself, then discuss the similarities and differences.</p> |
| Autumn 2 | Getting on and falling out | <p>Snakes and ladders game</p> <p>Getting along in my family - exploring good and bad times in the family and planning to make things better (resolving conflicts)</p> <p>Family picture - drawing a picture together</p> |
| Spring 1 | Going for goals | <p>Learning something new - teaching something to each other</p> <p>Love and hates - an opportunity to find out about each other</p> <p>How we learn best - an opportunity to find out about how each person learns best</p> |
| Spring 2 | Good to be me | <p>I'm special and you're special too - finding out about each other</p> <p>Feelings - spotting feelings in books and thinking about our feelings</p> <p>Stars - giving compliments and saying thank you</p> |
| Summer 1 | Relationships | <p>Our special times together - spending time together</p> <p>Special things - talking about our special toys</p> <p>Happy families - feelings card game</p> |
| Summer 2 | Changes | <p>My changes - an opportunity to find out about each other when children and adults were young</p> <p>What I have learned - an opportunity to consider how we learn things and make change happen</p> <p>When I was young - reflections on our lives and past lives</p> |