



	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>NURSERY</b> Feelings and emotions; rules  <b>Resources</b>	<b>I am learning to know when another child is upset or angry</b> Know the meaning of the words upset and angry Recognise facial expressions when another child is upset or angry Recognise and name the correct emotion	<b>I am learning to understand why another child might be angry or upset</b> Recap previous learning Name some reasons why another child might be upset Name some reasons why another child might be angry  <b>Book:</b> Today I'm strong	<b>I am learning to say please and thank you</b> Practise saying please and thank you clearly Know some situations that I might say please and thank you	
	<b>upset, angry</b> <b>Linguistic:</b> To express their feelings using words as well as actions.	<b>upset, angry</b> <b>Linguistic:</b> To express their feelings using words as well as actions.	<b>please, thank you, polite</b> <b>Social and Emotional:</b> Take turns in a conversation with a peer.	
	<b>RECEPTION</b> Knowing why another child is upset; being sensitive, saying no; being polite  <b>Resources</b>	<b>I am learning about how kind and unkind behaviour can make people feel</b> Know what kind behaviour is Know what unkind behaviour is Know how kind behaviour can make other's feel Know how unkind behaviour can make other's feel <b>Book:</b> Today I'm strong	<b>I am learning when and how to say no</b> Know some situations I may need to say no to Practise saying no clearly and politely  <b>Book:</b> Oh no George	<b>I am learning to be polite, share and take turns</b> Know when to say please and thank you Know why it is important to share and take turns Know how it makes other children feel when I do not share or take turns
<b>kind, unkind, behaviour</b> <b>Physical:</b> To maintain eye contact with a partner or familiar adult.	<b>mean, right, unsafe</b> <b>Physical:</b> To maintain eye contact with a partner or familiar adult.	<b>Physical:</b> To maintain eye contact with a partner or familiar adult.		
<b>YEAR 1</b> How behaviour affects others, being polite and respectful  <b>Resources</b>	<b>I am learning about class rules</b> Identify why rules are needed for different situations. Suggest why rules are needed for different situations. Contribute to and develop class ground rules for PSHE lessons.  <b>PSHE Folder&gt;Teaching Resources&gt; Respecting ourselves and others&gt; Year 1&gt;Lesson 1</b>  <b>Book:</b> Why do we need rules?	<b>I am learning about kind and unkind behaviour</b> Know what kindness is Identify and name some examples of kind behaviour in and out of school Identify and name some examples of unkind behaviour in and out of school  <b>PSHE Folder&gt;Teaching Resources&gt; Respecting ourselves and others&gt; Year 1&gt;Lesson 2 and 3</b> <b>Have pictures of kind and unkind behaviour, children to sort into two groups</b>  <b>Book:</b> Willy the Wimp, Willy and Hugh	<b>I am learning about how kind and unkind behaviour can make people feel</b> Identify how others might feel when you are being kind Identify how others might feel when you are being unkind Recognise why kindness is important Identify things someone can do if others are being unkind <b>PSHE Folder&gt;Teaching Resources&gt; Respecting ourselves and others&gt; Year 1&gt;Lesson 2 and 3</b>  <b>Books:</b> Willy the Wimp, Today I'm strong, Willy and Hugh	<b>I am learning the importance of respect</b> Know what respect means Know how to be polite to others Know why it is important to be polite Know how to share and take turns Know why it is important to share and take turns Discuss how people might feel  <a href="https://www.youtube.com/watch?v=GOzrAK4qOSo">https://www.youtube.com/watch?v=GOzrAK4qOSo</a>  <b>PSHE Folder&gt;Teaching Resources&gt;Respecting ourselves and others&gt;Families Page 9</b>
	<b>rules, safe</b> <b>Linguistic:</b> Use sentences stems independently even if not always appropriately.	<b>kindness, ignoring, included, lonely</b> <b>Linguistic:</b> Use sentences stems independently even if not always appropriately.	<b>Social and emotional:</b> Be able to independently take turns and ensure all members contribute.	<b>respect, value</b> <b>Social and emotional:</b> Be able to independently take turns and ensure all members contribute.
	<b>YEAR 2</b> Recognising things in common and differences, playing and working cooperatively, sharing opinions  <b>Resources</b>	<b>I am learning about things I have in common with my friends, classmates and other people</b> Identify and name physical similarities Identify and name similar interests  <b>PSHE Folder&gt;Teaching Resources&gt; Respecting ourselves and others&gt; Year 2&gt;Lesson 1 and 2</b>  <b>Book:</b> Children of the World, Sandwich Swap,	<b>I am learning that friends can have similarities and differences</b> Identify and name physical similarities between me and my friend Identify and name physical differences between me and my friend Identify and name differences in things we are interested in Identify and name similar things that we are interested in Know that I can be friends even if we have differences  <b>PSHE Folder&gt;Teaching Resources&gt; Respecting ourselves and others&gt; Year 2&gt;Lesson 1 and 2</b>	<b>I am learning how to work and play cooperatively</b> Identify what is needed to get along with others Demonstrate good listening skills Describe different ways to learn and play  <b>PSHE Folder&gt;Teaching Resources&gt; Respecting ourselves and others&gt; Year 2&gt;Lesson 3</b>
<b>physical features, interests, hobbies, similar/similarities, different/differences, accept</b>  <b>Oracy Cognitive:</b> To ask questions to find out more about a subject.	<b>cooperation, interrupt, respect</b>  <b>Oracy Linguistic:</b> Use technical subject specific vocabulary when explaining opinions	<b>cooperation, interrupt, respect</b>  <b>Oracy Physical:</b> Agree, disagree or build	<b>opinion</b>  <b>Oracy Cognitive:</b> Justify their agree/disagree choice with relevant explanations.	

**SEND Adaptations**

	<b>Encountering</b>	<b>Foundation</b>	<b>Core</b>	<b>Development</b>
<b>Self-Awareness</b> Kind and unkind behaviour	Respond with curiosity to stimuli about what anger is and what being angry feels like.  Respond to stimuli about what feeling upset means	Describe what feeling angry means. Describe what feeling upset means.  Recognise that behaviour which hurts others' bodies or feelings is wrong	Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt.  Describe how this may make us feel angry, worried or upset.	Identify what teasing means and how people who are teased might feel.  Give reasons why teasing or name-calling is not acceptable.  Identify what we can do if others are excluding us or being unkind
<b>Self-Awareness</b> Getting on with others	Respond to stimuli about different feelings we or others may experience	Describe times when we may feel unhappy with our friends or family members.  Demonstrate positive ways we could let others know how we are feeling	Describe ways in which friends, classmates, family members may disagree and 'fall out'.  Demonstrate some ways of 'making up' after a falling out	Explain how other people may feel differently to us about the same situation and offer some examples.  Identify how to treat ourselves and others with respect
<b>Managing Feelings</b> Identifying and expressing feelings	Respond with curiosity to stimuli about different emotions.  Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings.	Describe different kinds of feelings we may have experienced; those we like and those we don't like.  Identify things that make us feel happy.  Identify things that may make us cry/feel sad.  Identify what makes us feel upset, angry, worried, anxious, frightened.	Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel.  Recognise that when we experience a change or a loss we may feel sad/ unhappy.  Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.	Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.
<b>Managing Feelings</b> Managing strong feelings	Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.	Identify some different ways of communicating feelings and needs to others.	Demonstrate vocabulary/ communication skills to express a range of different feelings.  Recognise ways we can help ourselves to feel better if we are feeling sad or upset.	Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us.  Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss