

Being a Responsible Citizen 1

Core Concepts

Living in the Wider World RP5

Key Vocabulary

Contribute – to give help or provide something

Rules – sets out a way to behave

Rights – how people can expect to be treated

Responsible –having to do something or look after something

Groups – a number of people that are gathered together

Stages

To begin to understand how they can contribute to the life of the classroom and school

To understand that we have rules to follow and why.

To realise everyone has rights.

To understand that we belong to different groups.

Unit Outcome

Knowing how they can contribute to different groups.

Knowing why we have rules and why we have rights.

Enquiry Questions

How can I contribute to Crosby school?

How can I contribute to my class?

Why are rules important?

What groups do I belong to?

Useful Resources

Code of Conduct

My responsibility ppt

Rights and responsibilities – may need adapting to suit

Caring Friendship 1

Understanding the features of a friendship and how to deal with difficulties

Core Concepts

Respectful Relationships Including Online.
RP3

Key Vocabulary

Friends- people who we have connections with

Friendship – a relationship in which your connections are with friends

Mutual – experienced or done by two or more people

Trust – what a relationship is built on

Honesty – being truthful

Respect -

Problem – something that needs to be sorted out

Stages

Stage 1 – Understanding what a friendship is

Stage 2 – Understanding that a friendship needs mutual respect, trust and honesty

Stage 3- Knowing how to deal with a problem or difficulty in a friendship

Remember Cycle A: the characteristics of friendship Cycle B: respect, honesty, trust etc and problems in friendships

Unit Outcome

Understand features of a friendship and how to deal with difficulties.

Enquiry Questions

Why is mutual respect, honesty and trust important?

How do I show respect, trust and honesty?

Can I still be friends with someone if we have a problem in our friendship?

Useful Resources

Families and People Who Care For Us 1

Core Concepts

Safety RP1

Respectful relationships including online RP3

Key Vocabulary

Family – people who are your relations or relatives

Relationships – how people are connected

Respect – when you consider how other people feel

Feelings – how you are at a specific time
how you react emotionally

Love – an intense feeling of deep affection

Security – feeling content and safe

Stability –being firmly fixed

Happy – a feeling of being pleased

Trust – when you can believe somebody

Unhappy – not happy, not pleased

Unsafe - dangerous

Stages

Stage 1 – Understanding what ‘family’ means

Stage 2 – Knowing that families can look different to their own

Stage 3 – understanding the characteristics of healthy family life through love, security and stability.

Stage 4 – Beginning to understand that sometimes some people have family relationships can make them feel unhappy or unsafe.

Stage 5 – Knowing that it is OK to seek help

Unit Outcome

Understanding what healthy family relationships can be like.

Enquiry Questions

How do families show love to one another?

What does a healthy family life look like to you?

Do all families look the same?

Why is important to respect differences in families?

Useful resources

Family ppt twinkl – different types of families

Family ppt – pixl

Healthy/unhealthy activity cards – need to be adapted for KS1 but useful for understanding

Relationship health check – traffic lights – needs to be adapted for KS1

Being a Responsible Citizen 1

Core Concepts

Living in the Wider World RP5

Key Vocabulary

Responsible – your job to do something

Belong – member of a group

Choices – choosing between things

Respect – treating people or something nicely/with kindness

Accountable – be able to explain your decisions

Groups – a number of people that are gathered together

Harm – when something is injured

Improve – to make something better

Environment – the surroundings where people, animals or plants live

Stages

Stage 1 – Recap understanding of the different groups that we belong to

Stage 2 – understanding our responsibilities within these groups

Stage 3 – knowing what the environment is – classroom/school/home/wider world

Stage 4 – Understanding how to look after our environment – their responsibility

Stage 5 – knowing what harms and improves our environment.

Unit Outcome

To understand that we belong to different groups and that we have responsibilities

To understand the importance of their contribution to the environment.

Enquiry Questions

Why do I need to look after the environment?

What harms the environment?

What improves the environment?

Useful Resources

Pixl ppt - Responsibilities

The Messy Magpie story ppt

Mental Wellbeing 1

Core Concepts

Mental Health and Wellbeing

RP4

Key Vocabulary

Mental – to do with the mind

Wellbeing – being comfortable, healthy or happy

Emotion – a strong feeling

Feelings – how your emotions respond to something

Talk – speaking about how you feel

Stages

Understanding what mental wellbeing is – *pre teach – looking after our mind*

Stage 1 – To know that we can feel different emotions

Stage 2 – Understand how different emotions make us feel

Stage 3 – Use different vocabulary for similar emotions

Unit Outcome

Recognise and talk about emotions using different vocabulary.

Enquiry Questions

What are emotions?

How do different emotions make me feel?

How do I talk about my emotions?

Useful resources

Emotions powerpoint

Emotions sheet – draw the emotion

Feelings chart and labels

Being Safe 1

Firework Safety

Core Concepts

Safety RP1

Key Vocabulary

Bonfire – a large open-air fire

Fire – lets off heat, bright light, smoke and burns

Firework – contains chemicals which cause loud bangs, colourful effects and explosions

Sparklers – a handheld firework that lets off sparks

Safety – being protected from danger

Stages

Stage 1 – knowing what bonfire night is

Stage 2 – knowing that fireworks are used at a bonfire

Stage 3 – understanding the dangers of a bonfire and fireworks

Stage 4 – knowing how to stay safe at a bonfire celebration

Stage 5 – knowing how to stay safe with fireworks

Key Activity:

Children to understand the
firework code/safety

Unit Outcome

Knowing how to stay safe with fireworks

Enquiry Questions

How do I stay safe on bonfire night?

How do I stay safe around fireworks?

Useful Resources

Firework safety poster

Firework safety ppt

Firework code

Firework safety writing activity

Road Safety 1

Core Concepts

Safety RP1

Key Vocabulary

Road – goes from one place to another and vehicles travel on it

Vehicles – transports people or goods such as a car or lorry

Safety – being protected from danger, harm or injury

Busy – full of activity (the road is busy – lots of vehicles)

Traffic – vehicles moving on the road

Left – to the left side

Right – to the right side

Pavement – next to the road for pedestrians

Kerb – the edge of the pavement

Key Activity:

Children understand the crossing sequence:

Think

Stop

Look and Listen

Wait

Look and Listen again

Cross

Stages

Stage 1 - To know that pedestrians walk on the pavement and vehicles travel on the road.

Stage 2 – To develop familiarity with the Think, Stop, Look and Listen, Wait, Look and Listen again, Cross sequence.

Stage 3 - To know how to walk safely with a grown up and hold hands when walking near the road and to know how to cross the road safely.

Unit Outcome

To be aware of how to be safe crossing the road.

Enquiry Questions

Where is a safe place to cross the road?

How do I cross the road safely?

Useful Resources

Crossing sequence

Green Cross Code

Road safety cards

Road safety powerpoint