



## SUBJECT MEDIUM TERM PLANNING - RHE

<b>Year Group:</b> One	<b>TERM:</b> Autumn 1	<b>Theme:</b> Community
<p><b>National Curriculum:</b>  <b>National Curriculum: RSHE</b>  <b>C1: Being a member of the school community:</b></p> <ul style="list-style-type: none"> <li>• What are the rules at school?</li> <li>• Why is school good?</li> <li>• What can I do to make school a better place?</li> <li>• How should I behave in school?</li> </ul> <p>My special people in school</p>		
<p><b>Context:</b> -          This unit builds on the “New Beginnings” work that id covered in FS2. During this unit the children will learn to recognise the need for order and rules in order to create a happy, calm learning environment.</p>	<p><b>Concepts: Belonging, community, feelings</b></p>	<p><b>Vocabulary:</b>          School, values, rules, together, group, community, belonging, improve, behaviour, pupils, adults, teacher’s, staff, feelings, safe, happy, calm , contribute, trust, stranger</p>
<p><b>Prior Knowledge:</b>  <b>Building on the New Beginnings work in FS2</b>          The children will know they belong to a class          They can name their class and school.          They can identify good and bad behaviour choices.</p>		<p><b>Future Knowledge:</b> The children will be able to define a community and will start to look at what it means to be a global citizen.          Children will start to understand what “culture” means and the need for respect.</p>
<p><b>End points /by the end of this unit pupils will...</b> be able to say what the school values are          Say how they should behave in school          Explain why we need rules.          Identify different people in the school community and say why they are special,</p>		

## Lesson Number 1

**Key learning:**  
1 I can tell you what the school values are.  
I can tell you how to make my classroom a happy place.

**Concepts:**  
Belonging

### Lesson structure

#### Introduction

Look at the school values. Can we remember these? How do they help our school to be a happy place?

Discuss why we need rules.

#### Direct teaching

How can we include everyone in our class charter? Show children examples of different charters. Children to decide as a class how they want it to look.

#### Activities

Children to decide on personalised class rules to be displayed alongside the school values. Children to sign up to the class charter.

Share a photograph with parents.

#### key questions

What are the school values?

Why do we need rules?

How to rules help create a happy place?

#### Challenge:

Adaptive teaching for SEND:

**Success Criteria:**  
I can think of a set of classroom rules to make my class a happy place.

**Suggested resources:**  
School values  
Example class charters  
Children's photographs

**Vocabulary:** School, values, rules, together, group, community, belonging, improve, behaviour, pupils, adults, teacher's,

## Lesson 2

<p><b>Key learning:</b> I can tell you what a happy school looks like.</p>	<p><b>Concepts:</b> Belonging, community</p>	<p><b>Lesson structure: Introduction, , ,</b> Reflect on the book “We are all Welcome” used in literacy. Show children the clip – “The school of no rules”. Is this a happy school? Why not? Would you want to go to this school?</p>
<p><b>Success Criteria:</b> I can make a poster to show what a happy school look like</p>	<p><b>Suggested resources:</b> School values Class Charter We are all welcome book Clip - The school with no rules</p>	<p><b>Direct teaching</b> What makes our school a happy place? Break down in to children, staff, and school environment. Why do children like coming to Dobcroft Infant school?</p> <p><b>activities</b> Children to create a class poster celebrating their happy class. Display poster in the classroom.</p> <p><b>key questions</b> What makes a happy school? Who can make a school a happy place Why is our classroom a happy place</p> <p><b>Challenge:</b> <b>Adaptive teaching for SEND:</b></p>
<p><b>Vocabulary:</b> School, values, rules, together, group, community, belonging, improve, behaviour, pupils, adults, teacher’s, staff, feelings, safe, happy, calm ,</p>		

### Lesson 3

<p><b>Key learning:</b> I can tell you how I should behave in school</p>	<p><b>Concepts:</b> Belonging, community</p>	<p><b>Lesson structure:</b> Circle time session Encourage the children to think about different parts of the school day.</p>
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<p><b>Success Criteria:</b> I can share my ideas in the circle time and give my opinions.</p>	<p><b>Suggested resources:</b> School values, class charter, circle time rules, talking toy</p>	<p>Carpet time, play time, assembly etc.</p> <p>What are the behaviour expectation at different times of the day?</p> <p>Recap the school values.</p> <p>How to make school a better place?</p> <p>Encourage children to think about the ways they contribute to the school community e.g. clean and weed, holding doors open etc.</p> <p><b>Key Questions</b></p> <p>Who can recall all 6 school values?</p> <p>How can we contribute to our school community?</p> <p><b>Challenge:</b> <b>Adaptive teaching for SEND:</b></p>
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**Vocabulary:**  
School, values, rules, together, group, community, belonging, improve, behaviour, pupils, adults, teacher's, staff, feelings

#### Lesson Number 4

<p><b>Key learning:</b> I can tell you who is part of our school community?</p>	<p><b>Concepts:</b> Belonging Community</p>	<p><b>Lesson structure:</b> <b>Introduction</b> Look at photographs of different people who are involved in our school community.</p>
<p><b>Success Criteria:</b> Children who think of different people in our community. Children who can say what their role is.</p>	<p><b>Suggested resources:</b> Photos of different members of our school community caretaker, cook, teachers children etc.</p>	<p><b>Direct teaching</b> Children to discuss in groups who these people are, what their role is and why they are important. Each group to feed back to the class.</p> <p><b>Activities,</b> Children to design a card for someone special in school</p>

	Resources to make cards	<p><b>key questions</b> How is part of our school community?  What is their role and why is it important?</p> <p><b>Challenge:</b> Deepening - write a message saying why they are special.</p> <p><b>Adaptive teaching for SEND:</b></p>
<p><b>Vocabulary:</b> School, values, rules, together, group, community, belonging, improve, behaviour, pupils, adults, teacher's,, role, value,</p>		

Lesson Number 5		
<p><b>Key learning:</b> I can tell you what to do if I meet a stranger</p>	<p><b>Concepts:</b> Staying Safe</p>	<p>Introduction Stranger Danger Recap on the trusted adults that are part of our school community/ home lives. Read the story Elmer and the stranger.</p>
<p><b>Success Criteria:</b> Children who can identify two adults they can trust.</p>	<p><b>Suggested resources:</b> <b>Book</b> Elmer and the stranger</p>	<p>Direct Teaching Class discussion Discuss the concept of a stranger Why do we not go with strangers? What do I do in an emergency? Who do I tell? Be aware of how to get help.</p> <p>Activity Children to draw a picture of two adults you can trust write names</p> <p><b>key questions</b> What is a stranger? Who could you trust in an emergency?</p> <p>How can I get help? <b>Challenge:</b> <b>Adaptive teaching for SEND:</b></p>

		Children to draw a picture of two adults you can trust write names Deepening - how do you know they can be trusted?
<b>Vocabulary:</b>		