



MEDIUM TERM PLANNING - RHE

Year Group: One	TERM: Autumn 2	Theme: Friends Road Safety
National Curriculum: RSHE C1: Being a member of the school community		
<p>Context: This unit builds on the work the children have covered on relationships in FS2. The children will take part in class based discussions to answer key questions. Children will learn how their relationships vary with different people and identify the difference between close friends and acquaintances.</p> <p>Links RR school I can tell you my rights as a child</p>	<p>Concepts: friendship, feelings, belonging Safety</p>	<p>Vocabulary: friend, acquaintance, stranger, happy, feelings, safe, group, family, together, close, same, difference, include, exclude, accept, understand, bullying, touch, physical, rights, kindness Road, safety, look, listen, think, cross, danger, sensible,</p>
<p>Prior Knowledge: Building on relationships work in FS2. Children know the people that are special to them. Children can name kind/ unkind behaviour. Children are familiar with the concept of “bullying” and can name unkind behaviour.</p>	<p>Future Knowledge: Children will learn about the different types of bullying.</p>	
<p>End points /by the end of this unit pupils will... be able to identify the difference between a close friend and a stranger say what they would do if they were approached by a stranger Say what bullying is and what they would do if they were in a bullying situation. Be able to say what the Green cross code is.</p>		

Lesson Number 1

Key learning:

Understand the difference between family, friends, members of the community and strangers.

Concepts:

friendship, feelings, belonging

Lesson structure: Introduction,

Make sure the children understand their rights to meet friends and go to clubs. Reference the rights and respecting schools agenda.

Direct teaching

Look at the different groups of people that may be in each child's life: friends, family, community member, and strangers.

Discuss what makes a friend?

Identify different groups of people, what role does each person have and how might they help us?

Activities,

Who are your friends? Children to draw a picture of a family member and a friend.

key questions

Can anyone be a friends?

What makes a good friends?

Challenge:

Children to say how the family member and friend they have drawn helps them.

Adaptive teaching for SEND:

Success Criteria:

I understand there are different people in my life.

I can understand different people have different roles in my life.

I can identify people who make me feel loved and cared for.

I know what others do that makes me feel cared for

Suggested resources:

Friendship flip chart

Friends and family recording sheet.

Vocabulary:

Friend, family, acquaintance, member of the community, friend

Lesson Number 2

Key learning
understand what makes a good friend.
Context: anti-bullying week

Concepts:
friendship, feelings, belonging

Lesson structure:
Introduction,

Read story Simon Sock

direct teaching

Think about who your friends are. Can anyone be your friend?

What makes them a good friend?

Children to discuss the qualities that a good friend needs.

How can a friend show that they are being kind?

What does it mean to be inclusive?

Explore what it means to be inclusive and respectful

Activities

Children to create a perfect friend recipe using the proforma

key questions

How can a friend show that they are being kind?

What does it mean to be inclusive?

Challenge:

Adaptive teaching for SEND:

Success Criteria:

I understand what a friend is.
I think of one kind word for our class.

I know to tell an adult if I or my friends are being bullied.

I will contribute ideas for my kindness class charter.

I can think of ways that I could be a good friend

Suggested resources:

Create a perfect friend recipe.

Friends flipchart

Simon Sock - Book

Vocabulary: friend, inclusive, kind, good, respect

Lesson Number 3

Key learning:

To understand what bullying is.

Concepts:

friendship, feelings, belonging

Lesson structure: Introduction,

Recap on what it means to be a good friend.

What is bullying? Who is the bully, who is the victim?

Emphasise that people can make mistakes but that bullying is repeated behaviour that is carried out on purpose.

direct teaching, , key questions

Introduce Anti bullying week and share the theme.

What can we do if we think someone is being bullied?

Introduce STOP – Several times on purpose

Practise the slogan “tell to keep everyone safe”.

Revisit the class Put it Right areas, worry Monster, big Emotions poster and calming down tricks.

Activities

By the end of anti-bullying week create a class anti bullying charter with an anti-bullying message to be displayed in the class.

Children to sign the class anti bullying charter

Challenge:

Children to explain how they would use calming down tricks in different situations.

Adaptive teaching for SEND:

Success Criteria:

I can say what bullying is

I can say what to do if I think someone is being bullied.

Suggested resources:

Put it Right area

Calming down tricks

Worry monster

Big emotions poster

Anti-bullying alliance

resources

Vocabulary:

friend, inclusive, kind, good, respect, bullying, victim bullying, touch, physical, rights, kindness, same. difference

Lesson Number 4

Key learning:

I can say what to do if I fall out with my friend

Concepts:

friendship, feelings, belonging

Lesson structure:**Introduction,**

Use flipchart “What makes a good Friend?”. Discuss whether it’s ok for friends to fall out. Emphasise that it is normal to have different opinions and that it is ok to disagree.

direct teaching

What should we do if we fall out with our friends?

Discuss the classroom resources we can use to help us in this situation. Calming down tricks, Put it right area, Ready Steady Go problem solving etc.

How does it make you feel when you fall out with a friend?

Draw out emotions that children may experience; sadness, anger, frustration, feeling low etc.

Help children to understand that both children will be feeling upset in this situation.

Look at photos of different situations, what could we do to put them right?

key questions

What can we do if we fall out with our friends?

How does a fall out make you feel?

Challenge:

Adaptive teaching for SEND:

Success Criteria:

I can name different calming down tricks

I can explain how the ready steady go problem solving works.

I can name different emotions and say when I might feel like this

Suggested Resources

Falling out Flip Chart

Put it Right area

Calming down tricks

Worry monster

Big emotions poster

Vocabulary:

Road, safety, look, listen, think, cross, danger, sensible,

Lesson Number 5

Key learning:
understand how to stay safe
Context: Road Safety

Concepts:
safety

Lesson structure: Introduction,
Introduce Road safety week.

Play game or watch this video: <https://www.think.gov.uk/resource/safer-journeys-anthem/>

Success Criteria:
I understand the dangers of the road
I understand how I can stay safe when crossing roads
I understand how to behave when crossing the road

Suggested resources:
Road safety flip
Green cross code
Poster making resources.

Direct teaching

Discuss the different types of crossing

Share the Green cross code.

What can we do to keep safe? Bight clothes, hold an adult's hand, cross at a safe place.

Work in pairs to share the Green cross code. Children to test their partner to see if they can remember all the rules.

Activities,

Children to make a poster to share with FS1/2 educating them about how to cross the road safely.

key questions

What can we do to stay safe on the roads?

Challenge:

Adaptive teaching for SEND:

Vocabulary: roads safety sensible bright
stop look listen think