

Celebrating Difference Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 1	<p>I can identify similarities between people in my class. Children talk about things that are the same between themselves and others in their class.</p>	<p>I can identify differences between people in my class. Children talk about things that are different between themselves and others in their class.</p>	<p>I can identify what bullying is and understand how being bullied might feel. Children discuss different scenarios, discussing what is happening and how they would feel. Children define what bullying is.</p>	<p>I can identify people who I could talk to if I was feeling unhappy or being bullied. I know how to support children who are bullied. Children discuss a scenario based on the class puppet, what has happened and who the puppet could talk to. Children talk about how they show kindness to the puppet.</p>	<p>I know how to make new friends and how it feels to make a new friend. Children share a story about friendship and make friendship tokens based on qualities that make a friend.</p>	<p>I can tell you some ways I am different from my friends and understand these differences make us all special and unique. Children reflect on the previous lessons and share how they are unique and how their friends in class are also unique.</p>

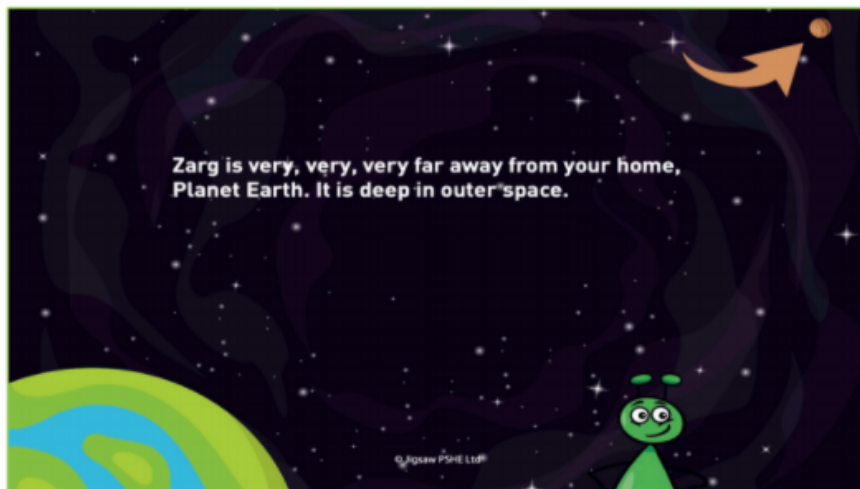
Relationships Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 1	<p>I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.</p> <p>Children shown cartoons of different family units (See Appendix 1). Children draw their own family unit.</p>	<p>I can identify what being a good friend means to me and know how to make a new friend</p> <p>Children discuss examples of being a good friend and how they can be a good friend to others. Children sort statements as to whether they represent what being a good friend is.</p>	<p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>Children look at different pictures of people holding hands and discuss who they hold hands with. (See Appendix 2) To discuss appropriate ways to greet class friends, teachers, parents.</p>	<p>I know who can help me in my school community and I know when I need help and know how to ask for it.</p> <p>Children discuss scenarios where they may need to ask for help and identify who they could ask.</p>	<p>I can recognise my qualities as a person and a friend. I know ways to praise myself.</p> <p>Children to discuss photos of different children and share why they think they are a good person. Children identify why they are a good person.</p>	<p>I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p> <p>Children identify someone special to them and explain why they are special.</p>

Changing Me Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
Year 1	<p>I start to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK. Children look at different life cycles and order. (See Appendix 3)</p>	<p>I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not. Children revisit life cycles from last week and then discuss how they have changed (physical changes and abilities)</p>	<p>I know how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates. Children continue to discuss how everyone changes as they get older, drawing own own experiences (appearance, skill, personality)</p>	<p>I understand that every time I learn something new I, change a little bit. I enjoy learning new things. Children think about the skills they have developed from a baby.</p>	<p>NSPCC Pants are Private https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</p>

Appendix 1



Other friends only have a Mum, and some only have a Dad, just like us.



© Jigsaw PSHE Ltd

Some Zargon children live with their foster families. Our friends Zollo, Zilla and Zani were adopted by their Mum.



© Jigsaw PSHE Ltd

Some Zargon children have two Mums and some have two Dads.



© Jigsaw PSHE Ltd

Several Zargon children live with their grandparents and some with their uncles and aunts, and some have great-grandparents!



© Jigsaw PSHE Ltd

There are different coloured Zargons in some families. These are our friends the Zangs.



© Jigsaw PSHE Ltd

Some Zargons live by themselves like our Auntie Zeb, others have their pet Zings to keep them company. We don't have any pets, but we keep asking our Dad if we can get one!



© Jigsaw PSHE Ltd

Plenty of Zargon families have lots of children, others only have one and some don't have any at all.



© Jigsaw PSHE Ltd

A few of our friends have step-brothers and sisters.



© Jigsaw PSHE Ltd

Some Zarg families live altogether, some live apart.



© Jigsaw PSHE Ltd

All Zargon families love each other very much.
We like our home and friends!



© Jigsaw PSHE Ltd

Appendix 2



Appendix 3

