

Implementation

Medium Term Plan KS1

Year: 25-26 Term: 1

Subject: PSHE – Sign in with login information emailed.

Key Concept/ Theme: Valuing Difference

Skills and Knowledge for subject units: (these are taken from the Curriculum Overview Document)

Vocabulary for unit:

same, different, difference, respect, unkind, unkindness, tease, teasing, bully, bullying, behaviour, rules, safe, fair, special people, quality, feelings, family, special people

Federation/school specific areas to cover (Add in any local areas of study, trips and people)

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| 1. | <p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>SAME OR DIFFERENT?</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO:</p> <p>Identify the differences and similarities between people;
Empathise with those who are different from them;
Begin to appreciate the positive aspects of these differences.</p> <p><i>Activity ideas to achieve the LO:</i> click link Same or different?</p> <p>Vocabulary - same, different, difference, respect</p> <p>End point:</p> <p>Children will be able to - Identify the differences and similarities between people, empathise with those who are different from them, begin to appreciate the positive aspects of these differences.</p> <p>Possible misconceptions to consider:</p> |
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2.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>UNKIND, TEASE OR BULLY?</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO: Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.</p> <p><i>Activity ideas to achieve the LO:</i> click link Unkind, tease or bully?</p> <p>Vocabulary – unkind, unkindness, tease, teasing, bully, bullying, behaviour</p> <p>End point: Children will be able to Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.</p> <p>Possible misconceptions to consider:</p>
3.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>HAROLD'S SCHOOL RULES</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO: Explain some of their school rules and how those rules help to keep everybody safe.</p> <p><i>Activity ideas to achieve the LO:</i> click link Harold's school rules</p> <p>Vocabulary – rules, safe, fair</p> <p>End point: Children will be able to - Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Possible misconceptions to consider:</p>

4.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>IT'S NOT FAIR!</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO: Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p> <p><i>Activity ideas to achieve the LO:</i> It's not fair! click link</p> <p>Vocabulary – fair, unfair, kind, unkind, bullying</p> <p>End point: Children will be able to - Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p> <p>Possible misconceptions to consider:</p>
5.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>WHO ARE OUR SPECIAL PEOPLE?</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO: Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.</p> <p><i>Activity ideas to achieve the LO:</i> click link Who are our special people?</p> <p>Vocabulary - special people, qualities, feelings</p>

	<p>End point: Children will be able to - Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.</p> <p>Possible misconceptions to consider:</p>
6.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>OUR SPECIAL PEOPLE BALLOONS</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO:</p> <p>Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.</p> <p><i>Activity ideas to achieve the LO:</i> click link Our special people balloons</p> <p>Vocabulary – family, special people</p> <p>End point:</p> <p>Children will be able to - Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.</p> <p>Possible misconceptions to consider:</p>
<p>Things to note:</p> <p>For a 6 week term 4 lessons and an assessment For a 7/8 week terms 5 lessons and an assessment</p>	
<p><u>Adaptions:</u></p> <p>Examples could be:</p>	

- resources (technology, physical/concrete)
- Location of the lesson
- Groupings/.staffing support
- SEND/Inclusion
- Discussion and reflections in Class floor book / wellbeing journal

Summative End Points: Which NC statements from the overview document are expected to be achieved or specifically developed? (these are taken from the Curriculum Overview Document)

DfE Relationships Education and Health Education statutory requirements [Same or different?](#)