



EYFS & Key Stage 1

PSHE

& Citizenship



Resource File Third Edition

Project Editor: Duncan Watts

Editor: Irene Goodacre

Authors: Ellen Bond • David Harris • Jane Kay • Shona Macgregor • Helen Poole
Caroline Preston • Natalie Purohit • Duncan Watts • Jill Watts

Design: Antony Dickens

Sub editor: Laura Rastall

Assistant editors: Ellen Heaney & Hannah Phelvin-Hartley

Illustration: Jenny Tulip

LCP Ltd. ©2016

All rights reserved.

ISBN 978-1-91109-833-1

Project editor's foreword to the new series

This new edition of the **LCP PSHE & Citizenship Resource Files** offers a comprehensive programme for teaching PSHE and Citizenship at Key Stage 1 and Key Stage 2 in primary schools. It represents the combined efforts of previous and new contributors, who teach in a range of schools and areas across the country. Their wide and varied experience has ensured that the content of the lessons provided is not only relevant, but carefully tailored to the needs of those who deliver it. Moreover, it is also in line with the requirements of the Department of Education and Ofsted inspectors.

The original Files have been extensively updated and overhauled. New units have been added, on themes such as personal identity, preparing for adulthood, and Britain today. Others have been substantially re-written and freshly illustrated. In addition to this general updating, any issues that have emerged, or older issues that have come to prominence, have all been addressed. These range from inappropriate touching to Britishness; from gay marriage to homophobia; and from substance abuse to cyberbullying.

This flexible programme of study for Primary PSHE & Citizenship now includes topics such as:

- bullying;
- cultural diversity;
- drug and alcohol education;
- healthy eating;
- identity;
- morality;
- physical health and emotional wellbeing;
- rights and responsibilities;

and – especially in Key Stage 2:

- careers education;
- democracy;
- financial capability;
- global citizenship;
- life in modern Britain.

It can be enriched by cross-curricular approaches and other activities designed to enhance personal and social development, but it represents a curriculum subject in its own right.

Since the original Files were published in 2000, much has changed. A number of reports have been produced, new legislation has been placed on the statute book and various initiatives launched. This 2016 update has taken account of:

- the Every Child Matters (ECM) goals, which require that every child should:
 - stay safe;
 - be healthy;
 - enjoy and achieve;
 - make a positive contribution;
 - achieve economic well-being.

- the strategy developed in the SEAL programme to encourage children to develop personal and social characteristics that improve learning and promote emotional health and well-being, especially:
 - self-awareness;
 - managing feelings;
 - motivation;
 - empathy;
 - social skills.

The lesson ideas have been greatly informed by these developments and the lessons can be used as the basis of a discrete, stand-alone PSHE & Citizenship programme or as a means of making the goals set out by ECM and SEAL easier to achieve.

NB: A note on terminology

The subject term chosen for these Resource Files is **PSHE and Citizenship**, as this is a title that clearly conveys to teachers the nature of the material to be found in the following pages.

Other terms, such as:

- Citizenship Education (CE)
- Personal, Social, Health and Citizenship Education (PSHCE)
- Personal, Social, Health and Economic Education (PSHEE)

are also used for this subject area. The material contained in these Files will support any of the subjects listed above.

Introduction to the series

The **LCP PSHE & Citizenship Resource Files** provide a flexible PSHE & Citizenship programme that can be used by teachers in a variety of ways: some may choose to adopt the whole package as a basis for their teaching, while others may wish to cherry-pick and find those lessons that best fit in with the course adopted by their particular school.

The material is presented chronologically, corresponding with Early Years (a section contained within the KS1 File), KS1 and KS2; however, the course can be adapted for use in schools which concentrate their work in this area of the curriculum into shorter courses run at particular stages of school life. With modest adjustment, some of the KS1 material can be used for KS2, and vice versa.

Many of the themes that are explored in the LCP Resource Files are cross-curricular (e.g. fairness,

and matters of right and wrong) and may be used in Religious Education (RE), as well as personal and social development lessons.

The LCP Resource Files aim to provide a balanced range of teaching approaches, so that the material is equally useful for teachers who are comfortable using traditional methods and for those who favour a more creative and innovative approach.

The units, or individual lessons, can be used in a variety of circumstances and situations, including discussion, debate and circle time. They can also be useful as an introduction, or follow-up, to the experiences children encounter by inviting visitors and other agencies into school, as well as from making outside visits.

PSHE & Citizenship at Key Stage 1

During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

At this stage, in their studies in PSHE & Citizenship, children acquire a set of life skills that will help them to be safe, happy and active citizens. They learn to:

- take and share responsibility (for their own behaviour; by helping to make classroom rules and following them; and by looking after pets well);
- feel positive about themselves (by having their achievements recognised and by being given positive feedback);
- take part in discussions (talking about topics of school, local and national concern);
- make real choices (between healthy options in school meals, what games to play and how to spend and save money sensibly);
- meet and talk with people (outside visitors such as religious leaders, police officers and the school nurse);
- develop relationships through work and play (by sharing equipment with other pupils, or their friends, in a group task);
- consider social and moral dilemmas that they come across in everyday life (aggressive behaviour, questions of fairness, right and wrong, use of money and simple environmental issues);
- ask for help (from family and friends, midday supervisors, older pupils and the police).

Themes and lessons

Early years

- Fairness: Behaviour 5
- Fairness: Sharing 7
- Relationships: Relationships at school 9
- Relationships: Relationships at home and in the community 11
- Choices: Keeping healthy 14
- Choices: Being independent 16

Key Stage 1

Who am I?

- Identity – What does that mean? 26
- Portraits 29
- What's in a name? 30
- My groups and hobbies 33
- Helping hands 37
- My dislikes 40
- How I feel 43
- Managing my feelings 46
- A jigsaw of me 47
- Let's recap 50

Communities

- Family passport 62
- Cultural diversity 63
- Food from other cultures 64
- People who help in our community 65
- The local community 67
- Then and now 70
- Journeys around the world 71
- An ideal community 72
- Caring for the environment 73
- Community project 77
- Let's recap 81

Feelings and relationships

- Feelings and relationships 93
- Anger 95
- Fear 98
- Frustration 100
- Managing change 101
- Happiness and sadness 103
- Developing self-confidence 106
- Happy endings 107
- A new baby 109
- Friendship web 111
- Let's recap 112

Choices

- Making choices 124
- Dilemmas 125
- Choosing a friend 128
- How to play 132
- Playing safe 133
- Managing money 139
- Money and talents 141
- Looking at job choices 143
- Let's recap 146

Rights, respect and responsibilities

- What are rights and responsibilities? 158
- The right to be safe 162
- The right to go to school 165
- The right to medical care 167
- Care of a baby 169
- Looking after a pet 170
- Respect 173
- The 'Golden rule' 175
- The tale of the talkative tortoise 177
- Let's recap 181

Right and wrong

- Judgement – Don't judge a book by its cover 195
- Truthfulness 196
- Telling lies 199
- Bullying 202
- Teasing and bullying 204
- Selfishness 205
- Stealing 206
- Jealousy 208
- Let's recap 210

Rules

- The meaning of rules 222
- Appreciation of class rules 224
- Rules in the home 225
- Dangerous household goods 226
- Safety in the home 227
- Rules for our protection 229
- Useful rules 231
- Road safety 235
- Good roadcraft 239
- Internet safety 241
- Let's recap 242

Health and hygiene

- The human body 256
- Germs 259
- Cleanliness and personal hygiene 263
- When we are ill 268
- Healthy eating 273
- Looking after your teeth 278
- Fun in the sun 283
- How we change as we get older 287
- Let's recap 290

Using the new file

Early years

This initial section is presented in the form of ideas for discussion based around three central themes, Fairness, Relationships and Choices.

For each theme, the content follows the same pattern:

- A list of relevant books and stories.
- A wide range of teaching ideas and practical advice on their implementation.
- A **Resource sheet: Time to think**, with a selection of key questions to encourage discussion.

Key Stage 1

- In the main KS1 section there are eight units on the following PSHE & Citizenship themes:
- Who am I?
- Communities
- Feelings and relationships
- Choices
- Rights, respect and responsibilities
- Right and wrong
- Rules
- Health and hygiene

The structure of the units

Each unit contains:

- **Teacher's guide:** this introductory section contains lists of useful books, websites¹, contacts and vocabulary.
- **Medium-term plan:** this briefly outlines the programme of work that will be taught during each themed unit.

Each plan provides the teacher with the following information:

- the particular lesson number and title, with an indication of the time required;

- the aim of the lesson;
- the resources that will be needed, allowing for adequate preparation;
- learning outcomes from the lesson;
- what assessment evidence the teacher will be looking for when teaching the lesson;
- any cross-curricular links with other parts of the National Curriculum.

Medium-term planning allows other lessons taught within this time frame to be potentially linked, or to have educational relevance alongside the themes of the units. For example, when planning to teach the Health and hygiene unit, it may be of interest to link topics such as healthy eating in technology or learning about bodies in science at a similar time.

- **Lessons:** each unit contains between eight and ten lessons. Each lesson has the following sections:
 - a lesson **aim**;
 - **learning outcomes**;
 - a list of **resources**.
- **Advice on the duration of a lesson:** most lessons should take between 30 and 45 minutes, but it will often be possible to extend or reduce the time according to the needs of the teacher and the class.

Where lessons are likely to take longer, this has been indicated, especially when more than one session is required.

Teachers should be aware that the material is intended to be flexible and should be adjusted to suit their needs.

NB: In the initial Early years section activities are much shorter and advice on this is given in the Introduction to the unit.

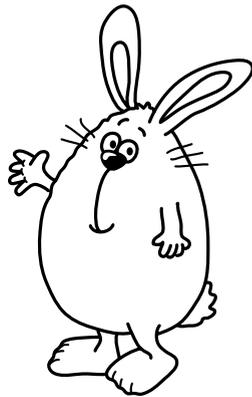
¹**Weblinks:** Website addresses are provided in this resource in order to provide additional information sources for teachers. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable materials on websites to which children might have access. It is essential that teachers check the content of websites before allowing pupils to have access to them. In addition, although we try to suggest reliable sources, websites and the individual pages within them can sometimes be removed or have their website addresses changed by their owners. LCP cannot be held responsible for other organisations' websites which are removed or changed, nor for the content of such websites.

Activity instructions: clear instructions are given to help the teacher work through the lesson, this will include:

Key Questions ?

boxes which suggest questions that can be used to prompt children and develop the discussion.

- **Further suggestions:** many lessons also offer ideas to extend the lesson or supplementary activities that can support the learning.
- **Differentiation:** most lessons have advice on provision for those with Special Educational Needs (SEN) and the more able children. In many cases, the differentiation will be 'by outcome'; in others, specific help is given on how the activities may be tailored to meet the needs of all members of the class.
- **Activity and Resource sheets:** when appropriate, lessons will also have attached activity sheets for children to complete, or resource sheets with information or resources for teachers to share with the class.
- **Let's recap:** this section of photocopiable worksheets appears at the end of each themed unit and is designed as a consolidation exercise.
 - These sheets often feature the character of Recap Rabbit, who provides a link to these activities which children will instantly recognise.



- **A new end of unit review called What can I do and what have I learned?:** this sheet allows children to consider what they have learned and achieved. It can be:
 - used as an assessment tool the teacher shares with the class before embarking on a new unit of work in order to elicit what the children already know about the subject;
 - referred back to on numerous occasions throughout the unit of work, so that the children are able to assess their own knowledge and understanding of the skills covered during each lesson;
 - used as a partner or peer review session or, equally, as an independent piece of assessment work. The teacher may also ask the class to refer back to the end of unit review during the final session of the unit. This would allow time, and encourage the children, to reflect on the outcomes of the unit as a whole. These methods will help to show children and teachers alike what they have learned and what skills they have developed during this unit of work.

Accreditation for other artwork:

Page 28: eye, plain heart – Flaticon.com; hairstyle silhouettes, restaurant logo, bed icons, white and black tees – Freepik.com
Pages 31 & 32: white tree with leaves – Freepik.com
Page 34: gymnast – All-Silhouettes.com; hot pot icon, microphone, open book, paint board and brush, swimming figure, two judo figures, two motor flags – Flaticon.com; ballet dancer silhouettes set, dog icons, pentagram vector – Freepik.com
Page 49: crowd of users, plain heart, surprised man – Flaticon.com, thumb up icon, variety of family icons – Freepik.com
Page 51: bright suns – Freepik.com
Page 97: gunge island background with palm trees – Freepik.com

All the materials may be photocopied within the purchasing institution.



Early years

- **Fairness: Behaviour**
- **Fairness: Sharing**
- **Relationships: Relationships at school**
- **Relationships: Relationships at home and in the community**
- **Choices: Keeping healthy**
- **Choices: Being independent**

Introduction

Education in the early years is concerned with developing many of the qualities that will help children to grow up to be good citizens. They learn:

- about themselves as individuals;
- to see themselves as members of a class;
- basic social skills, such as how to co-operate and share with others;
- rules of behaviour in the school, and health and safety at home and in the immediate neighbourhood;
- what is right and wrong.

The material in this unit contains ideas on how PSHE and Citizenship can be introduced in the early years. Many of the skills and values that fall within this area of the curriculum are taught throughout each day in an Early Years classroom. The qualities they encourage are illustrated on the following page.

Three themes:

- Fairness
- Relationships
- Choices

have been covered in depth.

Many of the qualities that are developed in PSHE and Citizenship are embraced within these particular subjects. They are fundamental to the Early Years curriculum.

Timing

In this unit most of the activities would take 10-15 minutes. However, some of the ideas presented are not full activities but suggestions of how to incorporate the topic into the everyday classroom.

Resources

A **Resource sheet:** *Time to think* after each section provides a set of questions you should consider before delivering the lesson. These are the questions that children need to begin to understand or think about in the early years to promote citizenship. The questions could be asked within, or as a conclusion to, each lesson.

Managing behaviour and promoting good citizenship in the classroom

Make class rules during circle time. Display them where children can see them, where you can refer to them and children can respect them daily.

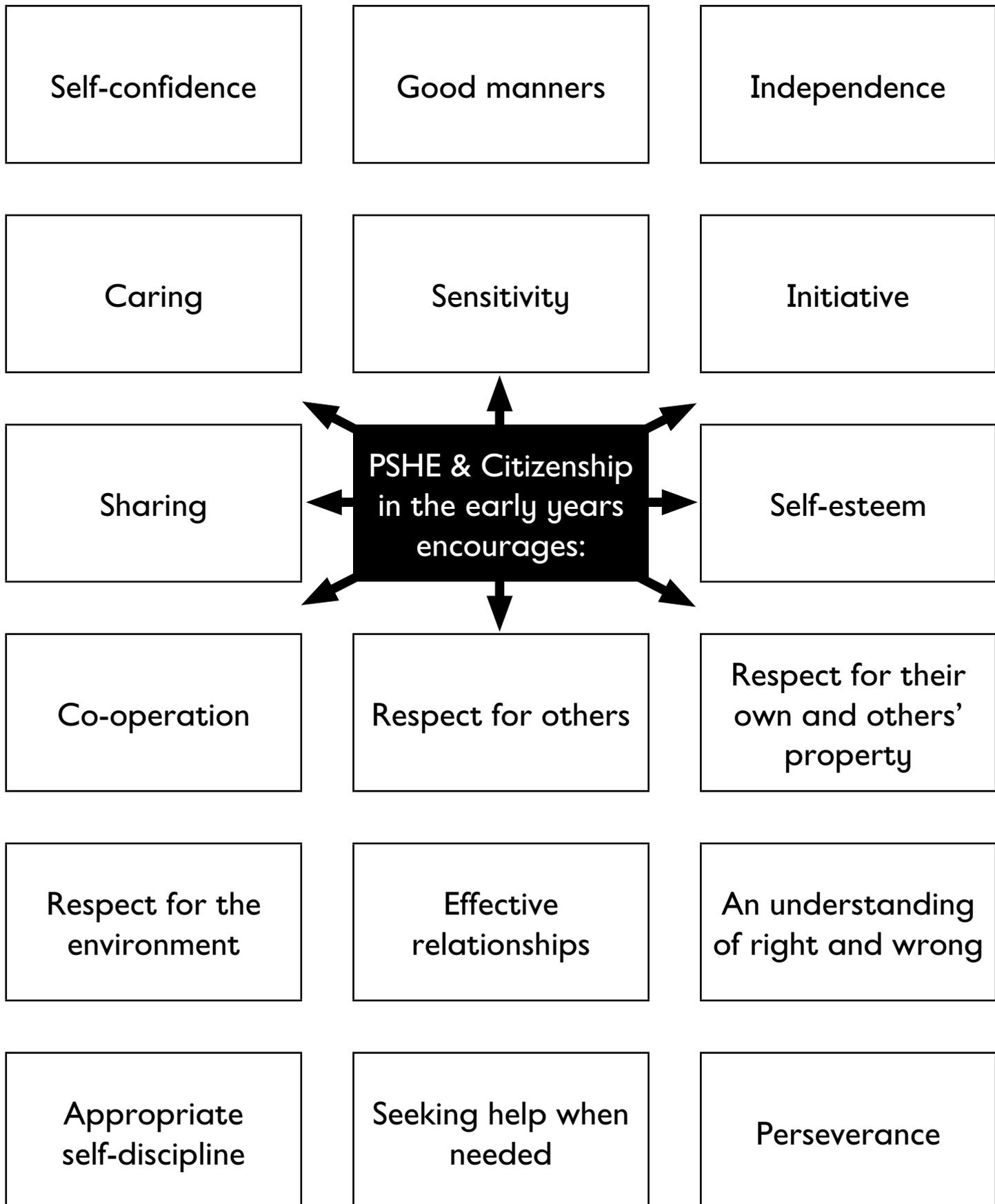
Have class badges so that only a certain number of children will be allowed in a particular area of the classroom, (such as the sand area) at one time – this will help to encourage sharing as well.

Clap a rhythm every time you want to gain whole class attention. Clap to 'Are you listening?' – the children then answer by clapping back 'Yes we are'.

During class discussions pass a class mascot, (perhaps a toy) around; only the child holding it is allowed to talk at that time, everyone else has to listen.

Put up a class list with a moving arrow to show whose turn it is to be class helper for the day.

Qualities promoted by PSHE and Citizenship in EYFS



Relationships: Relationships at school

Useful books

The Not-So-Perfect Penguin by Steve Smallman

All of the penguins are smart and sensible. All except Percy, who is not so perfect. But the penguins soon notice how much they miss Percy when he leaves their group, and realise that being perfect is not so important.

Hamish and the Missing Teddy by Moira Munro

A story of two friends who are enjoying a picnic together until one of them spoils something that belongs to the other. This story promotes the message that even if you upset your friend they will still want to be your friend.

Thank you for being my friend by Peter Bently and Gill McLean

A story about a scared horse who finds a new friend called Daphne and realises that when you have a friend, there is no longer any need to be scared.

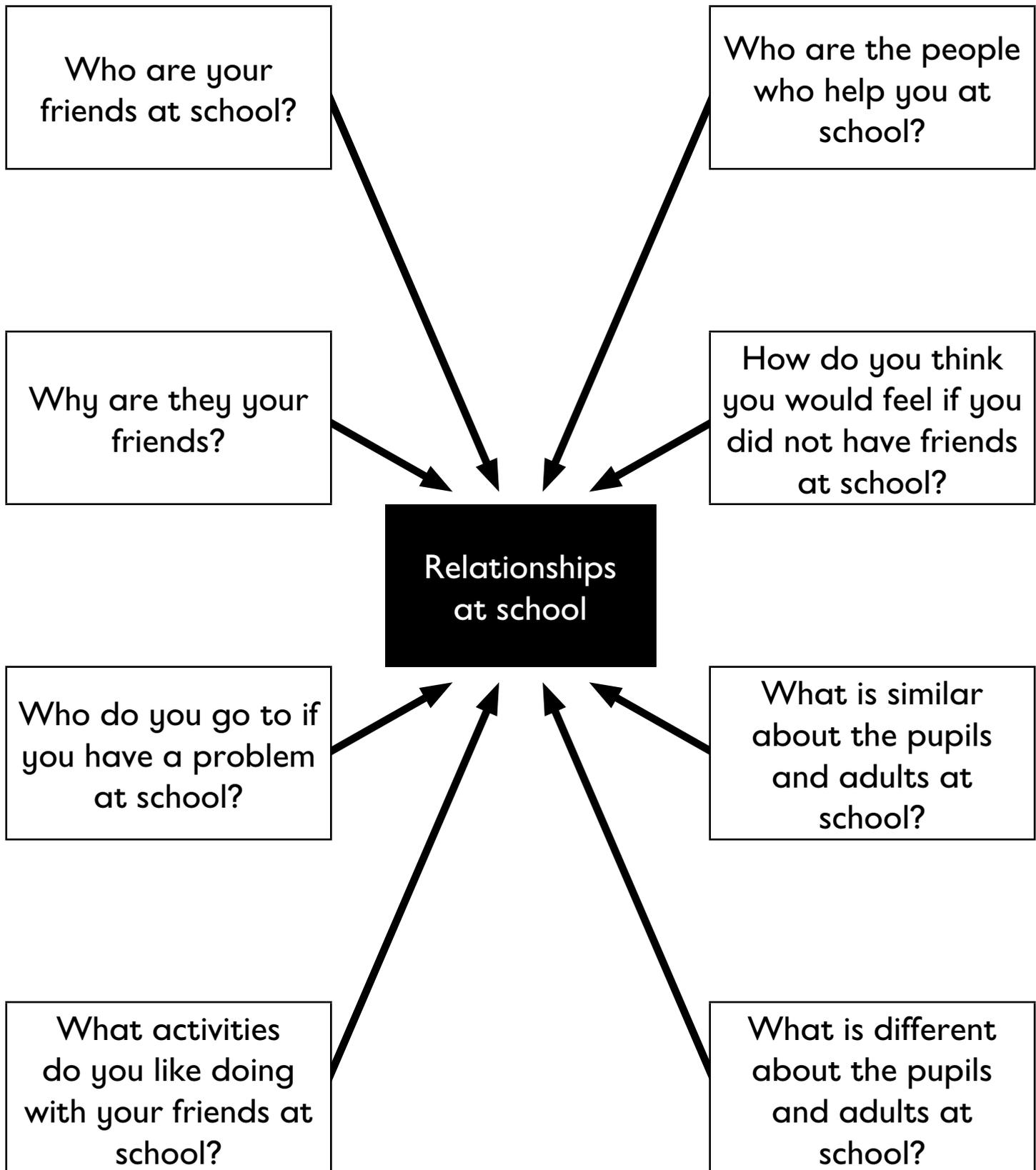
Trunk Trouble by Felicity Carter

Little Elephant's long trunk stops him from playing games with his friends until one day he solves his problem.

Activities

- In circle time, encourage the children to introduce their neighbour and say one thing they like about that person.
- In another circle time session, discuss similarities and differences between staff and children:
 - Explain that wearing a uniform makes all the children look similar and helps them to know that they are part of the same school or group.
 - Look at hair, eye and skin colour and talk about how this is different, yet does not stop us all trying to learn and do the same things.
 - Explain that some children can be different because they may have to use a wheelchair, but they can still try to do the same things – maybe in a different way.
 - Talk about culture and how children from different cultures may have different beliefs. Emphasise how interesting it is to learn about, and begin to respect, other people's beliefs.
 - Explain that some children may speak more than one language. Invite any children who speak another language to say 'hello'.
 - Celebrate special days from different religions, such as Hannukah, Eid, Holi and Easter.
 - Encourage a dressing-up day, using traditional costumes or types of clothing from around the world.
- Introduce a class mascot for children to use as a comforter if needed. Tell them that the mascot is at school every day to look after the children and the classroom. It could also be sent home with a different child each weekend and the child could be encouraged to write a diary about it.
- Play partner games and sing songs. For example, sing 'row row row your boat'. Ask the children to find a partner to sit facing on the floor; then, gently sway backwards and forwards. You could also play catching a balloon with a partner or work in pairs to blow and pop bubbles.
- After a circle time session discussing 'what makes a good friend,' ask the children to paint or draw a picture of themselves. Ask the children to write (or for you to scribe) a sentence about what makes them a good friend, for example, 'I am a good friend because I am always cheerful'. Use this as a class display that can be referred to when children say they have no one to play with or nobody wants to be their friend.
- In a small group, role play different scenarios that may happen at school and how they can be resolved. For example, 'you see a boy from your class, standing on his own in the playground, crying, because he has no one to play with. What would you do?'

Time to think





Who am I?

- **Lesson 1: Identity - What does that mean?**
- **Lesson 2: Portraits**
- **Lesson 3: What's in a name?**
- **Lesson 4: My groups and hobbies**
- **Lesson 5: Helping hands**
- **Lesson 6: My dislikes**
- **Lesson 7: How I feel**
- **Lesson 8: Managing my feelings**
- **Lesson 9: A jigsaw of me**

Introduction

As children learn about the world around them, locally, nationally and globally, it is important for them to learn more about themselves. They need to explore who they are, what they can do, their favourite things, what makes them special and the type of person they want to become. They develop a degree of self-awareness and an awareness of others around them.

This knowledge and understanding of themselves will then create a greater understanding of how and where they fit in their communities and indeed how they feel about topical world issues. Children should be able to form an opinion about themselves and other people, whether they live locally or in the wider world. They should feel confident in sharing this with others, knowing that their opinion is a valuable one.

While covering this unit, children will begin to understand what makes them tick; that it is acceptable to have likes and dislikes; and that feelings, be they positive or negative, are perfectly natural and normal.

Skills, knowledge and understanding

To develop confidence and responsibility and make the most of their abilities, children should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- to share their opinions on things that matter to them and explain their views;
- to recognise, name and deal with their feelings in a positive way;
- to think about themselves, learn from their experiences and recognise what they are good at.

To prepare to play an active role as citizens, children should be taught:

- to take part in discussions with one other person and the whole class;
- to take part in a simple debate about topical issues;
- to recognise choices they can make and recognise the difference between right and wrong;
- to agree and follow rules for their group and classroom and understand how rules help them;
- to understand that they belong to various groups and communities such as family and school;
- to contribute to the life of the class and school.

To develop good relationships and respect the differences between people, children should be taught:

- to recognise how their behaviour affects other people;
- to listen to other people, and play and work co-operatively;
- to identify and respect the differences and similarities between people;
- that family and friends should care for each other.

Useful books

King & King & Family by Linda De Haan & Stern Nijland
A story about two married kings who adopt a child.

I'm Like You, You're Like Me by Cindy Gainer
A book about understanding and appreciating each other.

The Colour of Home by Mary Hoffman and Karin Littlewood
A refugee family flees from war and comes to England.

Useful websites

www.bbc.co.uk/education

The topics covered on this site include one entitled 'Self' which has a useful clip on 'What makes me, me?'

Useful vocabulary

Differences

ways in which people or things are dissimilar, or unlike

Identity

the characteristics determining who a person is or what a person is like

Jealousy

envy of or resentment against another person who is enjoying some advantage or success

Polite

behaviour that is considerate and respectful of other people

Relation

a person connected by blood or marriage

Respect

due regard for the feelings, rights and wishes of other people; to show admiration for someone on account of their abilities, achievements or qualities; show consideration

Similarities

resemblances; things we have in common or the ways in which people or things are alike

Unique

the only one of its kind; unlike anything else

Who am I?

These lessons will help children learn about who they are, and show them that they are made up of many different factors, which form their own identity. The unit allows opportunities for the children to express their own ideas and learn that there are similarities and differences between people and that we should respect these. The lessons are designed to encourage the children to value the importance of hobbies and interests, as these also form part of the person they will become. The lessons also offer the opportunity for reflection, as well as time for the children to make sense of their emotions and develop an understanding of how to manage them.

Lesson number and title	Aim	Resources	Learning outcomes	Assessment evidence	Cross-curricular links
Lesson 1 Identity- What does that mean? ⌚ 30-45 mins	To help children learn about who they are and that they are made up of many different factors which form their own identity.	<ul style="list-style-type: none"> • Activity sheet: <i>The colours of me</i> • Pencils, crayons and felt pens • Toy dog or cat with a simple identity badge on its collar 	<p>Children should be taught:</p> <ul style="list-style-type: none"> • to recognise what they like and dislike, what is fair and unfair and what is right; • to share their opinions on things that matter to them and explain their views; • to take part in discussions with one other person and the whole class; • to listen to other people, and play and work co-operatively; • to identify and respect the differences and similarities between people. 	<p>Create a rainbow to describe their personality.</p> <p>Can the children use the key words from the lesson in their sentences?</p>	<p>English – speaking and listening</p> <p>Art - colour composition</p>
Lesson 2 Portraits ⌚ 30-45 mins	To express the ideas that there are similarities and differences between people and that we should respect these.	<ul style="list-style-type: none"> • Paper, pencils and paint • Two portraits 	<p>Children should be taught:</p> <ul style="list-style-type: none"> • to recognise what they like and dislike; • to share their opinions on things that matter to them and explain their views; • to take part in discussions with one other person and the whole class; • to listen to other people, and play and work co-operatively; • to identify and respect the differences and similarities between people. 	<p>Can the children identify the people in the portraits?</p> <p>Can the children discuss the features of their friend in the portrait?</p>	<p>Art - Portraits</p>
Lesson 3 What's in a name? ⌚ 30-45 mins	To help children learn about who they are and that their name means they belong to a family.	<ul style="list-style-type: none"> • Activity sheet: <i>My family tree</i> 	<p>Children should be taught:</p> <ul style="list-style-type: none"> • that family and friends should care for each other; • to take part in discussions with one other person and the whole class; • to listen to other people, and play and work co-operatively; • to identify and respect the differences and similarities between people. 	<p>Can the children listen to other people, and play and work co-operatively?</p> <p>Are they able to identify and respect the differences and similarities between people?</p>	<p>History</p> <p>English – speaking and listening</p>

Who am I?

Lesson number and title	Aim	Resources	Learning outcomes	Assessment evidence	Cross-curricular links
Lesson 4 My groups and hobbies ☒ 50-60 mins	To help children understand that having hobbies and interests can also mean they belong to a group or groups and that their hobbies and interests also form part of the person they are.	<ul style="list-style-type: none"> • Resource sheet: <i>Hobby cards</i> • Activity sheet: <i>My groups and hobbies</i> 	<ul style="list-style-type: none"> • Children should be taught: <ul style="list-style-type: none"> • to share their opinions on things that matter to them and explain their views; • to take part in discussions with one other person and the whole class; • to identify and respect the differences and similarities between people; • to recognise what they like and dislike, what is fair and unfair, and what is right; • to understand that they belong to various groups and communities, such as family and school; • to agree and follow rules for their group and classroom and understand how rules help them. 	Discuss why we have rules: is it to spoil our fun, or to keep us safe and make sure we get the most enjoyment out of something?	PE – discussing hobbies English – speaking and listening Art – discussing hobbies
Lesson 5 Helping hands ☒ 30-45 mins	To help us understand that the qualities we possess can be used to help other people.	<ul style="list-style-type: none"> • Resource sheet: <i>My helpful hand</i> • Activity sheet: <i>Helpful hands</i> • pencils, crayons, felt pens • scissors 	<ul style="list-style-type: none"> • Children should be taught: <ul style="list-style-type: none"> • to take part in discussions with one other person and the whole class; • to think about themselves, learn from their experiences and recognise what they are good at; • to recognise how their behaviour affects other people; • to contribute to the life of the class and school. 	Can they try to take part in discussions with one other person or the whole class? Can they begin to think about themselves, learn from their experiences and recognise what they are good at?	Art – sketching
Lesson 6 My dislikes ☒ 30-45 mins	To help children to understand that we all have things we dislike and to encourage them to explain why they dislike something.	<ul style="list-style-type: none"> • Activity sheet: <i>My dislikes</i> 	<ul style="list-style-type: none"> • Children should be taught: <ul style="list-style-type: none"> • to take part in discussions with one other person and the whole class; • to share their opinions on things that matter to them and explain their views; • to take part in a simple debate about topical issues; • to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; • to identify and respect the differences and similarities between people. 	Can the children talk to their partner and share their dislikes? Can they begin to think about themselves, learn from their experiences and recognise what they are good at?	English – speaking and listening

Who am I?

Lesson number and title	Aim	Resources	Learning outcomes	Assessment evidence	Cross-curricular links
Lesson 7 How I feel ☒ 30-45 mins	To help children recognise different emotions and what makes them feel them.	<ul style="list-style-type: none"> Activity sheet: <i>My feelings flower</i> 	Children should be taught: <ul style="list-style-type: none"> to take part in discussions with one other person and the whole class; to recognise, name and deal with their feelings in a positive way. 	Can the children name some different feelings? Can the children say when they might have these feelings?	English – speaking and listening
Lesson 8 Managing my feelings ☒ 50-60 mins	To help children make sense of their emotions and develop an understanding of how to manage them.	<ul style="list-style-type: none"> None 	Children should be taught: <ul style="list-style-type: none"> to take part in discussions with one other person and the whole class; to contribute to the life of the class and school; to recognise how their behaviour affects other people; to recognise choices they can make and recognise the difference between right and wrong; to agree and follow rules for their group and classroom and understand how rules help them. 	Can the children recognise choices they can make and recognise the difference between right and wrong? Can they agree and follow rules for their group and classroom and understand how rules help them?	English – speaking and listening
Lesson 9 A jigsaw of me ☒ 50-60 mins	To help children understand that they are made up of many different parts and to encourage them to show all these parts in their jigsaw.	<ul style="list-style-type: none"> Activity sheet: <i>A jigsaw of me</i> (enlarge to A3) 	Children should be taught: <ul style="list-style-type: none"> to take part in discussions with one other person and the whole class; to think about themselves, learn from their experiences and recognise what they are good at; to understand that they belong to various groups and communities such as family and school. 	Can the children recognise what they are good at? Do they understand that they belong to various groups and communities such as family and school?	English – speaking and listening

Lesson 1: Identity - What does that mean?

 30-45 mins

Aim

To help children learn about who they are and that they are made up of many different factors which form their identity.

Learning outcomes

Children should be taught:

- to recognise what they like and dislike, what is fair and unfair and what is right;
- to share their opinions on things that matter to them and explain their views;
- to take part in discussions with one other person and the whole class;
- to listen to other people, and play and work co-operatively;
- to identify and respect the differences and similarities between people.

Resources

- **Activity sheet:** *The colours of me*
- Pencils, crayons and felt pens
- Toy dog or cat with a simple identity badge on its collar (optional)

Activity

Discuss with the children the fact that we are all different but equal. There is no right or wrong in who we are, only in our actions. Pose questions such as:

Key Questions

What makes us different?
What is identity?

Explain the key word identity; write it on the board. Ask who has a pet dog or cat? Do they wear a collar with a label or tag on it? What does the tag say? This is called an identity tag. What is it for? We don't

wear a tag but we can still talk about our identity. Identity is about how we can be recognised, how we are different from each other.

Explain that identity is something we all have; it is the distinct personality of each one of us.

Talk about each one of us being very special. There has never been anyone exactly the same as us and there never will be. There is nobody quite like us in the world. Talk about how identical twins are still different from one another. Everyone is *unique*; write this term on the board and explain it.

Ask the children to imagine themselves as a colour; what colour would they be and why? Explain that they are now going to describe different parts of their personalities as colours. Give them **Activity sheet:** *The colours of me 1* and talk them through colouring it in.

At the end of the session we will all have a rainbow to describe our personality showing how we are made up of many different parts.

Recap the key words and perhaps ask the children to use them in sentences.

Further suggestions

Play a 'Guess who?' game: 'I'm thinking of someone who has dark curly hair and likes playing football with his brother'. Encourage the children to put their hands up and award points for those who guess correctly.

This could also be used as a warm-up activity to **Lesson 2:** Portraits.

Differentiation

SEN: Modified **Activity sheet:** *The colours of me 2* with pictorial representations.