

	<p>Year group: Year 1 - Autumn 2</p>	<p>Area/topic: Celebrating Difference</p>
<p>(Objectives from NC/ELG/Development matters)</p> <p>I can identify similarities and differences between myself and other children in my class.</p> <p>I can explain what makes me different and special.</p> <p>I can explain what bullying is.</p> <p>I can understand how it might feel to be bullied.</p> <p>I can explain who I could talk to at school if I didn't feel safe or was being bullied.</p> <p>I can talk about how I can make new friends and help others to make friends.</p>		

<p>Prior learning</p>	<p>Future learning</p>
<p>[Reception]</p> <ul style="list-style-type: none"> <li>• Children will learn how they are the same/different to other children in their class [appearance, families, likes/dislikes].</li> <li>• Children will learn how to play collaboratively [sharing, negotiating in their play etc].</li> <li>• Children will learn how to be a good friend and how to make friends</li> <li>• Children will learn what bullying is, why it is wrong and how to include others in their play.</li> </ul>	<p>Children will link their knowledge of "being a good friend" to our School Values They will talk about how their class rules/expectations of behaviour help them to feel safe and help them to be good friends to eachother. They will consolidate their understanding that everyone is unique but they can share experiences and likes/dislikes.</p>

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Outcome: Appreciation, Comparing, Being Unique and Yourself

School Value: Love

Philosophical Question: What makes a good leader?

I can identify similarities and differences between myself and other children in my class.

I can explain what makes me different and special.

I can explain what bullying is.

I can understand how it might feel to be bullied.

I can explain who I could talk to at school if I didn't feel safe or was being bullied.

I can talk about how I can make new friends and help others to make friends.

Children could make a "rap" or learn a song about being a good friend.

Children could make posters on how to be a good friend and link them to school values/class rules.

Children could make "keeping safe in school" hands [hand print - write name/draw picture/stick photo of someone in school they could talk to if they were worried -one person on each finger].

Children could role play situations where someone is being bullied/making a new friend to help them learn phrases/scenarios that might help them remember what they could do.

Key vocabulary

similarities/differences

responsibilities

consequences

bullying

school values

class rules

<p>words that describe emotions/behaviour compliments</p>	
<p><i>Common misconceptions</i></p>	<p><i>Books linking to this area</i></p>
<p>That everyone has the same opinions as they do.</p> <p>That if someone disagrees with them, they are being unkind.</p> <p>That friends cannot be "shared"[children often think that a best friend means that they are the only person who is friends with that person].</p>	<p>"The same but different too"</p>
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<ul style="list-style-type: none"> <li>• Learn to give and receive compliments about their behaviour/why they are a good friend</li> <li>• ["Friend of the day" time/"Kindness" display or similar].</li> <li>• Draw round a child and write "friendship" words inside [ kind, caring, listen, etc].</li> </ul>	<ul style="list-style-type: none"> <li>• During discussion [whole class or small group]</li> <li>• During "Philosophy"</li> <li>• During drama</li> <li>• When planning and working in teams</li> <li>• Planning and working with a partner</li> </ul>

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none"><li>simplified steps</li><li>songs/videos</li><li>smaller groups</li><li>using puppets</li></ul> <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"><li>social stories</li><li>real life experiences</li><li>songs/videos</li><li>smaller groups</li><li>using puppets</li></ul> <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none"><li>Visual/practical activities</li><li>be aware of home life/experiences</li><li>have a trusted adult to talk to them</li></ul>	<p>Sensory and Physical</p> <p>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</p>