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|  | <p>Year group: Year 1 - Summer 1</p> | <p>Area/topic: Relationships</p> |
| <p>(Objectives from NC/ELG/Development matters)</p> <p>I understand that there are lots of different types of families. -I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> | | |

| <p>Prior learning</p> | <p>Future learning</p> |
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| <p>Children are able to talk about their family and are aware that not all families are the same as their own family. Adults may need to model and support children to be sensitive to these differences.</p> <p>Children are aware of the attributes they like in their friends and are beginning to reflect on how they can show these attributes in their own friendships. They are developing the ability to be able to play and work in groups and becoming aware how to share, take turns, listen and communicate with other children whilst undertaking such activities [they may need adult support and modelling to help them apply these skills].</p> | <p>I know that there are different types of family and can talk about my family and how it feels to belong to a family. I can talk about how I am a good friend and know how to make a new friend. I know which ways are appropriate forms of greeting my friends and know which ways I prefer. I can also talk about which forms of contact are acceptable or unacceptable to me. I know who I can go to if I need help in my school community - and I can ask for help should I need it. I can talk about my qualities as a person and as a friend. I can express my appreciation for a friend/family member and talk about why they are special to me.</p> |

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Outcome: Families, Greetings, Community

School Value: Trust

Philosophical Question: What would be your perfect day?

- I can talk about my family and know that there are lots of different types of families.
- I can talk about what being a good friend means and know how to make a new friend.
- I can talk about appropriate ways of greeting friends and know which ways I prefer.
- I know which forms of physical contact are appropriate and inappropriate for me.
- I know who to ask for help in my school community.
- I can ask for help when I feel worried or unsafe.

Observing children when faced with a challenge.

Observing children when they are given a partner task.

Talking to children about what might help them/how they could help themselves.

Role play/drama

Philosophy

During discussion

Key vocabulary

Appreciate, special, qualities, appropriate, school community, family,

Common misconceptions

Children may find it challenging to react sensitively if someone's ideas and opinions are different to their own.

Books linking to this area

We are all neighbours

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Children may find it hard to accept the "give and take" of friendship and may need support to be a good friend and to display appropriate social behaviours to everyone.

Children may need support to understand that you may not always be "best friends" with everyone you meet but you should always be polite and considerate to everyone in our school family.

Memorable first hand experiences

Make a "friendship tree" displaying photos of all the children with vocabulary associated with friendship, qualities and emotions or a similar "friendship" style display.

Have a "friendship" box where children can pick groups/other children to work with during selected activities where they need to work with a partner or as part of a group.

Opportunities for communication

- During discussion [whole class or small group]
- During "Philosophy"
- During drama
- When planning and working in teams
- Planning and working with a partner

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Reasonable adjustments for pupils with SEND

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| <p>Communication and Interaction</p> <ul style="list-style-type: none">simplified stepssongs/videossmaller groupsusing puppets <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">social storiesreal life experiencessongs/videossmaller groupsusing puppets <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">Visual/practical activitiesbe aware of home life/experienceshave a trusted adult to talk to them | <p>Sensory and Physical</p> <p>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</p> |