

# Newquay Primary Academy – Summer Term 1 Sequence – PHSE



## INTENT

**RECEPTION**  
**Relationships: Building positive, healthy relationships**  
**Prior knowledge...** Children can play with one or more other children, extending and elaborating play ideas.

Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry..

Family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing

1. I can identify some of the jobs I do in my family and how I feel like I belong.
2. I know how to make friends to stop myself from feeling lonely.
3. I can think of ways to solve problems and stay friends.
4. I am starting to understand the impact of unkind words.
5. I can use Calm Me time to manage my feelings.
6. I know how to be a good friend.

**YEAR 1**  
**Relationships: Building positive, healthy relationships**  
**Prior knowledge...** Children have been introduced to the key relationships in their lives.

Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

Family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate

1. I can identify the members of my family and understand that there are lots of different types of families.
2. I can identify what being a good friend means to me.
3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer.
4. I know who can help me in my school community.
5. I can recognise my qualities as person and a friend.
6. I can tell you why I appreciate someone who is special to me.

**YEAR 2**  
**Relationships: Building positive, healthy relationships**  
**Prior knowledge...** Children have discussed their significant relationships and why these are important to them. Children can explain appropriate ways of touch and what to do if someone touches them in a way they dislike.

Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.

Family, different, similarities, special, relationship, important, co-operate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate, appreciate.

1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
3. I can identify some of the things that cause conflict with my friends.
4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
5. I recognise and appreciate people who can help me in my family, my school and my community.
6. I can express my appreciation for the people in my special relationships.

## VOCABULARY / STICKY KNOWLEDGE

## SEQUENCE OF LESSONS

## OUTCOME / COMPOSITE

Children are able to consider their significant relationships and why these are important to them and resolves conflict in a respectful manner.

Children are able to consider their significant relationships and why these are important to them. Children can explain appropriate ways of touch and what to do if someone touches them in a way they dislike.

Children understand that there are lots of forms of physical contact within a family and what is acceptable and what is not.