

# Newquay Primary Academy – Autumn Term 1 Sequence – PHSE



## RECEPTION

*Being me in my world  
Who am I and how do I fit?*

**Prior knowledge...** Children are developing their sense of responsibility and membership of a community.

## YEAR 1

*Being me in my world  
Who am I and how do I fit?*

**Prior knowledge...** Children have learnt to build constructive and respectful relationships, identify and express their feelings and develop skills needed to manage the school day.

## YEAR 2

*Being me in my world  
Who am I and how do I fit?*

**Prior knowledge...** Children have learnt about their rights and responsibilities, choices, and consequences and how to make everyone feel safe in their class.

### INTENT

In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.

In this Puzzle (unit), the children discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.

In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices.

### VOCABULARY / STICKY KNOWLEDGE

Kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns, values, rules

Safe, special, calm, belonging, rights, responsibilities, rewards, proud, consequences, upset, disappointed

Worries, hopes, fears, belonging, rights, responsibilities, actions, praise, reward, consequence, positive, negative, problem solving, choices

### SEQUENCE OF LESSONS

1. I understand how it feels to belong and that we are similar and different
2. I can start to recognise and manage my feelings
3. I enjoy working with others to make school a good place to be
4. I understand why it is good to be kind and use gentle hands
5. I am starting to understand children's rights and this means we should all be allowed to learn and play
6. I am learning what being responsible means

1. I feel special and safe in my class
2. I know that I belong to my class
3. I know how to make my class a safe place for everybody to learn
4. I recognise how it feels to be proud of an achievement
5. I recognise the range of feelings when I face certain consequences
6. I understand my choices in following the Learning Charter

1. I can recognise when I feel worried and know who to ask for help
2. I understand the rights and responsibilities for being a member of my class and school
3. I listen to other people and contribute my own ideas about rewards and consequences
4. I can listen to other people and contribute my own ideas about rewards and consequences
5. I understand how following the Learning Charter will help me and others learn
6. I recognise the choices I make and understand the consequences.

### OUTCOME / COMPOSITE

To understand my rights and responsibilities, choices, and consequences and how to make everyone feel safe in my class.

To understand my rights and responsibilities, choices, and consequences and how to make everyone feel safe in my class.

To recognise when I should ask for help and who I could ask. To understand how to work collaboratively, how to listen to each other and how to make my classroom a safe and fair place.