

DORSET HOUSE SCHOOL
CURRICULUM OUTLINE
PSHE 2016 - 2017

	Pre-Prep 1	Pre-Prep 1	Year 2	Year 3
Autumn	<p>Autumn Term Amazing Me - News time – talking about holidays and using their All About me books to talk about their lives</p> <ul style="list-style-type: none"> • making Golden Rules together the for class using a teddy bear to make them feel welcome and happy in school • Talk about how we keep our amazing bodies healthy – washing hands, baths, cleaning teeth etc • Pictures of stages of life to put into order • Baby clinic role play 	<p>Autumn Topics: Homes Who are you What do you like Is it fair Right and wrong What do you think What matters Feelings Doing things well Talk and listen Rules Your responsibilities Healthy choices</p>	<p>Autumn topics: <i>Fire and Snow and Ice</i> New beginnings Class rules Keeping safe Fire safety Wants and needs Survival in the cold.</p>	<p>Rules and responsibilities – focus on classroom and school</p> <ul style="list-style-type: none"> • Why do we need rules? • What would happen without rules? • Who sets the rules? • What should happen if rules are broken? <p>Taking part – become aware of different aspects of communication</p> <ul style="list-style-type: none"> • Body language • Tone of voice • Audible and clear speaking <p>Choices – develop an</p>

	<p>Light and Dark</p> <ul style="list-style-type: none"> • Provide opportunities to allow the group to listen to individual ideas. Children share their experiences of the dark-dark places, light places. Emotions associated with Dark and Light-fear, surprise etc • Owl Babies story book. • Create a small picture zig zag book about a character that is afraid of the dark and how they feel- what made them feel better? • Individual activities provided for children to encourage independent selection. • Teacher initiated activities for small group. 			<p>awareness of choices and how to make the best choices</p> <ul style="list-style-type: none"> • Identify influences on choices • Realise that other people or situations can affect our choice - resisting pressures • Understand why we shouldn't judge others by appearances – choosing friends • Consequences • Conflicting emotions
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	<p>Harvest Festival and Christmas -</p> <p>Use the book Harvey Slumfenburger's Present - giving and receiving presents.</p> <p>Meaning of Christmas- The Nativity Story Why we give presents and saying 'thank you'.</p>			
Spring	<p>Spring Topics: Polar Regions —</p> <ul style="list-style-type: none"> • Saying / writing thank you for Christmas Presents • Looking after each other's items (like the Emperor Penguin does the egg). • Links to the other areas of learning and also needs of the children at their levels of development 	<p>Spring Topics: Toys Toy box Our playground Playtime Let's find out What would you like Could we have this? My favourite things Choosing I don't like it Make it fair Friends</p>	<p>Spring topics: <i>Once upon a time</i> and <i>Africa</i> People who help us Emergency Road safety Diseases and germs Identity and respect Differences and similarities between people Bullying Rights for children</p>	<p>Living in a diverse world – topic link South America</p> <ul style="list-style-type: none"> • Learn about different cultures • Recognise and show respect for similarities and differences between cultures <p>Actions for Lent – kindness/relationships</p> <ul style="list-style-type: none"> • How we deal with

	<p>Space —</p> <ul style="list-style-type: none"> • Looking at our class rules... do they still apply? • Allow children to decide on the rules and codes of behaviour. • Welcome 'Dug and Gleeb' our visiting aliens. Discuss how to make them welcome • Establish class rules for 'Dug and Gleeb'. • Hot seating to pretend to be Dug or Gleeb. Children think up questions and then pose to the child, taking it in turns to be Dug or Gleeb. 			<p>friends and family</p> <ul style="list-style-type: none"> • Be aware of other people's needs
Summer	<p>Life Cycles —</p> <ul style="list-style-type: none"> • Caring for animals • How are farm animals different to us? 	<p>Summer Topics: Famous Journeys/People People who help us What's my job Helpers all around Uniform Spot the police officers</p>	<p>Summer topics: <i>Mary Poppins</i> and <i>I do like to be beside the Seaside</i> Health and Growth Hygiene Growing up Family and friends</p>	<p>People who help us</p> <ul style="list-style-type: none"> • Aware of the role of the police • Strategies for who to go to for help in

	<p>Minibeasts —</p> <ul style="list-style-type: none"> • Circle time – contribute to discussions about looking after minibeasts both in the local environment and in the classroom • Write instructions about looking after mini-beasts in the classroom. • Role play scenarios about mistreating mini-beasts and discuss what is right and wrong • Circle time to discuss consequences of not looking after minibeasts properly • Make poster displaying rules for treating minibeasts with care • Circle time to discuss fear of certain 	<p>Help wordsearch Safe and sound All the same This is my group Hurting</p>	<p>Caring for our local environment Litter/pollution Helping others</p>	<p>different situations</p> <ul style="list-style-type: none"> • Link with local police? <p>Animals and us – humans have a responsibility to look after animals</p> <ul style="list-style-type: none"> • Animal welfare • Understand what voluntary work is • Realise that owning a pet makes you responsible for it • Link with Canine Partners?
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	<p>minibeasts</p> <ul style="list-style-type: none">• Discuss consequences of mistreating minibeasts• Empathise with the friendly ladybird in "The bad tempered ladybird"• Talk about the behaviour of the bad tempered lady and discuss potential consequences.• Recount personal account of being afraid of a minibeast or counteracting fear. <p>Under the Sea —</p> <ul style="list-style-type: none">• Rainbow fish story – sharing and accepting others• Discussions about others cultures and the differences in our lives (What would it be like to			
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	<ul style="list-style-type: none"> • live in a lighthouse/on a boat?) • Jonah and the whale • Pictures of countries with no water 			
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Pre Prep Summer Term 'Britishness week'

- What does it mean to be British?
- What would we associate with being British? (Link to St George's day)
- Would you consider yourself to be British? Why?
- Are all Britons the same? Respect differences.
- What does discrimination mean? How can we stop it?
- What is democracy? Link to voting for things in class/school council. What do people vote for? Who should get the vote? Why? Look at history of the vote (women not having the vote) Was it fair? Is it fair now?

Pre Prep 1 (Reception) PSHE

This is covered by one of the 3 Prime Areas of Learning: Personal, Social and Emotional Development. There are many spontaneous learning opportunities as follows:

- Circle time – talk, listen, ask questions, contribute own feelings and ideas
- Review of the day – share achievements with the group
- Show work to class and in assemblies
- Develop beginning and end of day routines
- Establish simple routines of the day

- Develop tidy up time routines
- Take turns to use limited equipment e.g. toy cars, tractor, bikes, computer etc.
- Work in pairs and small groups at classroom activities
- Talk to adults and peers in pairs and small groups
- Put on coats, aprons, dressing up clothes
- Dress and undress for PE
- Communicate needs
- Use self help systems - aprons, milk, register
- Join in discussions about stories and books that emphasise moral issues
- Explore stories about caring for each other through role-play, small world and puppetry.