

Year 1 medium term planning for Get Set for Life

New Beginnings	Say no to bullying Getting on and falling out	Going for goals	Good to be me! Say no to bullying	Relationships	Changes
Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
<p>To contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow group, class and school rules and to understand how these rules help them.</p> <p>To understand that all people and living things have rights and responsibilities.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To share opinions on things that matter and explain views through discussions with one other person and the whole class.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To understand about good and not so good feelings and to develop simple strategies for managing feelings.</p> <p>To use ways to calm down when feeling scared or upset.</p> <p>To recognise good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To be able to work within a group and enjoy working collaboratively.</p> <p>To recognise what they like and dislike and how to make real, informed choices that improve their physical and emotional health.</p> <p>To understand that they belong to different groups and communities such as a family and school.</p> <p>To feel good about the ways they are similar and the ways they are different from each other.</p> <p>To recognise their strengths.</p>	<p>To recognise that their behaviour can affect other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them.)</p> <p>To understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable.)</p> <p>To recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>To recognise strategies to resist teasing or bullying, if they experience or witness it, who to go to and how to get help.</p> <p>To identify what makes a good friend.</p> <p>To be able to work well in a group.</p> <p>To listen well when other people are talking.</p> <p>To recognise when starting to feel angry.</p> <p>To know what happens on the inside of the body when feeling angry.</p> <p>To know some ways to calm down.</p> <p>To know how to make up with a friend when having fallen out.</p> <p>To use the peaceful problem-solving strategy to sort out problems.</p>	<p>To recognise that they all learn in different ways.</p> <p>To be able to choose a realistic goal.</p> <p>To understand that sometimes they need to break a goal down into small steps.</p> <p>To recognise their own strengths as a learner.</p> <p>To develop strategies to resist distractions.</p> <p>To learn from successes.</p> <p>To identify how they learn best.</p> <p>To understand and use the problem-solving process by identifying what needs to happen when there is a problem (setting a goal).</p> <p>To be able to identify different ideas or solutions.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To identify the skills and attributes of a successful learner.</p> <p>To understand the power of "yet".</p> <p>To develop a growth mind set and understand how to overcome obstacles.</p>	<p>To recognise that their behaviour can affect other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them.)</p> <p>To understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable.)</p> <p>To recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>To identify strategies to resist teasing or bullying, if they experience or witness it, who to go to and how to get help.</p> <p>To identify what makes them feel proud.</p> <p>To identify gifts and talents.</p> <p>To identify when feeling proud.</p> <p>To be able to help another person feel proud.</p> <p>To be able to use the problem-solving process.</p> <p>To recognise when feeling worried or anxious.</p> <p>To develop strategies that can help stop worrying.</p>	<p>To know the people who are important to them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To share opinions on things that matter to them and explain their views through discussions with others.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To identify their special people, what makes them special and how special people should care for one another.</p> <p>To understand the emotion of jealousy.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To recognise the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond including who to tell and how to tell.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To recognise that people's bodies and feelings can be hurt.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To be able to think of ways to feel better when hurt, without hurting others.</p>	<p>To recognise some things that will change and some things that won't.</p> <p>To identify changes that can be made.</p> <p>To understand that some changes are hard and will take time.</p> <p>To understand the process of growing from young to old and how people's needs change.</p> <p>To understand about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>To understand the different ways to help with learning to become a whole-body learner.</p> <p>To recognise ways to help calm down.</p> <p>To communicate their feelings to show others, to recognise how others show feelings and how to respond.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say "yes" and "no", "I will ask", and "I will tell", including knowing that they do not need to keep secrets.</p> <p>To understand the importance of personal hygiene.</p> <p>To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To understand that household products, including medicines can be harmful if not used properly.</p>

To listen to other people and play and work cooperatively, including strategies to resolve simple arguments through negotiation.

Essential Skills and Attributes developed through the Programme of Study (SEAL and PSHE 2017)

Empathy and compassion including impact on decision-making and behaviour.
 Recognising and respecting the feelings of others.
 Valuing and supporting others.
 Respect for others' right to their own beliefs, values and opinions.

Self-awareness
 Knowing myself.
 Understanding my feelings.

Motivation
 Setting goals and planning to meet them.
 Persistence, resilience, adaptability.
 Evaluation and review.
 Self-regulation including promotion of a positive, growth mind set and managing strong emotions and impulses.

Social skills
 Belonging to a community.
 Friendships and other relationships.
 Working together.
 Resolving conflicts.
 Standing up for myself.
 Making wise choices.
 Strategies for identifying and accessing appropriate help and support.

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Managing feelings
 Managing how I express my feelings
 Managing the way I am feeling.

Self-awareness
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Motivation
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 Persistence, resilience, adaptability.
 Evaluation and review.
 Identifying unhelpful thinking traps e.g. generalisation and stereotyping.
 Self-regulation including promotion of a positive, growth mind set and managing strong emotions and impulses.
 Enterprise skills and attributes e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks.

Empathy and compassion including impact on decision-making and behaviour.
 Recognising the feelings of others.
 Valuing and supporting others.
 Respect for others' right to their own beliefs, values and opinions.

Self-awareness
 Knowing myself.
 Understanding my feelings.
 Developing and maintaining a healthy self-concept; including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect.
 Strategies for identifying and accessing appropriate help and support.
 Clarifying own values including reflection on the origins of personal values and beliefs and re-evaluation values and beliefs in the light of new learning, experiences and evidence.

Managing feelings
 Managing how I express my feelings
 Managing the way I am feeling.
 Strategies for identifying and accessing appropriate help and support.
 Clarifying own values including reflection on the origins of personal values and beliefs and re-evaluation values and beliefs in the light of new learning, experiences and evidence.

Empathy and compassion including impact on decision-making and behaviour.
 Understanding the feelings of others.
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