

Year 1 and Year 2– Me and My Relationships

Statutory Guidance Links	R1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.4, R1.6, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 3.8, 5.8, H1.8, 1.9
SMSC links	<p>Spiritual development:</p> <ul style="list-style-type: none"> To have a sense of enjoyment and fascination in learning about themselves, others and the world around them (Y1) To use of imagination and creativity in their learning (Y1) To show a willingness to reflect on their experiences (Y2) <p>Moral development:</p> <ul style="list-style-type: none"> To begin to have an understanding of the consequences of their behaviour and actions (Y1) To have an ability to recognise the difference between right and wrong, and begin to readily apply this in their own lives (Y2) To have a developing understanding of the consequences of their behaviour and actions (Y2) <p>Social development:</p> <ul style="list-style-type: none"> To use a range of social skills in different contexts, including working/ socialising with pupils from different groups and communities (Y1) To begin to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.(Y1) To begin to develop an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (Y1) To use of a range of social skills in different contexts, including working and socialising with different pupils (Y2) To have a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively (Y2) To develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. (Y2) <p>Cultural development:</p> <ul style="list-style-type: none"> To begin to have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others (Y1) To begin to have an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain (Y1) To develop an understanding and appreciation of the range of different cultures within school as an essential element of their preparation for life in modern Britain (Y2)
Before you begin	Teachers need to consider the children in the class and their families and be aware of any potentially sensitive issues e.g. separation, divorce and bereavement.

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Learning Aims	Learning outcomes Children will be able to :	Activity Type	Resources and Activities	Key Vocabulary
<p>To begin to value themselves</p> <p>To recognise and value similarities and differences between people</p>	<p>recognise things which make us special and unique</p>	<p>Skills</p>	<p>Circle time – Discuss things that make us special and unique. Ask the children to identify something special about the child sitting next to them (it maybe useful to record responses Year 1 Me and my Relationships Resource A)</p> <p>Circle time – play a “swap places” game e.g. swap places if you have brown hair, like apples, play football. Discuss how these things make us the same or different from other people but this is OK. In small groups or pairs ask the children to identify something which is the same about them and something which is different. Value and celebrate differences.</p> <p>Children can then design a booklet to celebrate themselves and their achievements Year 1 Me and My Relationships Resource B This booklet can then be added to throughout the year. Talk to children about having pride in themselves and having self-respect.</p>	<p>special, unique, talent, achievement, self-respect</p>
<p>To know that all families are different but they are all special.</p>	<p>describe types of families explain why families are special</p>	<p>Knowledge Attitudes</p>	<p>Discuss different types of families – use examples from stories, TV programmes. McCain’s advert, and other sources the children will be familiar with. Talk about how families are all different but are still all special. Children draw pictures of their own families and use words to describe why they are special.</p>	<p>family, relationship, different, similar, respect</p>
	<p>identify ways that families care for each other</p>	<p>Knowledge Skills</p>	<p>In circle time discuss ways families care for each other. Include as many ways as possible and include a range of family members.</p> <p>Ask children to identify a person who is special to them. Write a story or poem to describe why they are special.</p>	<p>care, love, look after</p>
<p>How to develop and maintain a variety of healthy relationship</p>	<p>describe how their behaviour affects other people</p>	<p>Skills and attitudes</p>	<p>Give the children the opportunity to play board games together in groups of 4 or 6.</p> <p>At the end of the session ask the children to write down positive behaviours they noticed in the group (but do not name the people displaying those behaviours) e.g. taking turns, helping each other, following the rules.</p> <p>How did these make the others feel?</p> <p>Were there any negative behaviours? Do not name the children involved. If there were not any</p>	<p>Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair</p>

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s within a range of contexts			<p>what could have happened. How would these make the others feel? If children did not play well how might it affect others? If we played the games again how could we make different choices about our behaviour?</p>	
	<p>describe how their behaviour affects other people</p> <p>play and work co-operatively with others</p>	Skills and attitudes	<p>Give the children a more challenging activity e.g. team building activity e.g. building a bridge to support a given object out of newspaper and sticky tape, building the tallest tower possible out of spaghetti and marshmallows. Put the children into groups they would not normally work in. At the end of the activity discuss why things went well in each group – what were the positive behaviours. Write some group ideas for how to be a successful team – focus on positive behaviours</p>	Courtesy, manners
	<p>identify that there are different types of teasing and bullying.</p> <p>recognise that teasing and bullying are wrong and unacceptable</p>	Knowledge and attitudes	<p>Talk about falling out and what this means inc different types of teasing children are aware of e.g. name calling hiding things, not letting others play with them, How does it feel when these things happen? When does teasing become bullying? Use the school definition of bullying. Make sure children are clear that bullying is repeated and can include physical and emotional bullying. Think about why some children might be teased or bullied? e.g. race, religion, gender Reinforce the school's procedures if a child is worried about teasing or bullying...</p>	Right, wrong, kind, unkind Fair, unfair,
To understand the difference between good and bad secrets	recognise friendly and unfriendly behaviours	Skills Attitudes	<p>The Expect Respect Education Toolkit Section 2 - Year One http://www.womensaid.org.uk/page.asp?section=00010001001400100004&sectionTitle=Educato+n+Toolkit</p> <p>Use points 1 and 2 from the main activity section to explore positive and negative friendship choices.</p>	good friend, choice

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<p>My Choices To recognise some choices they can make</p>	<p>list some of the choices they might have</p> <p>recognise that choices can be right or wrong</p>	<p>Skills Attitudes</p> <p>Attitudes</p>	<p>Activities exploring choices, influences and decision making. Ask the children to think about all of the choices they have to make e.g. who their friends are, games they are going to play. Are some choices harder to make than others? Who influences their decisions? For example selecting a game to play might be difficult if friends want to do different things. What are the possible consequences of some of the choices they have to make? Think about times when someone wants them to do something they don't want to? Why might it be right or wrong? How do they feel? Use the simple traffic light strategy for helping to make decisions Red – stop and think, Amber – decide – Green – go Year 1 Me and My Relationships Resource D Give children situations Year 1 Me and My Relationships Resource E and ask them to practise using the traffic light system to make choices. These could be done as a role play or just discussed in pairs.</p>	<p>choice, decide, right, wrong, think, decision, consequences</p>
<p>My friends and family Understand relationships change for a variety of reasons</p>	<p>explain why relationships might change</p> <p>describe how we might deal with these changes</p>	<p>Attitudes Skills</p>	<p>Think about relationships which are important to us. How do we feel when we are with these special people? Think of a time when something has happened to change that relationship e.g. falling out with someone, someone moving house. How did the change make us feel? Alternatively explore these changes through a story or scenario. Think about some of the changes identified. What can we do to help ourselves feel better? e.g. talk to the person and make friends, say sorry, talk to other people, find things to remind us of the person.</p>	<p>special, change, loss, happy, sad, angry, remember, talk, share</p>

Additional Ideas:

Who's in my Family? By Robie Harris A picture book that looks at different types of family units, very accessible.
A special Friend indeed! by Suzanne Bloom A simple story about friendship with supportive illustrations
My funny family by Chris Higgins. Modern family story; this the first in the series of My funny family