


National Curriculum Objectives		Vocabulary	
1Decision Learning Outcomes		Bullying Mean Describe Teasing Threatening Advice Imagine Anti-bullying	
Relationships (Bullying)		Harmful, Helpful, Hazard, Medicine, Antiseptic, Asthma, Eczema, Diabetes	
<ul style="list-style-type: none"> Be able to name a range of feelings Understand why we should care about other people's feelings Be able to see and understand bullying behaviours Know how to cope with these bullying behaviours 		Friend, share, kind, listen, trust, help, loyalty, cooperation	
Hazard Watch		Respect, polite, manners, agree, disagree, compromise, tolerance, empathy	
<ul style="list-style-type: none"> Know what items are safe to play with and what items are unsafe to play with Be able to name potential dangers in different environments Be able to name dangers that can affect others, for example younger siblings 			
Prior Knowledge		Future Knowledge	
Relationships (Bullying)		Relationships (Bullying)	
<ul style="list-style-type: none"> EYFS: Relationships, Feelings and Emotions, Being responsible Year 1: Relationships (Friendships), Feelings and Emotions (Jealousy/happiness/worry) 		<ul style="list-style-type: none"> Year 4: A world without judgment (Breaking down barriers), Feelings and Emotions (Jealousy) Year 5: A world without judgment (Inclusion and Acceptance), Looking out for others (Being responsible), Feelings and Emotions (Anger) Year 6: A world without judgement (British Values), Feelings and Emotions (Worry) 	
Hazard Watch			
<ul style="list-style-type: none"> EYFS: Hazard Watch 			
<ul style="list-style-type: none"> Personal Social Health Economic 			
			
<p>The aim of this curriculum area is to teach you to:</p> <ul style="list-style-type: none"> Be positive people who contribute to school, community and the wider world. Be good friends and have healthy, happy relationships. Make healthy and safe decisions. Understand how to be a citizen in a modern world. 			

Knowledge and skills		Activity
1	RSE: Respectful Kind Relationships	
	See Simply RSE mapping document.	Discussions: <ul style="list-style-type: none"> What can we do when we feel angry or sad? How can we show kindness to others? How might bullying make people feel? (Taken from PSHE content)
2	LQ: Can I make decisions about bullying?	
	<ul style="list-style-type: none"> Be able to name a range of feelings Understand why we should care about other people's feelings Be able to see and understand bullying behaviours 	1Decision teaching slides 6-18 Support – adult support during verbal discussions.
3	LQ: What advice can I give others about bullying?	
	<ul style="list-style-type: none"> Know how to cope with these bullying behaviours 	1Decision teaching slides 20-24 Support – adult support during verbal discussions. Verbal support (e.g., prompts/sentence stems) for explanations and verbal reasoning.
4	RSE: Caring Friendships	
	See Simply RSE mapping document.	Discussions: <ul style="list-style-type: none"> What makes a good friend? Who can you ask for help if a friendship feels unkind?

Our PSHE ground rules

I will listen to others and respect what people say.

I will not ask personal questions or put people on the spot.

I will not make assumptions about other people, their experiences or feelings.

I have the right to “pass” if I do not want to comment.

I will keep the conversation in the room, unless our teacher is concerned for our safety or wellbeing, when they may need to tell someone who can help us.

If I have more questions, I can ask after the lesson or use the class worry box.

Misconceptions –

Relationships (Bullying)

1. “Bullying is only physical (hitting or kicking).”
2. “If someone is mean once, it’s bullying.”
3. “Only boys bully, and girls don’t.”
4. “If I tell an adult, I’ll get in trouble or other people won’t like me.”
5. “If someone is smiling or laughing, it’s not bullying.”
6. “I should deal with bullying on my own.”

Hazard Watch

1. “If something looks like a toy, it’s safe to play with.”
2. “If adults use it then it must be safe.”
3. “If food looks okay, it’s okay to eat.”
4. “If I’ve seen someone else do it, it must be safe.”
5. “Only things that are sharp or on fire are dangerous.”
6. “Younger siblings can do the same things I can.”

Respectful Kind Relationships

1. The difference between assertive and bossy.
2. Bullying is several times, rather than once.
3. “Only boys play football”.

Caring Friendships

1. “If me and my friend fall out we are not friends anymore”.
2. “It’s ok if someone is being unkind or making me feel uncomfortable because they’re my friend”.

5	LQ: What do I already know about hazards?	<ul style="list-style-type: none">• Know what items are safe to play with and what items are unsafe to play with• Be able to name potential dangers in different environments• Be able to name dangers that can affect others, for example younger siblings	Baseline discussions to assess what children already know. 1Decision slides 1-9. Discuss the questions on the slides. Encourage good oracy, model good oracy in a conversation with TA, use oracy discussion cards. Support – adult support for structuring ideas in sentences.
6	LQ: Can I spot potential hazards?	<ul style="list-style-type: none">• Know what items are safe to play with and what items are unsafe to play with• Be able to name potential dangers in different environments	1Decision slides 10 – 25. Go through and have the children identify the hazards o the images with a partner. From slides 19-25, discuss with hands up. Support – adult support for identifying hazards, probing etc.
7	LQ: What items are safe to play with and what items are unsafe to play with?	<ul style="list-style-type: none">• Know what items are safe to play with and what items are unsafe to play with	1Decision Game – quiz deciding if different objects are safe to play with or not. Discussion questions using slides 31-26 on 1Decision: <ul style="list-style-type: none">• What could you do if you spot a potential hazard or hazard at home, at school, or in the community?• What hazards or potential dangers are there in the classroom? (don’t have the children complete the worksheet. Oracy based. A3 copy could be completed by class teacher using children’s ideas if needed)

