



The Hive - PSED - Be You: Be Brilliant Teaching Focus for each Phase

EYFS & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the Lower Phase, children will explore kindness through doing something nice for another person and learning to be kind to animals, things and places. They will explore differences and similarities and develop an understanding that people can be good at different things. They will begin to know that it is good to be different.</p> <p>They will identify feelings such as happiness and sadness and know that these can be expressed. They will develop their understanding of what a friend is. They will develop their understanding of what a bully is and why bullying is wrong.</p> <p>Children will start to think about how they can always “try their best” and tackle a challenge with determination. They will learn to celebrate their own successes and the successes of others.</p> <p>They will begin to share their thoughts and feelings with a trusted adult.</p> <p>They will begin to know ways to keep healthy. They will have some understanding that we all grow from a baby into an adult and identify some changes that happen to us as we grow.</p> <p>They will develop some understanding of safe and unsafe.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>What do I like to do?</i> • <i>What can I do today that is kind?</i> • <i>Can I find things that are the same about us and things that are different?</i> • <i>What is happiness?</i> • <i>What is sadness?</i> • <i>Tell me what a friend is?</i> • <i>What helps me to be healthy?</i> • <i>What could I do when I was a baby and what can I do now?</i> 	<p>In the Middle Phase, children will develop their understanding of kindness through doing kind things for others and being kind to themselves. They will explore kindness in terms of being friendly, generous and considerate. They will develop a greater understanding of differences and similarities and begin to know what “respect” means. They will understand that it is good to be different.</p> <p>They will identify feelings such as happiness, sadness, anger and fear and know that these can be expressed. They will continue to develop their understanding of what a friend is and how to build connections. They will continue to develop their understanding of what a bully is and why bullying is wrong.</p> <p>Children will develop an understanding of what a challenge is and some strategies to support them with things they find challenging. They will share their thoughts and feelings with a trusted adult.</p> <p>They will deepen their understanding of ways to keep healthy. They will know the names of some of the body parts and begin to understand about keeping their bodies safe (e.g. we shut the door when we go to the toilet).</p> <p>They will deepen their understanding of safe and unsafe and be able to identify/talk about ways of keeping safe.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>What does being “friendly” mean?</i> • <i>What makes me happy and how does “happy” feel? (This can be repeated for our other feelings as appropriate.)</i> • <i>How do we make friends with someone?</i> • <i>What do I find challenging and what can help me to achieve my challenges?</i> • <i>Do I know what bullying is?</i> • <i>What helps my class to be a safe and fair place?</i> 	<p>In the Upper Phase, children will build on the learning from the lower and middle phases. They will take part in the NSPCC Speak out, Stay Safe program. They will develop their understanding of changes that happen to us as we grow in specific RSE lessons. Children will begin to think about moving on to secondary school and how we build new connections.</p> <p>Children will develop an understanding of self-regulation and know some tools that may support them with this. They will deepen their understanding of a range of feelings including happiness, sadness, anger, fear, worry and frustration. Children will develop their ability to work and play with others and to resolve disagreements or conflicts.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>What is a “right” and what “rights” might we have?</i> • <i>What things can I do to help myself feel okay? (regulation)</i> • <i>Do I know what a “worry” is and what would I do if I had one?</i> • <i>Do I understand “good” and “bad” touch?</i> • <i>What do “bullying” or “abusive” behaviours look like and what can I do about them?</i> • <i>What are my private parts on my body and why do I need to keep them private?</i> • <i>How does my family take care of me (explore the things we do for each other in our families)?</i> • <i>What do I know about feelings (happiness, sadness, anger, fear, worry and frustration)?</i> • <i>What does life look like for someone my age in another part of the world?</i> • <i>How can I prepare for my new school?</i> <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive</p>

<ul style="list-style-type: none"> • <i>Who and what can help me to stay safe?</i> <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language and begin to show/say how they are feeling. Children will begin to identify similarities and differences. They will be able to celebrate successes and begin to share worries.</p> <p>Independence – children will begin to form likes and dislikes personal to them. With support, children will express their own feelings. Children will begin to identify things they think they are good at (their successes).</p> <p>Inclusion – children will be part of a class group and begin to know what it is to be part of a larger group (e.g. link classes and assemblies), Children will develop their understanding of friendship and including others in their activities/play.</p> <p>Success – children will begin to identify things they think they are good at (their successes) and begin to celebrate the successes of others. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<ul style="list-style-type: none"> • <i>Who is in your family (explore differences in families and explore ages and how we grow)?</i> <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language and develop their ability to show/say how they are feeling. Children will identify similarities and differences. They will be able to celebrate successes and share worries or fears.</p> <p>Independence – children will identify what they think they are good at and what they need help with (challenges). Children will express their own feelings with less support from an adult. Children will play with increased independence, demonstrating their developing skills at being a friend.</p> <p>Inclusion – children will be part of a class group and know what it is to be part of a larger group (e.g. link classes and assemblies), Children will strengthen their understanding of difference and how different friends may need different things to succeed.</p> <p>Success – children will identify things they think they are good at (their successes) and celebrate the successes of others. They will be able to face a personal challenge with resilience/perseverance. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>language and begin to show an understanding of a wider range of social situations. Children will be confident to identify/talk about similarities and differences. Children will be able to say/show they have an awareness of good and bad touch. They will be able to celebrate successes and share worries or fears.</p> <p>Independence – children will identify ways to support their regulation and begin to use them. Children will begin to understand that “moving on” is part of life and learn some strategies to support successful transitions. Children will play and interact with increased independence demonstrating their ability to solve conflicts and express worries, seeking the support of an adult when needed.</p> <p>Inclusion – children will be part of a class group and know what it is to be part of a larger group (e.g. link classes and assemblies). Children will further strengthen their understanding of difference and how different friends may need different things to succeed. Children will understand “belonging” to their family, their school and/or other groups.</p> <p>Success – children will be able to face a personal challenge with resilience/perseverance. They will develop and use strategies to help them to succeed. Children will be able to report a worry to a trusted adult. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>
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