

RHE Long Term Plan Overview 2025 - 2028

	<u>2025 – 2026</u>		<u>2026 - 2027</u>		<u>2027 - 2028</u>		
	<u>Year R/1</u>	<u>Year 2</u>	<u>Year R</u>	<u>Year 1/2</u>	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>
Autumn – Colour Monsters	R – Introduce colour monster Yr 1 – Develop understanding of emotions linked to colour monsters	Develop understanding of emotions linked to colour monsters	Introduce colour monster - Anti Bullying Day - Road Safety - Healthy diet - People are the same/different - Firework safety	Develop understanding of emotions linked to colour monsters - Anti Bullying Day - Medicine safety	Introduce colour monster	Develop understanding of emotions linked to colour monsters	Develop understanding of emotions linked to colour monsters
Spring – Relationships	Elmer – I like the way I am (p84 in RHE folder)	Someone like you story and activity.	- People’s jobs - Fire Safety - Fire drills - 999 call - First Aid Safety (What do I do when someone is hurt?)	- Resolving conflict - Respecting self and others (Cultures) - Healthy eating - Hygiene	To say hello – https://www.youtube.com/watch?v=TTsBYfBt3io (p80 book in RHE folder)	Elmer – I like the way I am (p84 in RHE folder)	The Perfect fit book and activity. https://tinyurl.com/2a8w5wws
Summer – Safety	Water Safety Pantosaurus Fire drills E-Safety (Link to computing) Road safety Stranger danger	Water Safety Pantosaurus Fire drills E-Safety (Link to computing) Road safety Stranger danger	Water Safety Pantosaurus E-Safety (Link to computing) Stranger danger Moving on to Year 1	Water Safety Pantosaurus Fire drills E-Safety (Link to computing) Road safety Stranger danger Bereavement/feeling of loss Changing and growing up	Water Safety Pantosaurus Fire drills E-Safety (Link to computing) Road safety Stranger danger	Water Safety Pantosaurus Fire drills E-Safety (Link to computing) Road safety Stranger danger	Water Safety Pantosaurus Fire drills E-Safety (Link to computing) Road safety Stranger danger

- RHE should be integrated into other curriculum areas supporting the golden thread. There are some suggested stand-alone lessons.
- Each class will do one Thrive session per week based on class action plan.

THE RESOURCE

No Outsiders: everyone different, everyone welcome: EYFS

Table 0.3 To say hello

Text: *Hello Hello* by Brendan Wenzel

Learning intention: To say hello

Success criteria: I know in my class we are not all the same/I know we are different/
I know I can make friends with different people/I know how to make friends.

Starter: Show the front cover of the book – what does it say? When do we use the word 'Hello'? What does it mean? Why do we say 'Hello'? Do you have to know who someone is first to say hello?

Main: Read *Hello Hello* and discuss:

- What do you notice about the animals in the book? (all different)
- Look at the page 'hello colour, hello bright' – contrast the animals
- Why do you think the animals are saying hello to each other?
- Many of the animals look happy – why do you think that is?
- 'A world to see, a world to know' what does this mean?
- 'Where to begin, hello hello' why is 'hello' a good beginning?

Role play: Use photo cards of children or name cards. Say you want to make sure this is the friendliest class in the school where everyone says hello to each other and we are going to practise. Ask a child to select a name card randomly; they approach the child selected and say, 'hello' before the child replies with a 'hello!'. Are the children smiling? Why do you think they smile when they say hello? What signal does a smile give? Ask different children to randomly select a name and approach, smile and say hello. Is this a friendly game to play? How does it make us feel when someone approaches, smiles and says hello?

Activity: Children draw two of the animals in the book or two children in our class with the words 'hello'.

Plenary: What other languages have a word for hello? Do we know any other ways of saying hello? Share with class, search on white board for more examples. Why do all languages have a word for hello? What does that show about different people around the world? Why is hello a great word to use when you don't know someone? (because when you say hello people will usually say hello back)

If you are meeting someone new and you say hello, what is a good thing to say next?

Extension: the back of the book lists names for the animals used in the book and encourages children to find out more about the endangered species.

THE RESOURCE

No Outsiders: everyone different, everyone welcome: Year 1

Table 1.1 I like the way I am

Text: *Elmer* by David McKee

Learning intention: I like the way I am

Success criteria: I know ways we are different/I know how to make my class welcoming

Starter: Prepare a collage on the interactive white board of children from different ethnic and cultural origins. Include images of children in different clothing. Children to identify differences in appearance between the children shown.

Main: Read the text from start to finish. When Elmer changes, ask the children why is he doing that and what will happen next. Talk about Elmer being different in the story. Did he like being different at the start? How does he try and fit in? Should Elmer try to change the colour of his skin?

Role play: Sit the children in a circle and place a large cut-out of Elmer in the middle of the group. Place a bowl of different colour squares next to the cut-out. Explain we are going to make our very own Elmer to celebrate his difference and show him that if he came to our class, he would be welcome. We are going to celebrate the different colours that make Elmer who he is. He needs to know that it is ok to be different. Ask children to choose a coloured square and glue it onto Elmer. When he is complete hold him up and do a round of applause. Isn't he beautiful!

Activity: Give children three key events from story: the picture where the elephants are asleep and Elmer is thinking, the picture where he covers himself in berries and the picture where the berries are washed off. Children describe how Elmer is feeling at each of the different sections of the story.

Plenary: Why did Elmer want to fit in? If Elmer was in our class what would we do and what would we say to him to make sure he didn't feel like that? Go round the circle asking children to say things to help him to like the way he is. Put Elmer on the wall so if he ever does come to our school he knows he is welcome and that people like him the way he is.

What does it feel like to be different? Why do we like different people in our school?

Also saved in the subject leader – RHE folder