



Cherry Tree Academy Medium Term PHSE No Outsiders

Autumn 1		
Everyone Different, Everyone Welcome Elmer by David McKee		
	Year 1	Year 2
<b>KS1</b>	<p>L1: Can you identify ways in which people are different? What are protected characteristics?</p> <p>L2: Can you think about how being different may make you feel?</p> <p>L3: Is it ok to look different? How can we make someone feel proud of the way they look?</p> <p>L4: Can you say how a character is feeling and notice how feelings can change?</p> <p>L5: How would you make sure someone felt like they fitted in?</p>	<p>L1: Can you identify ways in which people are different? What are protected characteristics?</p> <p>L2: Can you think about how being different may make you feel?</p> <p>L3: Is it ok to look different? How can we make someone feel proud of the way they look?</p> <p>L4: Can you say how a character is feeling and notice how feelings can change?</p> <p>L5: How would you make sure someone felt like they fitted in?</p>
<b>Key Concepts to assess</b>	<p>L1: Children can identify ways in which people look different (such as clothing, hairstyles, eye colour, skin colour)</p> <p>L2: Children can identify parts in the story where Elmer felt different and say how he might have been feeling?</p> <p>L3: Children can recognise how looking different may make someone feel. They can accept that it is ok to look different and can think of a way to make someone feel welcome.</p> <p>L4: Children can identify the feelings of Elmer at key parts of the story. They can say how his feelings changed.</p> <p>L5: Children understand why people like to feel like they fit in and how they might feel if they didn't fit it. They can think of a way of making someone feel happier.</p>	<p>L1: Children can identify ways in which people are different (including less obvious ways including disability and likes and dislikes)</p> <p>L2: Children can identify parts in the story where Elmer felt different. They can say how he may have been feeling and why. They can make links between the story and real life.</p> <p>L3: Children can recognise how looking different may make someone feel. They know it is ok to look different and can think of ways to make someone feel welcome.</p> <p>L4: Children can identify the feelings of Elmer at key parts of the story and say why he is feeling that way. They can say how his feelings change and why they change.</p> <p>L5: Children understand why people like to fit in and how they might feel if they didn't fit in. They can think of ways of making sure someone feels like they fit it and why this is important.</p>
<b>Vocabulary</b>	Same, different, change, welcome, feelings, sad, happy, scared, worried	Same, different, change, welcome, feelings, sad, happy, sacred, worried, anxious, appearance, character, proud,
<b>Experiences</b>		
<b>SMSC</b>	<p>Social – fitting in within society – British culture</p> <p>Moral – responsibility to look after other people</p>	
<b>British Values</b>	Tolerance and Respect – for all people regardless of what they look like.	
<b>School Values</b>	Inclusive and Considerate	



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Autumn 2	
Everyone Different, Everyone Welcome Going to the Volcano – Andy Stanton	
KS1	
	Year 1
	Year 2
	<p>L1: Can you identify similarities and differences in people?            L2: Why is it a good thing to welcome people?            L3: Why is it important to let people join in?            L4: Can you think of a message to encourage someone to join in?            L5: Can you think of ways to make friends.</p>
	<p>L1: Can you identify similarities and differences in people?            L2: Why is it a good thing to welcome people?            L3: Why is it important to let people join in?            L4: Can you think of a message to encourage someone to join in?            L5: Can you think of ways to make friends.</p>
<b>Key Concepts to assess</b>	<p>L1: Children can say what is similar and what is different between two people.            L2: Children can identify which characters were welcomed in the story and say how the characters might have been feeling?            L3: Children can say how characters might feel if they were left out and how they feel when they are allowed to join in.            L4: With support children can think of something they might say to someone to encourage them to join in.            L5: Children recognise that letting others join in is a good way of making new friends.</p>
	<p>L1: Children can identify similarities and differences between people including things we might not be able to see.            L2: Children can identify which characters were welcomed in the story and say how they might be feeling and why.            L3: Children can say how characters might feel if they were left out and can link this to real life experiences. They can say how characters feel when they join in and link this to real life experiences.            L4: Children can write a message encouraging someone to join in.            L5: Children can make different suggestions about how to make friends and how to help others join in.</p>
<b>Vocabulary</b>	<p>Friend, friendship, welcome, joining in, similar, different</p>
	<p>Friend, friendship, welcome, joining in, similar, difference, accept, encourag</p>
<b>Experiences</b>	
<b>SMSC</b>	<p>Social – fitting in within society – British culture            Moral – responsibility to look after other people</p>
<b>British Values</b>	<p>Tolerance and Respect – for all people regardless of what they look like.</p>
<b>School Values</b>	<p>Inclusive and Considerate</p>



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Spring 1		
KS1	Everyone Welcome, Everyone Different The Great Big Book of Families – Mary Hoffman	
	Year 1	Year 2
	L1: What is diversity? L2: Can you identify examples of diversity? L3: Can you identify examples of diversity linked to religion, homes, jobs, families and celebrations? L4: Is the UK a diverse place to live? L5: Why is diversity a good thing?	L1: What is diversity? L2: Can you identify examples of diversity? L3: Can you identify examples of diversity linked to religion, homes, jobs, families and celebrations? L4: Is the UK a diverse place to live? L5: Why is diversity a good thing?
<b>Key Concepts to assess</b>	L1: Children know what diversity means. L2: Children can find examples of diversity within the story. L3: With support children can think of ways families, home and jobs can show diversity. L4: Children can identify some ways the UK is diverse. L5: Children can say what it would be like if everyone and everything was the same. They recognise that being diverse is a good thing.	L1: Children know what diversity means. They can recognise diversity within the school community. L2: Children can find examples of diversity and compare the different characters explain why they show diversity. L3: Children can think of ways families, homes, jobs, celebrations and religious show diversity. L4: Children can identify a range of ways the UK is diverse. L5: Children can say what it would be like if everyone and everything was the same and can say ways being diverse makes the world a better place to live.
<b>Vocabulary</b>	Same, different, similar, diverse	Same, different, similar, diverse, diversity, community
<b>Experiences</b>		
<b>SMSC</b>	Social – fitting in within society – British culture Moral – responsibility to look after other people	
<b>British Values</b>	Tolerance and Respect – for all people regardless of what they look like. Rule of law - equality	
<b>School Values</b>	Inclusive and Considerate	



Cherry Tree Academy Medium Term PHSE No Outsiders

Spring 2		
Everyone Welcome, Everyone Different Amazing – Steve Anthony		
	Year 1	Year 2
<b>KS1</b>	L1: What is a friend? L2: Do you have to be the same as someone to be their friend? L3: Can people who are different still be friends? L4: What things do we do in our class together? L5: What makes you an amazing member of our class team?	L1: What is a friend? L2: Do you have to be the same as someone to be their friend? L3: Can people who are different still be friends? L4: What things do we do in our class together? L5: What makes you an amazing member of our class team?
<b>Key Concepts to assess</b>	L1: Children can think of a definition to describe what a friend is. L2: Children can identify similarities and differences between the friends in the story. L3: Children can think of reasons why the character in the story should be allowed to be part of the class. L4: Children can think of activities we share in class together that show we are part of a team. L5: Children can say something good about themselves.	L1: Children can think of a definition to describe what a friend is. They can say ways to make and keep a friend. L2: Children can identify similarities and differences between the friends in the story and make links between the story and real life. L3: Children can think of reasons why the character in the story should be allowed to be part of the class. They can recognise that being different doesn't mean you can't be friends. L4: Children know that they are part of a class team. Children can say things we do that make us belong. L5: Children can say something good about themselves. They can talk about things they have done that they are proud of.
<b>Vocabulary</b>	Belong, class, team, friend, friendship	Belong, class, team, friend, friendship, community, acceptance, proud
<b>Experiences</b>		
<b>SMSC</b>	Social – fitting in within society – British culture Moral – responsibility to look after other people	
<b>British Values</b>	Tolerance and Respect – for all people regardless of what they look like.	
<b>School Values</b>	Inclusive and Considerate	



Cherry Tree Academy Medium Term PHSE No Outsiders

Summer 1		
Everyone different, Everyone welcome Errol's Garden – Gillian Hibbs		
	Year 1	Year 2
<b>KS1</b>	L1: What is a garden? L2: When might you need help? L3: How and when might you ask for help? L4: How can we help other people and who can help us? L5: Why is the story about No Outsiders?	L1: What is a garden? L2: When might you need help? L3: How and when might you ask for help? L4: How can we help other people and who can help us? L5: Why is the story about No Outsiders?
<b>Key Concepts to assess</b>	L1: Children can say what a garden is and name different kinds of gardens? L2: Children can recognise why the character asked for help in the story. They can think of a time when they needed help and describe what happened. L3: Children can ask for help in a polite way. L4: Children can think of different people who might help them. L5: Children can recognise the different people in the story and link this to the No Outsiders theme.	L1: Children can say what a garden is, name different types of gardens and say why gardens might be important. L2: Children can recognise when and why the character asked for help in the story. They can think of a time they needed help and describe what happened including any feelings. L3: Children can ask for help in a polite way. They can think of different situations where they might need to ask in different ways. L4: Children can name different people who can help them. Children can say how they might help someone else. L5: Children can link the story to No Outsiders themes.
<b>Vocabulary</b>	help, consideration, kindness, together, polite, manners	Help, consideration, kindness, together, polite, manners, community, belonging
<b>Experiences</b>		
<b>SMSC</b>	Social – fitting in within society – British culture Moral – responsibility to look after other people	
<b>British Values</b>	Tolerance and Respect – for all people regardless of what they look like.	
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Cherry Tree Academy Medium Term PHSE No Outsiders

Summer 2		
Everyone different, Everyone welcome All Are Welcome – Alexandra Penfold		
KS1	Year 1	Year 2
	L1: Can you recognise similarities and differences? L2: What is diversity? L3: Can you work as part of a team? L4: How can we show that everyone is welcome in our class? L5: How can we show that everyone is welcome in our school?	L1: Can you recognise similarities and differences? L2: What is diversity? L3: Can you work as part of a team? L4: How can we show that everyone is welcome in our class? L5: How can we show that everyone is welcome in our school?
<b>Key Concepts to assess</b>	L1: Children can compare characters and say how they are similar and how they are different? L2: Children can describe what diversity is and recognise it in the story. L3: Children can work as part of a team supported by an adult. L4: Children can make a suggestion on how to show we welcome people. L5: Children can explain why we don't leave people out. They can make suggestions about how to welcome someone to our school.	L1: Children can compare characters talking about similarities and differences including ones that may be unseen. L2: Children can explain what diversity is and what being diverse means. They can talk about examples from the story and in real life. L3: Children know how to contribute to a team to work effectively. L4: Children can make suggestions on how to welcome someone and show we are welcoming. L5: Children can explain why we don't leave people out. They can say ways we welcome people to our school. They can recognise diversity within our school.
<b>Vocabulary</b>	Welcome, diverse, diversity, similar, different, team work	Welcome, diverse, diversity, similar, different, team work, contribute, collaborate
<b>Experiences</b>		
<b>SMSC</b>	Social – fitting in within society – British culture Moral – responsibility to look after other people	
<b>British Values</b>	Tolerance and Respect – for all people regardless of what they look like.	
<b>School Values</b>	Inclusive and Considerate	