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| **Aims and Intentions**    Children will:   * Develop resilience, enabling them to better handle difficult situations. * Become a better team player * Understand how to cope with anxiety, unhealthy relationships and other challenges in life. * Develop healthy confidence in themselves * Practice communication skills with others around them. | | | | | |
| **Term** | **Unit** | **Overview** | **Knowledge** | **Skills** | **Assessment** |
| **Autumn** | Families and Relationships | Children will explore how families can be different, the characteristics and impact of positive friendships; learn that issues can be overcome, that people show feelings differently and that stereotyping is unfair. | * To understand that families look after us. * To know some words to describe how people are related (e.g. auntie, cousin). * To know that some information about me and my family is personal. * To understand some characteristics of a positive friendship. * To understand that friendships can have problems but that these can be overcome. * To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. | * Explore how families are different to each other. * Explore how friendship problems can be overcome. * Explore friendly behaviours. * Recognise how other people show their feelings. * Identify ways we can care for others when they are sad. * Explore the ability to successfully work with different people. | * Do they understand that families include a range of people? * Can they identify what people like to do with their friends and who their own friends are? * Can they describe what people might look like if they are feeling angry, scared, worried, upset? * Can they identify ways to respond e.g. by offering help or giving space? * Do they understand the skills needed to work together in a group? * Can they identify that friendships have problems and ways that these problems can be overcome? * Do they understand how the actions of others can affect people? * Can they explain what a stereotype is? |
| **Vocabulary: behaviour, emotions, care, family, feelings, friend, friendly, problem, stereotype** | | | |
| **Autumn/**  **Spring** | Health and Wellbeing | Children will explore personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, how to deal with allergic reactions and people in the community who keep us healthy. | * To understand we can limit the spread of germs by having good hand hygiene. * To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. * To know that certain foods and other things can cause allergic reactions in some people. * To know that sleep helps my body to repair itself, to grow and restores my energy. * To know that strengths are things we are good at. To know that qualities describe what we are like. * To know the words to describe some positive and negative emotions. | * Learn how to wash my hands properly. * Learn how to deal with an allergic reaction. * Explore positive sleep habits. * Explore two different methods of relaxation: progressive muscle relaxation and laughter. * Explore health-related jobs and people who help look after our health. * Identify personal strengths and qualities. * Identify different ways to manage feelings. | * Can they use appropriate vocabulary to describe how they feel and recognise what these different feelings might look and feel like? * Can they describe situations which may provoke certain feelings? * Can they describe their qualities and strengths? * Can they recognise something that they want to get better at? * Can they describe their bedtime routine and explain why sleep is important? * Can they explain how rest and relaxation affects our bodies, including mental functions? * Do they know why handwashing is important? * Do they know three things they need to do when out in the sun to keep safe? * Do they know that people can be allergic to certain things and how to help with an allergic reaction? * Do they understand that that there are a range of people who help to keep us healthy? |
| **Vocabulary: allergy, feelings, ill, poorly, emotions, germs, qualities, relax** | | | |

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| **Term** | **Unit** | **Overview** | **Knowledge** | **Skills** | **Assessment** |
| **Spring** | Safety and the changing body | Children will learn how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understand what to do if lost and how to call the emergency services; identify hazards in the home and people in the community who keep us safe. | * To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury. * To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. * To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. * To know that the emergency services are the police, fire service and the ambulance service. | * Practise what to do if I get lost. * Identify hazards that may be found at home. Understand people's roles within the local community that help keep us safe. * Learn what is and is not safe to put in or on our bodies. * Practise making an emergency phone call. | * Do they know how to respond to adults in a safe and familiar context? * Do they know that they should speak to an adult if they are worried or feel uncomfortable about another adult? * Can they identify ways to keep safe and not get lost? * Can they identify steps to take if they do get lost? * Do they know the number for emergency services and their own address? * Do they understand the difference between acceptable and unacceptable physical contact? * Do they understand what is safe to put into or onto our bodies? * Do they understand that there are dangers at home and how these can be avoided? * Do they understand that people do jobs in our local community which help keep us safe and what some of these jobs are? |
| **Vocabulary: accident, emergency, medicine, polite, role, drug, hazards, physical contact, respect, trust** | | | |
| **Spring/ Summer** | Citizenship | Children will learn about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring similarities and differences and an introduction to democracy | * To know the rules in school. * To know that different pets have different needs. * To understand the needs of younger children and that these change over time. * To know that voting is a fair way to make a decision. * To understand that people are all different. | * Recognise why rules are necessary. * Discuss how to meet the needs of different pets. Explore the differences between people. Recognise the groups that we belong to. | * Do they understand the rules in the classroom and school and why these are important? * Do they understand that different animals need different types of care? * Can they understand some of the needs of babies and young children? * Can they identify similarities and differences between themselves and others? * Do they understand that we all belong to different groups? * Can they identify some groups they belong to? * Do they understand that voting is a fair way to make a decision which affects a lot of people? |
| **Vocabulary: care, different, pet, rule, unique, democracy, fair, responsibility, similar, vote** | | | |
| **Summer** | Economic Wellbeing | Children will learn about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the job roles in schools. | * To know that coins and notes have different values. * To know some of the ways children may receive money. * To know that it is wrong to steal money. * To know that banks are places where we can store our money. * To know some jobs in school. * To know that different jobs need different skills. | * Discuss how to keep money safe. * Discuss what to do if we find money. * Explore choices people make about money. Develop an understanding of how banks work. | * Do they understand what money is and where it comes from? * Can they identify some different ways to keep money safe? * Do they understand the role of banks and building societies? * Do they understand that people can make different choices about spending or saving? * Do they understand the range of jobs that exist in school and that different skills are needed for these jobs? |
| **Vocabulary: bank, building society, bank account, cash, choice, coins, earn, interest, job, money, money box, notes, pocket money, purse, safe, save, skill, spend, wallet, value** | | | |
| **Summer** | Transition | Helping Year 1 pupils with the transition to a new year and the changes that come with it. | * To understand that changes can be both positive and negative. | * Recognise our own strengths. | * Can they identify positive and negative changes? * Can they recognise their own strengths? |
| **Vocabulary: strengths, skills, move** | | | |

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| **Enrichment Opportunities** | School nurse visitor, PCSO visitor |