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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.
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| **Term**  | **Unit**  | **Overview** | **Knowledge** | **Skills**  | **Assessment**  |
| **Autumn**  | Families and Relationships | Children will learn that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. They will look at conventions of manners and developing an understanding ofself-respect. | * To know that families can be made up of different people.
* To know that families may be different to my family.
* To know some problems which might happen in friendships.
* To understand that some problems in friendships might be more serious and need addressing.
* To understand some ways people show their feelings.
* To understand what good manners are.
* To understand some stereotypes related to jobs.
* To know that there are ways we can remember people or events.
 | * Understand ways to show respect for different
* families.
* Understand that families offer love, care and support.
* Understand difficulties in friendships and
* discussing action that can be taken.
* Learn how other people show their feelings and how to respond to them.
* Explore the conventions of manners in different
* situations.
* Explore how loss and change can affect us.
 | * Do they understand that families offer care, love and support for each other?
* Do they understand that there are different families that are made up of different people?
* Can they describe what someone else might be thinking and feeling?
* Can they recognise the issues that can arise in friendships and which are the more serious issues?
* Do they understand the need for good manners?
* Do they understand how loss and change can affect us?
* Do they understand that we can have stereotypes about the jobs that different genders might do?
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| **Vocabulary: friendship, manners, emotions, stereotype, love, feelings, family, respect.** |
| **Autumn/****Spring** | Health and Wellbeing | Children will learn about the benefits of exercise and relaxation on physical health and wellbeing; strategies tomanage different emotions, setting goals, developing a growth mindset and understanding dental hygiene. | * To know that food and drinks with lots of sugar are bad for our teeth.
* To understand the importance of exercise to stay healthy.
* To understand the balance of foods we need to keep healthy.
* To know that breathing techniques can be a useful strategy to relax.
* To know that we can feel more than one emotion at a time.
* To know that a growth mindset means being positive about challenges and finding ways to overcome them.
 | * Explore the effect that food and drink can have on my teeth.
* Explore some of the benefits of exercise on body and mind.
* Explore some of the benefits of a healthy balanced diet.
* Suggest how to improve an unbalanced meal.
* Learn breathing exercises to aid relaxation. Explore strategies to manage different emotions.
* Develop empathy.
* Identify personal goals and how to work towards them.
* Explore the need for perseverance and developing a growth mindset.
* Develop an understanding of self-respect.
 | * Can they describe a range of feelings and develop simple strategies for managing them?
* Do they understand how physical activity affects their body and know that it helps to keep a healthy mind too?
* Can they describe energetic physical activities that they enjoy?
* Can they describe the positive effects of relaxation and know that there are different ways to relax?
* Do they know how to use breathing exercises to relax?
* Can they recognise and describe what they are good at and what skills they would like to develop?
* Can they set themselves achievable goals?
* Do they know what growth mindset is?
* Can they use strategies to help stay calm during tricky challenges?
* Do they understand what it means to have a healthy diet?
* Can they describe some consequences that may arise from poor diet choices?
* Do they understand what helps to keep teeth healthy?
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| **Vocabulary: diet, goal, healthy, relaxation, exercise, growth mindset, physical activity, skill, strengths.** |

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| **Term**  | **Unit**  | **Overview** | **Knowledge** | **Skills**  | **Assessment**  |
| **Spring** | Safety and the changing body | Children will develop understanding of safety: roads and medicines and anintroduction to online safety,distinguishing secrets fromsurprises; naming body parts and looking at the concept of privacy. | * To know the PANTS rule.
* To know that I should tell an adult if I see something which makes me uncomfortable online.
* To understand the difference between secrets and surprises.
* To know the rules for crossing the road safely.
* To know that medicine can help us when we are ill.
* To understand that we should only take medicines when a trusted adult says we can.
* To know the names of parts of my body including private parts.
 | * Discuss the concept of privacy.
* Explore ways to stay safe online.
* Learn how to behave safely near the road and when crossing the road.
* Explore what people can do to feel better when they are ill.
* Learn how to be safe around medicines.
 | * Can they understand the ways that the Internet can be used to help us?
* Do they understand how to stay safe when using the Internet?
* Can they understand the differences between secrets and surprises?
* Do they know the name of parts of the body, including correct names for private parts?
* Can they explain the PANTS rule?
* Do they understand how to stay safe near roads?
* Do they understand when they should take medicines and other things which can help us to feel better when we are unwell?
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| **Vocabulary: medicine, private, surprise, pedestrian, secret, penis, testicles/testes, vulva, vagina.** |
| **Spring/ Summer** | Citizenship | Children will learn about rules outside school, caring for the school and localenvironment, exploring the roles people have within the local community; learn how school councils work and voicing an opinion. | * To know some of the different places where rules apply.
* To know that some rules are made to be followed by everyone and are known as 'laws'.
* To know some of the jobs people do to look after the environment in school and the local community.
* To understand how democracy works in school through the school council.
* To understand that everyone has similarities and differences.
 | * Explain why rules are in place.
* Identify positives and negatives about the school environment.
* Learn how to discuss issues of concern to me.
* Recognise the importance of looking after the school environment.
* Identify ways to help look after the school environment.
* Recognise the contribution people make to the local community.
 | * Do they understand that different rules apply in different situations?
* Do they understand what makes a good school environment and how everyone has a responsibility to maintain it?
* Can they identify some jobs people do to keep the local environment pleasant?
* Do they understand the roles people have in the local community?
* Do they understand that everyone has similarities and differences and these should be respected?
* Do they understand how a school council works?
* Can they share their opinion on things that matter to them?
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| **Vocabulary: election, identity, opinion, school council, environment, job, rule, volunteer, vote.**  |
| **Summer** | Economic Wellbeing | Children will learn about where money comes from, how to look after money and why we use banks and building. | * To know some of the ways in which adults get money.
* To know the difference between a 'want' and 'need'.
* To know some of the features to look at when selecting a bank account.
 | * Identify whether something is a want or need.
* Recognise that people make choices about how to spend money.
* Explore the reasons why people choose certain jobs.
 | * Do they understand where money comes from?
* Can they identify things that are needs and things that are wants?
* Do they understand that saving might be necessary to buy the things we want?
* Do they understand that banks are a safe place to keep money?
* Do they know some things they should consider when choosing a bank account?
* Do they understand that different jobs need different skills?
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| **Vocabulary: coins, notes, need, priority, want.** |
| **Summer** | Transition | Help Year 2 pupils with their transition to Year 3, and the changes that may come with this move. | * To understand that change is part of life.
 | * Identify people who can help us when we are worried about changes.
 | * Can they identify some changes that will occur in their life?
* Do they know who they can talk to when they are worried about change?
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| **Vocabulary: change, feelings** |

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| **Enrichment Opportunities** | School nurse visitor, PCSO visitor, Dentist visit/visitor, NSCPP, Links with local banks and building societies |