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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 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 of  self-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? |
| **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 to  manage 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? |
| **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 an  introduction to online safety,  distinguishing secrets from  surprises; 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? |
| **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 local  environment, 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? |
| **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? |
| **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? |
| **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 |