

| AUTUMN 1 |
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| EYFS |
| **Nursery - N1 / N2**Personal, Social Emotional Development 3**/4 Year Olds**Self-Regulation – Select and use activities and resources, with help when needed. Managing Self - Remember rules without needing an adult to remind them.Brush teeth with some controlBuilding Relationships – Become outgoing with unfamiliar people, in the safe context of their setting | ReceptionPersonal, Social Emotional DevelopmentSelf-Regulation – See themselves as a valuable individual.Managing Self - Show resilience and perseverance Building Relationships – Build constructive and respectful relationships. |
| YEAR 1 / 2  | YEAR 3 / 4  |
| FAMILIES AND RELATIONSHIPS | FAMILIES AND RELATIONSHIPS |
|  Mindmap Setting ground rules – Children’s Rights and setting and signing Class Charter To begin to understand what PSHETo know that there should be no silly questions.To recognise the importance of keeping what is said in the room in the room To know that we are all different and that is fineTo appreciate that everybody is differentTo know which rules will help us all learn and feel good in PSHE lessonsTo know why do these rules help us all learn and feel good in PSHE lessonsTo recognise and celebrate their strengths and set simple but challenging goals To know how we can help everyone learn in these lessonsI can make suggestions for rules for PSHE (Y1)I can explain to others and evaluate some rules to help everyone learn based on what I know already about PSHE (Y2)To know it is really important that everyone feels safe To come up with some rules for these lessons.To know that it is important to respect other people’s ideasTo recognise and celebrate their strengths and set simple but challenging goals To know what I am like/what qualities I haveTo know how to identify my strengthsTo know things I would like to get better at To know my own small, achievable goals**Mindmap** To know the role of familiesTo understand that families can include different people (Y1) To know the correct names for different relations (Y1)To know how to explain how families care for children (Y2) To begin to understand the importance and characteristics of positive friendships and who I can speak to To know what I like about my friends and what makes a good friend (Y1) To know that friendships are not always positive (Y2)To know what I can do if a friendship is making me feel unhappy and who in school can help with friendship problems (Y2)To understand the range of families they may encounter now and in the future To know that families can be made up of different peopleIto know that I should respect different types of familiesTo know how others show feelings and how to respond to theseTo know that special people and how they should care for one another To recognise when other people might feel sad, worried or angry (Y1)To know that I care by listening and thinking about what they say (Y1 and Y2) To offer advice (Y1)To know that not everyone feels the same (Y2)To describe what someone else might be feeling and thinking (Y2)Mindmap |  **Mindmap** Setting ground rules – Children’s Rights and setting and signing Class CharterTo understand that friendships have ups and downs and problems can be resolved To begin to understand the impact of bullying**The effects of bullying and responsibilities of the bystander**To understand the impact of bullying and the responsibility of bystanders to help**Stereotyping Gender**To understand how there are established stereotypes for both genders**Stereotyping Age/disability**To know that stereotypes exist based on a number of factors**Healthy Friendships**BoundariesTo know the physical and emotional boundaries in friendships**Learning Who to Trust**To know why trust is an important part of positive relationships**Mindmap** **Respecting differences**To know the differences between people and why it is important to respect these differencesTo know that families are very varied, in this country & across world**Change and loss - Bereavement**To know what a bereavement isTo know some things that might help someone who has experienced a bereavement To know where to go for help if I or someone I know needs it following a bereavement**Mindmap**  |
| **Key Vocabulary**Safe, Learn, Rule, Unsafe, Unhappy, Skill, Qualities, Strengths, Better, Family, Love, Care, Support, Friend, Kind, Trust, Generous, Share, Listen ,Fun, Helpful, Truth, Good friendships, Different, Same,  | **Key Vocabulary**Safe, Learn, Rule, Unsafe, Unhappyfriend, problem, talking, listening, calm, forgive, apologise, bullying (Y4), repeated (Y4) report (Y4)Gender, Female, Male, Stereotype Discrimination Equality Act Disability (Y4 |
| AUTUMN 2  |
| **EYFS**  |  |
| **Nursery - N1 / N2**Personal, Social Emotional Development 3**/4 Year Olds**Self-Regulation – Develop their sense of responsibility and membership of a community.Managing Self - Follow the rules understanding why they are importantBuilding Relationships – Show more confidence in new social situations | ReceptionPersonal, Social Emotional DevelopmentSelf-Regulation – Express their feelings and consider the feelings of others.Managing Self - Continuing to be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly, changing for PE/Outdoor EducationBuilding Relationships – Build constructive and respectful relationships. |
| YEAR 1 / 2 | YEAR 3 / 4 |
| HEALTH AND WELLBEING | HEALTH AND WELLBEING |
| **Understanding My Feelings**To describe and understand their feelingsTo develop simple strategies for managing these feelings Year 1I can describe how I feelI can recognise what might cause these feelingsI can identify different ways of responding to emotions I can plan appropriate actions to manage my feelings Year 2I can describe my body’s response to feelingsI know that we often feel more than one emotion at a time I can imagine how I would feel in a particular situationI know that not everyone feelTo know how to relax in different waysI know that there are different ways of relaxing. I can recognise when relaxation might help meI can focus on tensing and relaxing different parts of my body to relaxI can use laughter to help me relax if I am nervous or have lots on my mindBuilding Relationships – Show more confidence in new social situations.**Relaxation, laughter and progressive muscle relaxation** | **My Healthy diary**To know and plan for a healthy lifestyle including physical activity, rest and diet understand what a balanced diet isTo know that what I eat affects my mood and behaviourTo know that I need more energy from food when I am more energetic**Diet and Dental Health**To know the benefits of healthy eating and dental healthTo know the benefits of a healthy diet on mental and physical well being To know how different foods affect our teethTo know the importance of keeping well hydrated**Relaxation Stretches**To perform a range of relaxation stretchesTo know how to talk about why relaxation is good for our bodies To use stretching to ease muscle tension and relaxTo understand when is a good time to use this technique**Wonderful Me**To understand the different aspects of my identity To say what I am good atTo identify some of the different groups/communities I belong to To identify similarities and differences between peopleTo describe aspects of my identity in a kenning poem**My Superpowers**To know how to identify my own strengths and begin to see how they can affect othersTo know how to say what I am good atTo know how to describe how I can use my strengths to help othersTo know how to understand how my behaviour and actions affect other people**Celebrating Mistakes**To know how to identify my own strengths and begin to see how they can affect othersTo be able to can say what I am good atTo know how to describe how I can use my strengths to help others To understand how my behaviour and actions affect other people **My Happiness**To be able to identify what is important to me and to take responsibility for my own happinessTo understand that all emotions are importantTo know that I can control some things but not others To know I can take action to affect my own happiness |
| **Key Vocabulary**Action, Emotions,Feelings,Strategy | **Key Vocabulary**Exercise, Balance, Diet, Energy, Intake, Teeth, Healthy, Balanced, Food group, |