

| 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 control  Building Relationships –  Become outgoing with unfamiliar people, in the safe context of their setting | Reception  Personal, Social Emotional Development  Self-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 PSHE  To 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 fine  To appreciate that everybody is different  To know which rules will help us all learn and feel good in PSHE lessons  To know why do these rules help us all learn and feel good in PSHE lessons  To recognise and celebrate their strengths and set simple but challenging goals To know how we can help everyone learn in these lessons  I 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 ideas  To recognise and celebrate their strengths and set simple but challenging goals To know what I am like/what qualities I have  To know how to identify my strengths  To know things I would like to get better at To know my own small, achievable goals  **Mindmap**  To know the role of families  To 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 people  Ito know that I should respect different types of families  To know how others show feelings and how to respond to these  To 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 Charter  To 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**  Boundaries  To 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 differences  To know that families are very varied, in this country & across world  **Change and loss - Bereavement**  To know what a bereavement is  To 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, Unhappy  friend, 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 important  Building Relationships –  Show more confidence in new social situations | Reception  Personal, Social Emotional Development  Self-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 Education  Building 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 feelings  To develop simple strategies for managing these feelings Year 1  I can describe how I feel  I can recognise what might cause these feelings  I can identify different ways of responding to emotions I can plan appropriate actions to manage my feelings Year 2  I can describe my body’s response to feelings  I know that we often feel more than one emotion at a time I can imagine how I would feel in a particular situation  I know that not everyone feel  To know how to relax in different ways  I know that there are different ways of relaxing. I can recognise when relaxation might help me  I can focus on tensing and relaxing different parts of my body to relax  I can use laughter to help me relax if I am nervous or have lots on my mind  Building 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 is  To know that what I eat affects my mood and behaviour  To 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 health  To know the benefits of a healthy diet on mental and physical well being To know how different foods affect our teeth  To know the importance of keeping well hydrated  **Relaxation Stretches**  To perform a range of relaxation stretches  To know how to talk about why relaxation is good for our bodies To use stretching to ease muscle tension and relax  To 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 at  To identify some of the different groups/communities I belong to To identify similarities and differences between people  To 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 others  To know how to say what I am good at  To know how to describe how I can use my strengths to help others  To 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 others  To be able to can say what I am good at  To 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 happiness  To understand that all emotions are important  To 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, |