

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 <p><b>Special Relationships</b></p> <p>In this unit, children will learn to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	 <p><b>My Feelings</b></p> <p>In this unit, children will learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions</p>	 <p><b>Listening &amp; following instructions</b></p> <p>In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	 <p><b>Taking on challenges</b></p> <p>In this unit, children will understand why we have rules, the importance of persistence &amp; perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	 <p><b>My wellbeing</b></p> <p>In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves</p>	 <p><b>My family &amp; friends</b></p> <p>In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another</p>
Year 1	 <p><b>Family &amp; relationships</b></p> <p>Understand that families can include a range of people.</p> <ul style="list-style-type: none"> <li>•Understand who their friends are and what people like to do with friends.</li> <li>•Describe what people might look like if they are feeling: angry, scared, upset or worried.</li> <li>•Identify ways of responding to this by either offering help or giving them space.</li> <li>•Understand the skills needed to work together in a group.</li> <li>•Understand that friendships can have problems and learn ways to overcome these problems.</li> <li>•Understand how the actions of others can affect people.</li> <li>•Explain what a stereotype is.</li> </ul>	 <p><b>Health &amp; wellbeing</b></p> <ul style="list-style-type: none"> <li>•Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like.</li> <li>•Describe situations which may provoke certain feelings.</li> <li>•Describe their own qualities and strengths and recognise something they want to get better at.</li> <li>•Describe their bedtime routine, explaining why sleep is important.</li> <li>•Explain how rest &amp; relaxation affects bodies.</li> <li>•Identify examples where they could use relaxation to help manage difficult emotions.</li> <li>•Understand that germs can be spread via our hands.</li> <li>•Know how to wash their hands properly.</li> <li>•Understand that there are a range of people who help to keep us healthy.</li> </ul>	 <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>•Explain why the class and school rules are important.</li> <li>•Discuss the different needs of a range of pets.</li> <li>•Describe some of the needs of babies and young children.</li> <li>•Recognise some similarities and differences between themselves and others.</li> <li>•Identify some groups which they belong to.</li> <li>•Recognise that different individuals belong to different groups.</li> <li>•Explain why voting is a fair way to make a decision involving a lot of people.</li> </ul>	 <p><b>Economic wellbeing</b></p> <ul style="list-style-type: none"> <li>•Explain how children might get money.</li> <li>•Explain some different ways to keep money safe.</li> <li>•Discuss the role of banks and building societies.</li> <li>•Recognise that people may make different choices about spending or saving.</li> <li>•Explain that a range of jobs exist in and out of school and that different skills are needed for jobs.</li> </ul>	 <p><b>Safety, my changing body &amp; transitions</b></p> <ul style="list-style-type: none"> <li>•Know a number of adults in school.</li> <li>•Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.</li> <li>•Understand ways to keep safe and not get lost and know the steps to take if they do get lost.</li> <li>•Know the number for the emergency services and their own address.</li> <li>•Understand that some types of physical contact are never acceptable.</li> <li>•Know what can go into or onto the body and when they should check with an adult.</li> <li>•Understand that there are hazards in houses and know how to avoid them.</li> <li>•Understand and name jobs that people do to help keep us safe.</li> <li>•Know the three things they need to do when out in the sun to keep safe.</li> <li>•Know people can be allergic to certain things and how to help with an allergic reaction.</li> </ul> <p>Think about the strengths and skills they have to help their transition to Year 2</p>	
Year 2	 <p><b>Family &amp; relationships</b></p> <ul style="list-style-type: none"> <li>•Understand that families offer love and support and that different families may be made up of different people.</li> <li>•Consider what friends may be thinking and feeling in different situations.</li> <li>•Recognise some issues that may occur in friendships and which of these may need adult help to resolve.</li> <li>•Understand that expectations of manners may change according to the situation.</li> <li>•Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.</li> <li>•Explain what gender stereotypes are in relation to careers.</li> </ul>	 <p><b>Health &amp; wellbeing</b></p> <ul style="list-style-type: none"> <li>•Describe how they feel, recognise what different emotions might look/feel like.</li> <li>•Describe situations which may provoke certain feelings.</li> <li>•Describe own qualities &amp; strengths &amp; recognise things they want to get better at.</li> <li>•Describe bedtime routine, explain why sleep is important.</li> <li>•Explain how rest &amp; relaxation affects our bodies, including mental functions.</li> <li>•Identify how we can use relaxation to help manage difficult emotions.</li> <li>•Understand germs can be spread via our hands.</li> <li>•Know how to wash their hands properly.</li> <li>•Know what to do to keep safe in sun</li> <li>•Know people can be allergic to certain things &amp; how to help with an allergic reaction.</li> <li>•Understand the people who help keep us healthy.</li> </ul>	 <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>•Recognise that different rules apply in different situations.</li> <li>•Explain what makes a good school environment.</li> <li>•Recognise that everyone in school has a responsibility to maintain the school environment.</li> <li>•Identify some jobs that people do to keep the local area pleasant.</li> <li>•Recognise some local job roles that help the community.</li> <li>•Recognise similarities and difference between people in the local community.</li> <li>•Explain that differences should be respected.</li> <li>•Explain how the school council works.</li> <li>•Share their opinions on things that matter.</li> </ul>	 <p><b>Economic wellbeing</b></p> <ul style="list-style-type: none"> <li>•Explain some ways adults get money.</li> <li>•Discuss the role of bank account cards.</li> <li>•Recognise wants and needs.</li> <li>•Recognise the difference between a want and a need.</li> <li>•Identify their skills and talents.</li> <li>•Identify ways to develop their skills and talents.</li> <li>•Explain why treating people equally and inclusively is important.</li> </ul>	 <p><b>Safety, my changing body &amp; transitions</b></p> <ul style="list-style-type: none"> <li>•Understand how the internet can be used to help us.</li> <li>•Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.</li> <li>•Understand what a secret is and what a surprise is.</li> <li>•Know the name of parts of the body, including those of the private parts for their gender.</li> <li>•Explain the PANTS rule.</li> <li>•Understand how to keep safe near roads.</li> <li>•Explain the rules for crossing the road.</li> <li>•Understand when we should take medicines that can help us feel better when we are unwell.</li> </ul> <p>Share concerns and strategies for the transition to Year 3 and next schools.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	<b>Special Relationships</b>	<b>My feelings</b>	<b>Listening &amp; following instructions</b>	<b>Taking on challenges</b>	<b>My wellbeing</b>	<b>My family &amp; friends</b>
Lesson 1	My family	Identifying my feelings	Simon Says	Why do we have rules?	What is exercise?	Festivals
Lesson 2	Special People	Feeling Jars	Listening to a story	Building towers	Yoga & relaxation	Sharing
Lesson 3	Sharing	Coping strategies	Pass the whisper	Team Den Building	Looking after ourselves	What makes a good friend
Lesson 4	I am unique	Describing Feelings	Obstacle races	Grounding	Being a safe pedestrian	Being a good friend
Lesson 5	My interests	Facial Expressions	Blindfold walk	Team Races	Eating healthily	Teamwork
Lesson 6	Similarities & Differences	Creating a calm corner	Treasure hunt	Circus skills		Celebrating Friendships
Lesson 7		XMAS ACTIVITIES				
Year 1						
	<b>Families &amp; relationships</b>	<b>Health &amp; wellbeing</b>	<b>Citizenship</b>	<b>Economic wellbeing</b>	<b>Safety, Changing Body &amp; transitions</b>	
Lesson 1	Setting ground rules & what is family?	Understanding my emotions	Rules	What is money?	Adults in school	Safety with substances
Lesson 2	What are friendships?	What am I like?	Caring for others - Animals	Keeping money safe	Adults outside school	Safety at home
Lesson 3	Recognising other people's emotions	Ready for bed	The needs of others	What is a bank?	Getting lost	People who help keep us safe
Lesson 4	Working with others	Relaxation	Similar yet different	Saving & spending	Making an emergency phone call	Sun Safety (H&W L6)
Lesson 5	Friendship problems	Handwashing & Personal hygiene	Belonging	Jobs in schools	Appropriate contact	Allergies (H&W L7)
Lesson 6	Healthy friendships	People who keep us healthy (L8)	Democratic decisions	Jobs out of school		Transition
Lesson 7	Gender stereotypes	XMAS ACTIVITIES				Transition
Year 2						
	<b>Families &amp; relationships</b>	<b>Health &amp; wellbeing</b>	<b>Citizenship</b>	<b>Economics Wellbeing</b>	<b>Safety, changing body &amp; transitions</b>	
Lesson 1	Ground rules & Families offer stability & love	Experiencing different emotions	Rules beyond school	Where does money come from?	Introduction to the internet	Respecting personal boundaries
Lesson 2	Families are all different	Being active	Our schools environment	Exploring needs	Communicating online	Road safety
Lesson 3	Other people's feelings	Steps to success	Our local environment	Exploring wants	Secrets & surprises	Crossing roads safely
Lesson 4	Unhappy friendships	Developing a growth mindset	Job roles in our local community	Bank cards & accounts	Appropriate contact: My private parts**	Staying safe with medicine
Lesson 5	Introduction to manners & courtesy	Healthy Diet	Similar yet different – local community	My skills & talents	Appropriate contact: My private parts are private	Transition
Lesson 6	Change & loss	Looking after our teeth	Giving my opinion (L7)	Everyone is welcome		Transition
Lesson 7	Gender stereotypes – careers & jobs	XMAS ACTIVITIES				Transition