

| Autumn 1<br>Relationships<br>Respecting Ourselves and Others/<br>Families and Friendships |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2<br>Relationships<br>Safe Relationships |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 1<br>Living in the Wider World<br>Belonging to a Community/ Work |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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                                                                                                                                                                                                                      | Summer 1<br>Health and Well-Being<br>Physical Health and Mental Well-Being |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     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| Respecting Ourselves and Others                                                           | <p>Children will begin to understand how our behaviour affects others and importance of being polite and respectful .</p> <ul style="list-style-type: none"> <li>• What kind and unkind behaviour looks like in and out of school.</li> <li>• How kind and unkind behaviour can make people feel.</li> <li>• To negotiate solutions to conflict in their play.</li> <li>• What does respect mean?</li> <li>• Class rules, being polite to others, sharing and taking turns.</li> </ul> <p><a href="#">Short Step Progression Links</a><br/>Find solutions to conflicts and rivalries. For example accepting that not everyone can be Spider Man in the game, and suggesting other ideas. (N)<br/>Develop appropriate ways of being assertive. (N)<br/>Talk with others to solve conflicts. (N)<br/>Show more confidence in new social situations. (N)<br/>Increasingly follow rules, understanding why they are important. (N)<br/>Remember rules without needing an adult. (N)<br/>Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'. (N)<br/>Identify and moderate their own feelings socially and emotionally. See themselves as a valuable individual.<br/>Show resilience and perseverance in the face of challenge.</p> | Safe Relationships                              | <p>Children will begin to understand what staying safe means and understand who should keep us safe.</p> <ul style="list-style-type: none"> <li>• Discuss situations when someone's body or feelings might be hurt and whom to go to for help.</li> <li>• What it means to keep something private, including parts of the body that are private.</li> <li>• To understand what personal space means.</li> <li>• To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches).</li> <li>• To know when it is ok to touch someone and when we should ask permission eg hugging someone.</li> </ul> <p><a href="#">Short Step Progression Links</a><br/>Identify and moderate their own feelings socially and emotionally.<br/>See themselves as a valuable individual.<br/>Show resilience and perseverance in the face of challenge.<br/>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.<br/>Think about the perspectives of others.</p> | Belonging to a Community                                                | <p>Children to understand what rules are and why we need them; caring for others' needs; looking after the environment. See themselves as a valuable individual.</p> <ul style="list-style-type: none"> <li>• Examples of rules in different situations, e.g. class rules, rules at home, rules outside.</li> <li>• To understand that different people have different needs.</li> <li>• How we care for people, animals and other living things in different ways.</li> <li>• How they can look after the environment, e.g. recycling.</li> </ul> <p><a href="#">Short Step Progression Links</a><br/>Increasingly follow rules, understanding why they are important. (N)<br/>Remember rules without needing an adult. (N)<br/>Identify and moderate their own feelings socially and emotionally.<br/>See themselves as a valuable individual.<br/>Show resilience and perseverance in the face of challenge.<br/>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.<br/>Think about the perspectives of others.</p> | Keeping Safe                                          | <p>How rules and age restrictions help us; keeping safe online.</p> <ul style="list-style-type: none"> <li>• How rules can help to keep us safe.</li> <li>• Why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online.</li> <li>• Whom to tell if they see something online that makes them feel unhappy, worried, or scared.</li> </ul> <p><a href="#">Short Step Progression Links</a><br/>Explain the reasons for rules, know right from wrong and try to behave accordingly. (ELG)<br/>Form positive attachments to adults and friendships with peers. (ELG)<br/>Show sensitivity to their own and other's needs. (ELG)</p> | Physical Health and Mental Well-Being                                      | <p>Personal hygiene; self-regulation.</p> <ul style="list-style-type: none"> <li>• How we take care of ourselves.</li> <li>• What do we mean by basic hygiene routines, e.g. hand washing.</li> <li>• Physical activity and how it keeps people healthy.</li> <li>• People who can help them to stay healthy, such as parents, doctors, nurses, dentists.</li> <li>• How to achieve a simple goal by persevering and how this will make them feel.</li> </ul> <p><a href="#">Short Step Progression Links</a><br/>Manage their owns needs.</p> <ul style="list-style-type: none"> <li>• Personal hygiene.</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG)<br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG)<br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the</p> | Keeping Healthy                                                            | <p>Keeping healthy; food and exercise, sun safety.</p> <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important.</li> <li>• How we take care of ourselves.</li> <li>• Healthy and unhealthy foods.</li> <li>• How to keep safe in the sun.</li> </ul> <p><a href="#">Short Step Progression Links</a><br/>Manage their owns needs.</p> <ul style="list-style-type: none"> <li>• Personal hygiene.</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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| Families & Friendships | <p>Children to discuss the roles of different people in our families and households.</p> <ul style="list-style-type: none"><li>• People who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li><li>• How do these different people care for them ?</li><li>• What a family is and how families are different, e.g. single parents, same-sex parents, etc.</li><li>• The importance of telling someone — and how to tell them — if they are worried about something in their family.</li><li>• Develop their sense of responsibility and membership of a community.</li></ul> <p><u>Short Step Progression Links</u><br/>Develop their sense of responsibility and membership of a community. (N)<br/>Become more outgoing with unfamiliar people, in the safe context of their setting. (N)<br/>Play with one or more other children, extending and elaborating play ideas. (N)<br/>Understand gradually how others might be feeling.(N)<br/>Build constructive and respectful relationships.<br/>Express their feelings and consider the feelings of others.<br/>Think about the perspectives of others.<br/>Identify and moderate their feelings socially and emotionally.</p> |  | Work | <p>Children to begin to identify their strengths and interests; jobs in the community.</p> <ul style="list-style-type: none"><li>• We are all good at different things at school and elsewhere.</li><li>• Different jobs and the work people do.</li><li>• People whose job it is to help us in the community.</li></ul> <p><u>Short Step Progression Links</u><br/>Identify and moderate their own feelings socially and emotionally.<br/>See themselves as a valuable individual.<br/>Show resilience and perseverance in the face of challenge.</p> |  |  |  | Growing and Changing | <p>Recognising what makes them unique and special; feelings; managing when things go wrong or change.</p> <ul style="list-style-type: none"><li>• Recognise what makes them special and unique including their likes, dislikes and what they are good at.</li><li>• How they are the same and different to others.</li><li>• How to manage and whom to tell when finding things difficult, or when things go wrong.</li><li>• What happens when things change. How does change make us feel.<br/>What can we do to support ourselves and others when things are changing.</li></ul> <p><u>Short Step Progression Links</u><br/>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG)</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. (ELG)</p> <p>Work and play cooperatively and take turns with others. (ELG)</p> |  |  |

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|  |  |  |  |  |  |  |  | <div>Form positive attachments to adults and friendships with peers. (EL6)</div> <div>Show sensitivity to their own and other's needs. (EL6)</div> |
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