

Autumn Term	Spring Term	Summer Term		
<p align="center">Continuous daily work on mental wellbeing focusing on:</p> <ul style="list-style-type: none"> • Knowing that mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <ul style="list-style-type: none"> • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 				
Autumn Term I	Spring Term I	Summer Term I		
<p align="center">Week 1: No Outsiders (one book for each 1st week of a term)</p> <p>That all people are different, including what these differences might be, and that this is okay: the importance of respectful relationships and that bullying people that are different is wrong. To identify and talk about their family knowing that families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>				
<p>Weeks 2-7: All About Me *Focus on neurodiversity *Super powers *To identify themselves in positive terms. *To understand the importance of self-respect *To describe their identity in relation to common factors. *To identify those in their lives who can help and support them.</p>	<p align="center">Week 2: Focus on bullying/anti-bullying</p> <p>*Follow up from anti-bullying work from autumn term 2 *Recap different types of bullying *Identify who pupils can seek support and help from *Identify ways to prevent bullying.</p> <hr/> <table border="0"> <tr> <td data-bbox="779 1038 1460 1445"> <p align="center">Week 3-6: Keeping Safe and Managing Risk</p> <p>*To identify typical hazards in the home, including electricity, and describe measures to keep themselves safe. *Safe use of products including: what can be put on the body, what can be put in the body, what can only be given by a parent or medic. * To know how to respond safely and appropriately to adults they may encounter whom they do not know.</p> </td> <td data-bbox="1460 1038 2141 1445"> <p align="center">Weeks 3-6: Health and Self Care</p> <p>*That they have human rights, that those rights are legally binding, and what those rights are. *That some children's rights are not cared for and what can be done to help. *Sun Safety *What 'health' is, how we can monitor our own health and what can be done to care for it: *The importance and benefits of physical activity *Importance of sleep</p> </td> </tr> </table>		<p align="center">Week 3-6: Keeping Safe and Managing Risk</p> <p>*To identify typical hazards in the home, including electricity, and describe measures to keep themselves safe. *Safe use of products including: what can be put on the body, what can be put in the body, what can only be given by a parent or medic. * To know how to respond safely and appropriately to adults they may encounter whom they do not know.</p>	<p align="center">Weeks 3-6: Health and Self Care</p> <p>*That they have human rights, that those rights are legally binding, and what those rights are. *That some children's rights are not cared for and what can be done to help. *Sun Safety *What 'health' is, how we can monitor our own health and what can be done to care for it: *The importance and benefits of physical activity *Importance of sleep</p>
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Autumn Term 2	Spring Term 2	Summer Term 2
<p align="center">Week 1: No Outsiders (one book for each 1st week of a term)</p> <p>That all people are different, including what these differences might be, and that this is okay: the importance of respectful relationships and that bullying people that are different is wrong. To identify and talk about their family knowing that families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>		
<p>Weeks 2-7: Bullying and Anti-bullying</p> <ul style="list-style-type: none"> *Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying. *Be starting to understand that sometimes people are bullied because they may be different in some way from others. *Be able to describe how it feels to be bullied or see someone else being bullied. *Be starting to demonstrate simple ways of responding to bullying including the need to be assertive. *Be able to demonstrate how to be kind to bullied children. *Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur. 	<p align="center">Week 2: Focus on bullying/anti-bullying</p> <ul style="list-style-type: none"> *Follow up from anti-bullying work from autumn term 2 *Recap different types of bullying *Identify who pupils can seek support from *Identify ways to prevent bullying. 	<p align="center">Weeks 3-6: Relationships and Sex Education</p> <p>This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>
<p align="center">Weeks 3-6: Keeping Safe and Managing Risk</p> <ul style="list-style-type: none"> *Road safety *Fire safety – how to keep the house safe from fire. 		

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Autumn Term 1	Spring Term 1	Summer Term 1
<p align="center">Week 1: No Outsiders (one book for each 1st week of a term)</p> <p>That all people are different, including what these differences might be, and that this is okay: the importance of respectful relationships and that bullying people that are different is wrong. To identify and talk about their family knowing that families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p>		
<p align="center">Weeks 2-7: Shining like a star</p> <ul style="list-style-type: none"> *Link to our school values: how can we be respectful? *Caring for others *Supporting others and celebrating strengths and differences. 	<p align="center">Week 2: Focus on bullying/anti-bullying</p> <ul style="list-style-type: none"> *Follow up from autumn term 2 *Recap different types of bullying *Identify who pupils can seek support from *Identify ways to prevent bullying. 	
	<p align="center">Week 3-6: Keeping Safe and Managing Risk</p> <ul style="list-style-type: none"> *Basic first-aid, including calling 999, DRABC, the recovery position, CPR, and how to respond to burns, bleeds and head-bumps. *Water-safety 	<p align="center">Weeks 3-6: Health and Self Care</p> <ul style="list-style-type: none"> *That they have human rights, that those rights are legally binding, and what those rights are. *That some children’s rights are not cared for and what can be done to help. *Why healthy eating is important *About dental health *Personal hygiene
Autumn Term 2	Spring Term 2	Summer Term 2
<p align="center">Week 1: No Outsiders (one book for each 1st week of a term)</p> <p>That all people are different, including what these differences might be, and that this is okay: the importance of respectful relationships and that bullying people that are different is wrong. To identify and talk about their family knowing that families are important for children growing up because they can give love, security and stability.</p>		

The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

Weeks 2-7: Bullying and Anti-bullying

- *Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.
- *Be starting to understand that sometimes people are bullied because they may be different in some way from others.
- *Be able to describe how it feels to be bullied or see someone else being bullied.
- *Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.
- *Be able to demonstrate how to be kind to bullied children.
- *Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.

Week 2: Focus on bullying/anti-bullying

- *Recap different types of bullying
- *Identify who pupils can seek support from
- *Identify ways to prevent bullying.

Weeks 3-6: Secrets to Success

- *Look at all of the secrets and work through the activities from the package
- *Celebrate success

Weeks 3-6: Relationships and Sex Education

- *That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact: NSPCC's PANTS are Private.