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| **AUTUMN TERM – RELATIONSHIPS** |
| **Topic** | **Objectives**  | **Children will learn…** | **Resource to support planning** | **Assessment opportunity** |
| Families and friendshipsSafe relationshipsRespecting ourselves and others | T develop a positive sense of themselves and others | Children are able to describe: • Special people (e.g. parents, carers, friends) and what makes them special • The importance of the nuclear family and of the wider • The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them-To know that all families are different. | **Journey of Love -** *Social and emotional***No outsiders –** To celebrate my family**No Outsiders** – To understand that all families are different**LF** – Who’s Who? |  |
| To develop social skills and form positive relationships.To understand appropriate behaviour in groups. | • How their behaviour affects other people and that there is appropriate and inappropriate behaviour-The characteristics of positive and negative relationships• About different types of teasing and that all bullying is wrong and unacceptable- To know that everyone is different in my class, and I can make friends with anyone. | **LF** – You’ve got a friend in me.**LF** – My body my rules**No outsiders** - To make friends with someone different. |  |
| To develop respect for othersTo have confidence in their own abilities. | • To recognise when they have been unkind to others and say sorry.• That when we are unkind, we hurt God and should say sorry.• To recognise when people are being unkind to them and others and how to respond.• That we should forgive like Jesus forgives. | **LF** – Forever friends |  |
| *SPECIAL THEMED WK/DAY:** New class rules
* School council elections
* (11-14th Nov) Anti-Bullying Week – Homophobic Bullying (**LF** resource)
* (2-7th Dec) National Grief Awareness Week – Bereavement resources (**LF**)
* Mental Health Day
* Walk to school week (Nov)
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| **SPRING TERM – LIVING IN THE WIDER COMMUNITY**  |
| **Topic** | **Objectives**  | **Children will learn…** | **Resource to support planning** | **Assessment opportunity** |
| Belonging to the communityMedia literacy and digital resilienceMoney and work | To make sense of their community | Children can express: • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.• That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live | **LF –** You, Me, Us**Journey of Love -** *Spiritual*  |  |
| To use opportunities to observe and exploreTo find out about technology  |  | (cross curricula link – ICT). |  |
| To understand what their strengths and interests areTo find out about people and places. | -My friends can like different things to me, and I know that we can still be friends.-I can tell you the things I like and I can make my own mind up and I can ask others what they think.- That there are lots of jobs designed to help us | **No outsiders** – To understand it is ok the like different things.**No outsiders** – To say what I think |  |
| *SPECIAL THEMED WK/DAY:** (21st March) International day for the elimination of racial discrimination – Anti Racism resources (**LF**).
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| **SUMMER TERM – HEALTH AND WELLBEING** |
| **Topic** | **Objectives**  | **Children will learn…** | **Resource to support planning** | **Assessment opportunity** |
| Physical Health and Mental WellbeingGrowing and changingKeeping safe | To learn how to manage their feelingsTo understand basic hygiene routines. | Children can express that:• That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and  respected, to be safe etc)• That it is natural for us to relate to and trust one another• A language to describe their feelings• An understanding that everyone experiences feelings, both good and bad• Simple strategies for managing feelings• Simple strategies for managing emotions and behaviour• That we have choices and these choices can impact how we feel and respond.• We can say sorry and forgive like Jesus | **LF** – I like, you like, we all like!**LF –** Good feelings, Bad feelings**LF -** Let’s get ready. |  |
| To know that our bodies are good and we need to look after them.That there are natural life stages. | Children can express that:• We are each unique, with individual gifts, talents and skills• Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan• That their bodies are good and made by God• The names of the parts of the body (not genitalia)• That our bodies are good and we need to look after them• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene• That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult | **LF –** Growing up**LF** – I am me**LF** – Heads, shoulders, knees and toes**LF** – Ready teddy?**Journey of Love**-*Physical* |  |
| To learn ways of keeping safe inside and outside their homeTo know that rules are there to keep us safe. | Children can explain:• About safe and unsafe situations indoors and outdoors, including online• That they can ask for help from their special people• That they are entitled to bodily privacy• That they can and should be open with ‘special people’ they trust if anything troubles them• That there are different people we can trust for help, especially those closest to us who care for us,  including our teachers and our parish priest• That medicines should only be taken when a parent or doctor gives them to us• That medicines are not sweets• That we should always try to look after our bodies because God created them and gifted them to us• That there are lots of jobs designed to help us• That paramedics help us in a medical emergency• That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance | **LF** - Safe inside and out**LF** – My body my rules**LF –** Feeling poorly**LF** - People who help us |  |
| *SPECIAL THEMED WK/DAY:** New class transition day
* Healthy Eating Week
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