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| **AUTUMN TERM – RELATIONSHIPS** | | | | | |
| **Topic** | **Objectives** | **Children will learn…** | **Resource to support planning** | **Assessment opportunity** |
| Families and friendships  Safe relationships  Respecting 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 others  To 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 community  Media literacy and digital resilience  Money 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 explore  To find out about technology |  | (cross curricula link – ICT). |  |
| To understand what their strengths and interests are  To 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 Wellbeing  Growing and changing  Keeping safe | To learn how to manage their feelings  To 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 home  To 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 | | | | |