



Relationships and Health Education – Early Years

Intent

In the Early Years, children are developing an understanding of themselves through their experiences at home, at school and in the wider community. They start to form trusting relationships with their key people at school, developing relationships with adults beyond the immediate family home. Key people at school support children’s developing social skills such as turn taking and sharing with others. Children’s development in Personal Social and Emotional Development and Understanding of the World is closely linked to their language development; listening, understanding and speaking with confidence. As these areas develop, children begin to develop the skills to self-regulate their emotions and form friendships with their peers. They also start to compare similarities and differences between themselves and others.

Intent - Nursery

2 and 3 year olds will be learning to	
<ul style="list-style-type: none"> • Thrive as they develop self-assurance. • Feel strong enough to express a range of emotions. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. 	Personal Social and Emotional Development
<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. 	Understanding of the World

3 and 4 year olds will be learning to	
<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. 	Personal Social and Emotional Development
<ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Make healthy choices about food, drink, activity and toothbrushing. 	Physical Development
<ul style="list-style-type: none"> • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. 	Understanding of the World

Intent – Reception

Children in Reception will be learning to	
<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	Personal Social and Emotional Development
<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	Physical Development
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. 	Understanding of the World

Implementation - Nursery

Key activities and experiences:

- Group time with key person
- When appropriate, adults to notice and talk about children's feelings. For example: "I can see it's hard to wait, just a minute and then it's your turn to go down the slide."
- Staff model useful phrases like "Can I have a turn?" or "My turn next."
- Adult support in child-initiated activity
- Staff are open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion.
- Staff help all children to feel that they are valued, and they belong.
- Staff support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in.
- Staff plan story times with props to engage children in a range of emotions. (They can feel the family's fear as the bear chases them at the end of 'We're Going on a Bear Hunt'. They can feel relief when the Gruffalo is scared away by the mouse)
- Staff recognise, talk about and expand on children's emotions. For example, you might say: "Sara is smiling. She really wanted a turn with the truck."
- Planning includes opportunity to explore predictable interests e.g. festivals, celebrations such as birthdays
- Working with parents to develop self-care skills
- Staff give children appropriate tasks to carry out.
- Staff involve children in making decisions about room layout and resources. Support children to carry out decisions, respecting the wishes of the rest of the group.
- Staff teach children ways of solving conflict - model how to listen to someone else and agree a compromise.
- Staff explain why we have rules and display a small number of necessary rules visually as reminders e.g. display a photo showing a child taking just one piece of fruit at the snack table.
- Staff model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves.
- Staff help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"
- Staff explain to children why safety is an important factor in handling tools, and moving equipment and materials. There are clear and sensible rules for everybody to follow.
- Staff talk to children about the importance of eating healthily and brushing their teeth. They talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.
- Staff are open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?" They point out the similarities between different families, as well as discussing differences.

- Staff model positive attitudes about the differences between people including differences in race and religion. They support children's acceptance of difference.
- Staff answer children's questions and encourage discussion. They talk positively about different appearances, skin colours and hair types. They celebrate and value cultural, religious and community events and experiences. They help children to learn each other's names, modelling correct pronunciation.
- Staff plan and introduce new vocabulary related to occupations and encourage children to use it in their speech and play. They consider opportunities to challenge gender and other stereotypes.

Implementation - Reception

Key activities and experiences:

- Adults introduce children to 'The Golden rules'
- Staff make time to get to know the child and their family. Staff take opportunities in class to highlight a child's interests, showing they know them and about them.
- Staff make sure children are encouraged to listen to each other as well as the staff. Children's play regularly involves sharing and cooperating with friends and other peers.
- Children are praised for their kindness to others and when they help, listen and support each other.
- Children spend time in friendship groups as well as other groupings. Expectation is high for children following instructions, with high levels of support when necessary.
- Staff model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
- Children are encouraged to express their feelings if they feel hurt or upset using descriptive vocabulary. Children are helped and reassured when they are distressed, upset or confused.
- Adult-led cross-curricular group times that promote discussion e.g. talking about feelings and opinions
- Staff talk to the children about why we take turns, wait politely, tidy up after ourselves and so on.
- Staff encourage children to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.
- Staff use books and stories to discuss dealing with challenges, explaining how the different characters feel about these challenges and overcome them. They ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.
- Learning about festivals and celebrations; Diwali, Eid, Christmas, Easter, Chinese New Year
- Adult support in child-initiated activity
- Adults offer/model strategies and suggestions for negotiation where appropriate
- Calming Cats

- Staff talk with children about exercise, healthy eating and the importance of sleep. They use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. They explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.
- Staff use examples from real life and from books to show children how there are many different families.
- Staff talk with children about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.
- Staff weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.
- Staff help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

Impact – The Early Learning Goals at the end of Reception

<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; (PSE 3 – Self Regulation) • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (PSE 3 – Self Regulation) • Explain the reasons for rules, know right from wrong and try to behave accordingly; (PSE 4 – Managing Self) • Work and play cooperatively and take turns with others; (PSE 5 -Building Relationships) • Form positive attachments to adults and friendships with peers (PSE 5 – Building Relationships) 	<p>Personal Social and Emotional Development</p>
<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; (Past and Present) 	<p>Understanding of the World</p>

Relationships and Health Education – Key Stage 1 (Years 1 and 2)

As a Foundation school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Sex Education is not taught in Year 1 and Year 2.

Intent

Our curriculum in Key Stage 1 (Year 1 and 2) is based on the PSHE Association's Programme of Study for Key Stage 1. It also links to our school's six core values that form the basis of assemblies throughout the year. Our school's six core values are; Friendship, Honesty, Responsibility, Respect, Kindness and Courage. We focus on one value each half term.

The RHE curriculum at Turnfurlong Infant School in Key Stage 1 builds on the skills that children started to acquire in Nursery and Reception (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

The RHE curriculum at Turnfurlong Infant School is based on three core themes:


- Health and Wellbeing
- Relationships
- Living in the wider world

Relationships and Health Education – Curriculum Map

	Topic	Learning Intentions Activities	Links to resources	RHE themes	Links to other curriculum areas
Year 1 – Autumn (6/7 weeks)	All about me! Me, my family, my community, my feelings and emotions	<p>There's only one me! – Look closely in mirrors to talk about similarities, differences and features and draw or paint a self-portrait using skin toned paint/pencils. Create a class portrait gallery.</p> <p>Likes and dislikes – What do you like doing most of all? Do you like the same things as your friends? It's ok to be different! We all like different things.</p> <p>How am I feeling and how are you feeling? – Introduce 'The Zones of Regulation'. Read 'How are you feeling today?' Naming emotions</p> <p>My family – Read 'We are Family'. All families are different but the love they feel is the same. Bring in photographs of families to talk about and discuss. Draw a picture of your family.</p>	<p>Internet links – National Portrait Gallery https://www.npg.org.uk/collections/explore/subjects-and-themes/genre/children</p> <p>Music – 'If everybody looked the same' by Groove Armada</p> <p>Book 'How are you feeling today' – M Potter (2014) Bloomsbury</p> <p>Internet links – https://www.zonesofregulation.com/learn-more-about-the-zones.html (Zones of regulation)</p> <p>Book 'We are Family' – R Wheatcroft, P Hegarty (2017) Caterpillar</p>	<p>Relationships</p> <p>Living in the wider world</p> <p>Health and Wellbeing</p>	<p>RE</p> <p>Geography</p> <p>Art</p> <p>Music</p>

		<p>Our school community – We all belong to the Turnfurlong Infant School community. Introduce the word ‘community’. Talk about how we all wear a uniform, we all follow the Golden Rules.</p> <p>My community – What places do you go in Aylesbury? Use powerpoint as a stimulus for discussion. What other clubs/groups do you belong to? Bring in photographs/certificates of achievement from groups or clubs outside school to talk about e.g. swimming certificates.</p>	<p>Book ‘All are welcome’ – A Penfold, S Kaufman (2018) Bloomsbury</p> <p>Oak National Academy units; https://classroom.thenational.academy/subject-s-by-year/year-1/subjects/rshe-pshe ‘Me, you and us’, ‘Happy Families’</p>		
	Topic	Learning Intentions Activities	Links to resources	RHE themes	Links to other curriculum areas
<p>Year 1 – Autumn (6/7 weeks)</p> <p>Anti-bullying week in November!</p> <p>Road Safety week in November</p>	<p>Friendships, bullying</p>	<p>What makes a good friend? – Who are your friends? What do you like doing with them? Are friends important? Tell me something friendly that you have done today.</p> <p>What does it mean to be kind? How can you make a new friend? Read ‘Be kind’ and ‘Shy’</p>	<p>Internet links – BBC Bitesize – What is a good friend? https://www.bbc.co.uk/bitesize/clips/zxgygk7</p> <p>Book ‘All about friends’ (2020) Usbourne ‘Be kind’ – E Miller (2020) Macmillan ‘The Steves’ – M Hood (2018) Two Hoots ‘Hello Friend’ – R Cobb (2020) Macmillan</p> <p>Twinkl friendship resources (Freeze frames)</p> <p>Internet links -</p>	<p>Relationships</p> <p>Living in the wider world</p> <p>Health and Wellbeing</p>	<p>English – drama</p> <p>Music</p>

	<p>Safety at home</p>	<p>Let's sort it out – Everyone falls out with their friends from time to time. How can you sort out a disagreement? Use scenarios and Freeze frames to problem solve and discuss.</p> <p>What is bullying? – Play the 'What if' game (T-drive), Freeze frames</p> <p>Anti-bullying – Who would you go to for help at school if someone was being unkind? What would you do if you thought that someone was being unkind to someone else? Who would you talk to at home?</p> <p>Safety at home – How can you keep yourself at home? What dangers can you spot?</p>	<p>BBC Bitesize – Falling out and argueing My best friends - KS1 PSHE and Citizenship - BBC Bitesize</p> <p>Book 'All about friends' (2020) Usbourne 'Enemy Pie' (2000)</p> <p>Twinkl friendship resources (Freeze frames)</p> <p>Internet links – BBC Bitesize – What is bullying? https://www.bbc.co.uk/bitesize/clips/zqypyrd Freeze Frames Creativity in the Classroom: Anti-Bullying KS1 'Freeze Frames' - One Day Creative</p> <p>Book 'How to be a lion' – E Devere (2018) Puffin</p> <p>Twinkl anti-bullying resources</p> <p>Internet links – BBC Bitesize – Things that might be dangerous Things that might be dangerous - BBC Bitesize</p> <p>Fireman Sam NEW Episodes - Safety in the Home! 🚒 - YouTube</p>		
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	Road Safety	<p>Learning the Green Cross Code Crossing the road safely – role play</p>	<p>Fireman Sam short clips – safety around irons, plugs and electricity – don’t overload a socket, playing near windows and on window ledges, safety in the kitchen, watching over a hot pan – fire safety, safety with candles – never play with matches</p> <p>Sam says DON'T Play with Matches! Fireman Sam  Safe with Sam: Fire Safety for Little Cadets - YouTube</p> <p>Fireman Sam – don’t play with matches Nottinghamshire Fire Service – Fire Safety Frances the Firefly - YouTube</p> <p>Essex Fire Service – Spot the dangers in the home Home Safety Game (essex-fire.gov.uk)</p> <p>British Red Cross – Spot the dangers in the home Spot the danger (redcross.org.uk)</p> <p>Internet links – The green cross code in action Road Safety Scotland</p> <p>Green cross code songs (hedgehogs) Hedgehog song -THINK road safety advert- - YouTube</p> <p>GIST road safety programme (outreach – free visits to school)</p>		
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			Child Road Safety Programme Gist Limited (gistworld.com)		
	Topic	Learning Intentions Activities	Links to resources	RHE themes	Links to other curriculum areas
Year 1 – Spring (6/7 weeks) Safer Internet Day - February	Do I know you? - Stranger Danger Keeping safe online	<p>What or who is a stranger? What does the word ‘stranger’ mean? Anyone you don’t know, who you’ve never met is a stranger – including online.</p> <p>Introduce the phrase: TAG – Tell a Grown Up</p> <p>What rules do you need to keep safe online? What is personal information? What information do you need to keep private? What should you do if you come across something that scares you?</p> <p>Watch CEOP Jessie and Friends Episode 1: Watching Videos (telling an adult when/if you see something that frightens you) and Episode 2: Sharing Pictures (Permission and consent)</p>	<p>Internet links - Hampshire Constabulary ‘Clever never goes’ campaign resources Clever never goes – Safe4Me</p> <p>Twinkl – ‘Strangers’ – Social Scenario powerpoint</p> <p>Internet links - BBC Bitesize – Staying safe online Keeping safe online - BBC Bitesize</p> <p>CEOP Jessie Friends videos (thinkuknow.co.uk)</p>	Relationships	Music ICT

		<p>Is everything on the internet true?</p> <p>What does the number on a computer game or DVD mean? Why do some games and DVD's have age restrictions?</p> <p>Why is it important to have a break from the TV or internet? What could you do instead? Make a list of favourite activities inside and outside. Try some out at Golden Time!</p> <p>Why do we need to have rules? Talk about the Golden Rules at school. Look closely at the poster. What would happen if we didn't have those rules at school?</p>	<p>Internet Links - Teach your kids to detect fake news and photos (nationalgeographic.com) Powerpoint of 'fake' and true animal photographs.</p>	<p>Living in the wider world</p>	
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<p>Year 1 – Spring (6/7 weeks)</p>	<p>My body belongs to me</p> <p>Seeking permission</p> <p>Is it a secret or is it a surprise?</p>	<p>Your body belongs to you. There are parts of our body's that everyone can see; hands, knees, legs, faces but there are some parts of our body that are covered up all the time because they are private.</p> <p>You need to check before you give someone a hug because not everyone likes a hug. It's ok to say 'no' if you don't want to be hugged. Read 'No hugs'.</p> <p>What is the difference between a secret and a surprise? A surprise is something good or exciting that is going to happen like a party for someone's birthday. A secret is something that someone tells you that you shouldn't share. Should you keep secrets? Why is the story called 'Handa's Surprise'? Is the 'Tiger who came to tea' a surprise or a secret? Does Emily keep the tiger a secret or does she tell Daddy?</p>	<p>Internet link – NSPCC – Pantosaurus resources PANTS resources for schools and teachers NSPCC Learning</p> <p>NSPCC Pants video – https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>Book 'My underpants rule', Power (2014) Kids Rule</p> <p>Book 'No hugs', Prischman (2019) Amicus</p> <p>Book 'Handa's Surprise', Browne (2000) Walker 'The Tiger who came to tea' Kerr</p>	<p>Relationships</p>	<p>Music</p>
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<p>Year 1 – Summer</p> <p>(6/7 weeks)</p>	<p>Staying safe in the sun</p>	<p>What can we do to stay safe in the sun? ‘Slip, slop, slap’ message. Watch ‘George the sun safe superstar’ together. Practice putting on sunscreen independently. What are the five ‘s’ words to keep us safe?</p> <p>Why do people have jobs? Why did they choose to do the job they do? Make a list of parents’ jobs. Jobs help people to earn money to pay things. What would you like to do when you grow up? What things do you think you’d need to be good at? What personal qualities would you need to have? Draw a picture of you when you are grown up. Write down what job you want to do and why.</p> <p>Have you got a pet? How do you take care of it? What do they need? Talk about being a responsible pet owner.</p>	<p>Internet links – https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids</p> <p>George The Sun Safe Superstar - Book Animation - YouTube</p> <p>The Slip Slop Slap song Slip, Slop, Slap, Seek and Slide - SunSmart Sid the Seagull Video - YouTube</p> <p>Internet links – Cbeebies ‘My Pet and me’ BBC iPlayer - My Pet and Me - Series 2: 16. New Pet - Signed</p> <p>Laura and her dog Magsie Laura and her dog Magsie - KS1 PSHE and Citizenship - BBC Bitesize</p>	<p>Health and well-being</p> <p>Living in the wider world</p>	<p>Music</p>
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			<p>Cbeebies 'Topsy and time' New Pet BBC iPlayer - Topsy and Tim - Series 2: 2. New Pet</p> <p>Key stage 1 education resource for teachers (peteducationresources.co.uk)</p>		
<p>Year 1 – Summer (6/7 weeks)</p>	<p>Staying safe in places outside of school we don't know</p> <p>Transitions Move up day – July</p>	<p>What places in Aylesbury do you visit with your family? Make a list. Which ones are busy? Which places are quiet? What are the risks? How do you keep yourself safe?</p> <p>Are you lucky enough to be going on holiday this Summer?</p> <p>Staying safe at the beach Being safe near water</p> <p>Getting ready for Year 2 and preparing for a transition What do you think your new teacher needs to know about you? Write them a letter or make them a card!</p>	<p>Powerpoint with photographs of pictures of local landmarks in Aylesbury to prompt discussion; parks, sports centre, shopping centre, supermarket.</p> <p>Internet links – Staying safe at the beach Tips for staying safe at the beach - CBeebies - BBC BBC Bitesize -Barnaby Bear Lifeguards, lifeboats and safety on Poole beach - KS1 Geography - BBC Bitesize</p> <p>Water safety song Splish! Splash! Water Safety Song - YouTube</p> <p>Books 'Dear Teacher', Husband (2010) Jabberwocky</p>	Health and well-being	<p>Geography Music</p>

		<p>Who takes care of our health? <i>Visits from health care professionals????</i></p> <p>Why and when do we need to take medicines? Discuss antibiotics, inhalers, epi-pens and why some people need to have medicines to keep them well or help them feel better quickly!</p> <p>What happens if you eat too much sugar? How many sugar cubes are you eating? Watch 'Foods we need to eat less often'. Make a sugar swap!</p> <p>What are your favourite fruits and vegetables? Make fruit kebabs or vegetable pizza.</p> <p>Why is exercise important? What is this classes favourite exercise? What clubs do we belong to?</p> <p>Safety around household products and medicines. Watch YouTube clip. Sort products into items that are safe to use and ones that need to be used safely. Watch 'Poisons children find at home'. Spot the hazards! Make a safety at home poster.</p>	<p>Maddie's Do You Know? - CBeebies - BBC (Visiting a hospital)</p> <p>Why do we take medicine? - KS1 Science - BBC Bitesize</p> <p>Sugar facts leaflet (Sugar Swaps) PHE School Zone</p> <p>Foods we need to eat less often - YouTube (Tesco – eat less sugar)</p> <p>Show younger children why eating their fruit and veg is good for them - YouTube (Tesco)</p> <p>What happens inside your body when you exercise? - YouTube (British Heart Foundation)</p> <p>https://www.youtube.com/watch?v=YZO-drzD1_M (Stop – ask first. Safety around household products and medicines)</p> <p>Poisons children find at home - YouTube Things that might be dangerous - BBC Bitesize</p>		
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	<p>Keeping myself healthy - emotionally</p>	<p>Some substances that people put into their bodies changes the way they feel (nicotine and alcohol)</p> <p>Why is sleep important? Keep a sleep diary. What stops you from sleeping?</p> <p>What sort of things make you feel happy? What activities do you enjoy doing? Spending time with friends and family?? Watch the 'What makes kids happy' clip and film your own class happiness montage using 'Happy' by Pharrell Williams</p> <p>Learning about ways to relax – mindfulness activities</p> <p>Emotional well-being – recognising and naming emotions and how we all have similarities and differences. 'Same but different lesson' – also available on t-drive</p> <p>Use 'You Be You' and 'Only One You' as a starting point for artwork. Make a collection of stones to decorate and display!</p>	<p>Twinkl – Harmful substances powerpoint</p> <p>Rodd's Bad Day - Sleep is Important! - 1st level Health and wellbeing - BBC Bitesize</p> <p>What Makes Kids Happy? ("Happy" by Pharrell Williams) - YouTube</p> <p>Feeling good - family and friends - KS1 PSHE and Citizenship - BBC Bitesize</p> <p>5 Minute Classroom Mindfulness Activities Mindfulness for Children (teachstarter.com)</p> <p>Calmer Children: 10 Mindfulness Ideas TeacherToolkit</p> <p>https://www.zonesofregulation.com/learn-more-about-the-zones.html (Zones of regulation)</p> <p>Lesson plan age 5-8 - The same but different copy (mentallyhealthyschools.org.uk)</p>		<p>Art</p>
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		<p>How can I manage my emotions? Everyone needs help to manage their emotions sometimes. Make a list of ‘big’ feelings. What colour are these in the Zones of Regulation?</p> <ul style="list-style-type: none"> • What can you do to change your mood when you feel sad? • What can you do to calm yourself down when you feel angry? <p>Who can help you to manage ‘big’ feelings at home and at school?</p> <p>Coping with change and loss (pre-warn families about this session to ensure you are aware of any families who have experienced loss or bereavement. You can share resources with parents in advance and you may decide together that this is not a session for their child to be involved in. Be aware that children’s first experience of change and loss may be moving house, a friend moving away, changing schools, the break up of parents marriage, the death of a much loved pet)</p>	<p>Books ‘Only one You’ – Krantz (2018) Taylor Trade ‘You be You’ – Krantz (2011) Taylor Trade</p> <p>Emotional wellbeing - KS1 PSHE and Citizenship - BBC Bitesize (managing feelings of anger and sadness)</p> <p>Moving house BBC iPlayer - Topsy and Tim - Series 1: 29. Moving House</p> <p>Books – family separation (for 1:1 reading including lending to families) ‘Two homes’ – Masurel (2012) Walker</p> <p>Separation from a friend Long-distance friendships - KS1 PSHE and Citizenship - BBC Bitesize (Friend has moved to America. Look out for the email on an ancient RM computer!)</p> <p>Bereavement BBC iPlayer - Topsy and Tim - Series 3: 9. Lovely Mossy</p>		
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			<p>CBeebies: Topsy and Tim - Lovely Mossy - Series 3 - YouTube (Grandma's dog is put to sleep)</p> <p>Books - bereavement (for 1:1 reading including lending to families) 'Always and forever' – Giori 'The goodbye book' – Parr 'The memory tree' – Teckentrup 'Goodbye Mog' – Kerr 'A shelter for Sadness' - Booth</p> <p>Internet links - BBC iPlayer - Topsy and Tim - Series 3: 10. All Change! (Grandma gets a new puppy, twins cope with getting ready for new sibling)</p>		
<p>Year 2 – Autumn (6/7 weeks)</p> <p>Anti-bullying week in November!</p> <p>Road Safety week in November</p> <p>Firework safety</p>	<p>Friendships, bullying</p>	<p>How do people make friends? Watch the YouTube clip. Which of these tips do you think work? What are your classes 'top tips' for making friends?</p> <p>What makes a good friendship? Circle Time: X was a good friend to me when. X is a good friend because (<i>Remember that children can choose to 'pass' within the circle. Notice if a child hasn't been mentioned by anyone and give an example of when you've noticed them being a good friend</i>)</p>	<p>Internet links - Children explain how you make Friends - YouTube</p> <p>Books – friendships, making friends 'Will you be my friend' – Potter (2017) Featherstone 'Meesha makes friends' – Percival (2020) Bloomsbury 'Enemy Pie' Munson (2000) Reading Rainbow 'Shy' Freedman (2016) Viking</p> <p>Little Voices: What Makes a Good Friend? - YouTube</p>	<p>Relationships</p>	

		<p>What would you do if a friendship was making you feel unhappy? Talk about it being ok to play with other people. You don't always have to play with the same person. What would you do if they didn't come to school one day? It's good to have a group of friends. Read <i>'Willow finds a way'</i></p> <p>What does it mean to feel lonely? What would you do if you noticed someone at school who looked lonely? Discuss Playground Leader responsibilities</p> <p>Co-operating and solving problems positively Ask the class to describe Barnaby Bear's attitude in the clip. What do they think of it? What does Barnaby Bear learn from Becky in the end? How important is it to know how to work together? Could children think of situations where teamwork has made a task easier, less stressful and more enjoyable? How does it feel to help?</p> <p>Recognising similarities and differences between each other: Circle Time/Parachute game – come into the circle/ sit under the parachute if you...</p> <ul style="list-style-type: none"> • Have brown eyes • Like eating broccoli • Live in a flat • Have a brother <p>Etc...</p>	<p>Books 'Willow finds a way' – Button (2013) Kids Can</p> <p>Internet links - PSHE EYFS / KS1: Feeling Better - Lonely - BBC Teach</p> <p>Working together to solve problems - KS1 PSHE and Citizenship - BBC Bitesize</p>		
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		<p>Who did you have something in common with?</p> <p>What is bullying? Watch 'For the birds'. Talk about the message of the film. Who are the mean ones? Why are they mean? Are any of the small birds worse than others? Bullying isn't something that happens as a 'one off'. It goes on overtime. What sort of behaviour might be bullying? Is this bullying? Bullying can be teasing, name-calling, bullying and deliberately excluding others. Remind the children of TAG: Tell – A - Grown up</p> <p>Anti-bullying – How might it feel to be bullied? Unkind words hurt just as much as being physically hurt.</p> <ul style="list-style-type: none"> • Who would you go to for help at school if someone was being unkind? • What would you do if you thought that someone was being unkind to someone else? • Who would you talk to at home? 	<p>Internet links - For the birds - THE LITERACY SHED</p> <p>Different Bullying Scenarios PowerPoint (teacher made) (twinkl.co.uk)</p> <p>KS1 Bullying Handling the Situation (educationquizzes.com) (adapt this rather than use straight from website)</p>		
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		<p>What are good manners? Make a class display illustrating good manners. Look out for people demonstrating good manners around school. Remember values leaves!</p>			
<p>Year 2 – Spring</p> <p>(6/7 weeks)</p> <p>Safer Internet Day – February</p> <p>Do I know you?</p> <p>Children’s mental health week</p>	<p>Online Safety</p>	<p>Re-capping on key messages from Year 1 Introduce the phrase: TAG – Tell a Grown Up</p> <p>Use Jessie and Friends Episode 3 to discuss online gaming: keeping personal information private.</p> <p>Use CEOP resources Lesson 2: Video calls Lesson 4: Socialising</p> <p>Recap from Year 1 What or who is a stranger? What does the word ‘stranger’ mean? Anyone you don’t know, who you’ve never met is a stranger – including online.</p> <p>Are people always who they say they are online?</p>	<p>Internet links – Jessie Friends videos (thinkuknow.co.uk)</p> <p>CEOP resources Online safety video lessons (thinkuknow.co.uk)</p> <p>Internet links – 60 Second Security - Stranger Danger - YouTube Greater Manchester Police</p> <p>CEOP https://youtu.be/Vzkt06_QegE Lee and Kim – Stranger Danger online</p> <p>Children’s Mental Health Week Children's Mental Health Week 2021</p>	<p>Health and Well being</p> <p>Relationships</p> <p>Living in the Wider World</p>	<p>Computing</p>

<p>Year 2 Spring (6/7 weeks)</p>	<p>My body belongs to me</p> <p>Seeking permission</p> <p>Being Assertive</p>	<p>Recap from Year 1 Your body belongs to you. There are parts of our body's that everyone can see; hands, knees, legs, faces but there are some parts of our body that are covered up all the time because they are private.</p> <p>Read 'Don't touch my hair'. Remind the children that it's ok to say 'no' if you don't want someone to touch you. All of your body belongs to you.</p> <p>How do you communicate with your body? Start with the question on the smartboard. Ask children to find a bit of space, standing or sitting as works best. Say that we will start with how we communicate – or tell other people something – but just with our body and no words! Emphasise that we can 'say' things with our body without speaking so.... Encourage the children to communicate with others, this will probably be somewhat exaggerated and a bit of fun. As you go pick a few children who are using clear body language/gestures to get their message across and show the others. Make sure to spend some time on sharing examples on the final question, highlight and more subtle responses, when children are sharing you can explore how they feel as they communicate their message.</p>	<p>Internet link – NSPCC – Pantosaurus resources PANTS resources for schools and teachers NSPCC Learning</p> <p>NSPCC Pants video – https://www.youtube.com/watch?v=-IL07JOGU5o</p> <p>Books – 'Don't touch my hair', Miller (2019)</p>	<p>Relationships</p>	<p>Drama</p>
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	<p>Safety out and about</p>	<p>Visits to TJS, meet the teachers, TJS teachers visit children at TIS, joint sports event, joint events e.g. story swaps</p> <p>Recapping from Year 1 – water safety, calling 999</p> <p>What would you do if you got lost when you were out? The three w’s; What to do, Where to go, Who is safer to speak to. Learn and practice phone numbers and role play giving descriptions of what people (carers) look like.</p> <p>What do you need to do to keep yourself safe while on your bike?</p>	<p>Dance - Super Mood Movers - Being happy and safe - BBC Teach</p> <p>Internet links – RNLI water safety education resource: Water Safety Passport activity Does Your Child Know What to Do If They Get Lost? (safekids.co.uk)</p> <p>Lost and found - keeping your child safe - Wiltshire Police</p> <p>Cycling safety - choosing a bike and helmet - KS1 PSHE and Citizenship - BBC Bitesize</p> <p>Music – ‘Summer Holiday’ – Cliff Richard ‘Holiday’ - Madonna</p>		
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Health and Wellbeing

By the end of Year 1 children should know	
<p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	Health and Wellbeing – Healthy Lifestyles
<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	Health and Wellbeing – Mental Health
<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H25. to name the main parts of the body</p> <p>H27. about preparing to move to a new class/year group</p>	Health and Wellbeing – Ourselves, growing and changing

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	
H24. how to manage when finding things difficult H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to Junior school	Health and Wellbeing – Ourselves, growing and changing
H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt	Health and Wellbeing – Keeping Safe
H37. about things that people can put into their body or on their skin; how these can affect how people feel	Health and Wellbeing – Drugs, alcohol and tobacco

Relationships

<p>By the end of Year 1 children should know</p>	
<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>Relationships – Families and close positive relationships</p>
<p>R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>Relationships – Friendships</p>
<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>Relationships – Managing hurtful behaviour and bullying</p>
<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p>	<p>Relationships – Safe Relationships</p>

<p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	
<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>Relationships – Respecting self and others</p>

<p>By the end of Year 2 children should know</p>	
<p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>Relationships – Families and close positive relationships</p>
<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>Relationships – Friendships</p>
<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>Relationships – Managing hurtful behaviour and bullying</p>
<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>Relationships – Safe Relationships</p>

<p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	
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Living in the Wider World

By the end of Year 1 children should know	
L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them	Living in the Wider World – Shared Responsibilities
L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people	Living in the Wider World - Communities
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true	Living in the Wider World – Media literacy and digital resilience
L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	Living in the Wider World – Aspirations, work and career

By the end of Year 2 children should know	
L3. about things they can do to help look after their environment	Living in the Wider World – Shared Responsibilities
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true	Living in the Wider World – Media literacy and digital resilience
L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money	Living in the Wider World – Economic wellbeing: money

<p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	
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<p>L13. that money needs to be looked after; different ways of doing this</p>	
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