

Cycle A		
	EYFS	Yr1/2
Autumn 1	<p><u>Beginning and Belonging (BB F)</u></p> <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? SR • How do we welcome new people to our class? • What can I do to help everyone in our classroom feel safer and happier? • How can I play and work well with others? SR • How can I show I am listening to an adult? SR <p><i>This unit includes; belonging in the class, likes and dislikes, similarities and differences and setting goals. It also includes; listening skills, rights rules and responsibilities, communication & cooperation, ground Rules, right and wrong and fair and unfair.</i></p>	<p><u>Rights, Rules & Responsibilities (RR 1/2)</u></p> <ul style="list-style-type: none"> • How do rules and conventions help me to feel happy & safe? (RR) • How do I take part in making rules? • Who looks after me and what are their responsibilities? • What jobs and responsibilities do I have in school and at home? • Can I listen to other people, share my views and take turns? RR • Can I take part in discussions and decisions in class? <p><i>This unit includes; class and school rules and charters, rules and laws in society, understanding right and wrong, explaining views and decision making. This unit will also cover school and class councils and responsibilities to other people.</i></p>
Autumn 2	<p><u>Family and Friends (FF F)</u></p> <ul style="list-style-type: none"> • Who are my special people and why are they special to me? BR • Who is in my family and how do we care for each other? BR • What is a friend and how can I be a good one? BR • How do I make new friends? BR • How can I respect my own needs and the needs of others? BR • How can I make up with friends when I have fallen out with them? BR • How does what I do affect others? BR • Do I know what to do if someone is unkind to me? SR <p><i>This unit includes; families, kindness, cooperation & turn taking, friendship, bullying and conflict resolution. It also includes; telling an adult & asking for help, being assertive, networks of support and supporting others.</i></p> <p><u>My Emotions (ME F)</u></p> <ul style="list-style-type: none"> • Can I recognise and talk about my feelings? SR • Can I recognise emotions in other people and say how they might be feeling? SR • Do I know what might cause different emotions in myself and other people? SR • How might I and others feel when things change? SR • What are some simple ways to help myself feel better? SR • How can I help other people feel better? SR • What could I do when things are difficult for me? MS 	<p><u>My Emotions (ME 1/2)</u></p> <ul style="list-style-type: none"> • What am I good at and what is special about me? RR • How can I stand up for myself? RR • Can I name some different feelings? MW • Can I describe situations in which I might feel happy, sad, cross etc? MW • How do my feelings and actions affect others? MW • How do I manage some of my emotions and associated behaviours? • What are the different ways people might relax and what helps me to feel relaxed? MW • Who do I share my feelings with? MW <p><i>This unit includes; self-awareness, assertiveness, identifying & naming. emotions, coping with feelings, feelings, thoughts & behaviour. It also includes; likes & dislikes, impulsive behaviour, calming down & relaxing, seeking support.</i></p> <p><u>Anti-bullying</u></p> <ul style="list-style-type: none"> • Why might people fall out with their friends? CF • Can I describe what bullying is? RR • Do I understand some of the reasons people bully others? RR • Why is bullying never acceptable or respectful? RR • How might people feel if they are being bullied? MW • Who can I talk to if I have worries about friendship difficulties or bullying? RR • How can I be assertive? RR • Do I know what to do if I think someone is being bullied? RR • How do people help me to build positive and safe relationships? CF

	<p><i>This unit includes; identifying and managing emotions, feelings, thoughts and behaviour, fair and unfair and loss and change. It also includes; empathy, perseverance & resilience and independence & asking for help.</i></p>	<ul style="list-style-type: none"> • What does my school do to stop bullying? RR <p><i>This unit includes; respecting difference, defining bullying, physical, mental and emotional wellbeing, assertiveness, networks of support and telling & asking for help. It also includes; supporting others, creating an anti-bullying ethos.</i></p>
Spring 1	<p><u>Identities & Diversity (ID F)</u></p> <ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? PCC • Who are the people in my family, and who are the people in other families? • What is especially important to my family and me? • What are some of the similarities and differences in the way people live their lives? PCC • What is life like in other countries? PCC • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people? PCC <p><i>This unit includes; similarities, difference and diversity, respecting and valuing others, the way we live and neighbourhood. It also includes; our beliefs, routines, customs and traditions and culture, race and religion.</i></p>	<p><u>Diversity and Communities (DC 1/2)</u></p> <ul style="list-style-type: none"> • What makes me ‘me’, what makes you ‘you’? RR • Do all boys and all girls like the same things? RR • What is my family like and how are other families different? FP • What different groups do we belong to? RR • What is a stereotype and can I give some examples? RR • Who helps people in my locality and what help do they need? MW • What does ‘my community’ mean and how does it feel to be part of it? • How do people find out about what is happening in my community? • How do we care for animals and plants? • How can I help look after my school? <p><i>This unit includes; my identity, different families, different cultures and beliefs, groups in and out of school, respect, community and stereotypes. This unit also includes; people who help us, school environment, needs of people/animals /pets/plants.</i></p>
Spring 2	<p><u>My Body & Growing Up (BG F)</u></p> <ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? MS • How am I learning to take care of myself and what do I still need help with? MS • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? <p><i>This unit includes; valuing the body, external body parts and my teeth. It also includes; similarities & differences, self-care skills and change and responsibilities.</i></p>	<p><u>Drug Education (DE 1/2)</u></p> <ul style="list-style-type: none"> • Which substances might enter our bodies, how do they get there and what do they do? DAT • What are medicines and why and when do some people use them? DAT • When and why do people have an injection from a doctor or a nurse? HP • Who is in charge of what medicine I take? DAT • What different things can help me feel better if I feel poorly? DAT • How can I keep safe with medicines and substances at home and at school? DAT • What is persuasion and how does it feel to be persuaded? MW <p><i>This unit includes; medicines, health professionals, going to the doctors, feeling ill, feeling better. It also includes; risky household substances, safety rules and being persuaded.</i></p>
Summer 1	<p><u>Keeping Safe (KS F)</u></p> <ul style="list-style-type: none"> • What are some situations where I need to think about how to keep myself safer? • Do I understand simple safety rules for when I am at home, at school and when I am out and about? • What are the clues my body gives me if I am feeling unsafe? MS 	<p><u>Personal Safety (PS 1/2)</u></p> <ul style="list-style-type: none"> • Can I identify different feelings and tell others how I feel? MW • Which school/classroom rules are about helping people to feel safe? BS • Can I name my own Early Warning Signs? BS • How do I know which adults and friends I can trust? CF • Who could I talk with if I have a worry or need to ask for help? BS

	<ul style="list-style-type: none"> • Can I say 'No!' if I feel unsafe or unsure about something? MS • Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR • Who are the people who help to keep me safe? PP • What goes on to and into my body and who puts it there? MS • Why do people use medicines? MS • What are the safety rules relating to medicines and who helps me with these? MS <p><i>This unit includes; assessing risk, personal safety skills, networks of Support, safe and unsafe secrets, and safe and unsafe touches. It also includes; safer play & help when lost, road Safety, safe use of medicines and medicines, pills, injections.</i></p>	<ul style="list-style-type: none"> • What could I do if a friend or someone in my family isn't kind to me? BS • Can I identify private body parts and say 'no' to unwanted touch? BS • What could I do if I feel worried about a secret? BS • What could I do if something worries or upsets me when I am online? BS <p><i>This unit includes; identifying and communicating feelings, school/classroom rules, early warning signs, identifying trusted adults and networks of support. This unit also includes; recognising unkind behaviour, bodily autonomy, safe, unsafe & unwanted touch, safe and unsafe secrets and online safety.</i></p>
<p>Summer 2</p>	<p><u>Healthy Lifestyles (HL F)</u></p> <ul style="list-style-type: none"> • What things can I do when I feel good and healthy? • What can't I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? MS • Why are food and drink good for us? MS • How can I make healthier choices about food? MS • What is exercise is and why is it good for us? • Why are rest and sleep good for us? <p><i>This unit includes; healthy choices, my teeth, food and drink, exercise, rest and sleep and leisure time.</i></p>	<p><u>Managing Change (MC 1/2)</u></p> <ul style="list-style-type: none"> • How are my achievements, skills and responsibilities changing and what else might change? • How might people feel during times of loss and change? MW • How do friendships change? CF • What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW • How might people feel when they lose a special possession? • When can I make choices about changes? <p><i>This unit includes; changing friendship patterns, changing skills & Responsibilities, changing habits and transitions within school. It also includes; losing things and emotions involved with change.</i></p>

Cycle B		
	EYFS	Yr1/2
Autumn 1	<p><u>Beginning and Belonging (BB F)</u></p> <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? SR • How do we welcome new people to our class? • What can I do to help everyone in our classroom feel safer and happier? • How can I play and work well with others? SR • How can I show I am listening to an adult? SR <p><i>This unit includes; belonging in the class, likes and dislikes, similarities and differences and setting goals. It also includes; listening skills, rights rules and responsibilities, communication & cooperation, ground Rules, right and wrong and fair and unfair.</i></p>	<p><u>Belonging and beginning</u></p> <ul style="list-style-type: none"> • Do I understand simple ways to help my school feel like a safe, happy place? RR • How can I get to know the people in my class? CF • How do I feel when I am doing something new? MW • How can I help someone feel welcome in class? MW • What helps me manage in new situations? MW • Who can help me at home and at school? BS <p><i>This unit includes; feeling safe and happy, belonging in the class / school / community and ground rules / class charters. It also includes; doing new things, resilience and asking for help.</i></p>
Autumn 2	<p><u>Family and Friends (FF F)</u></p> <ul style="list-style-type: none"> • Who are my special people and why are they special to me? BR • Who is in my family and how do we care for each other? BR • What is a friend and how can I be a good one? BR • How do I make new friends? BR • How can I respect my own needs and the needs of others? BR • How can I make up with friends when I have fallen out with them? BR • How does what I do affect others? BR • Do I know what to do if someone is unkind to me? SR <p><i>This unit includes; families, kindness, cooperation & turn taking, friendship, bullying and conflict resolution. It also includes; telling an adult & asking for help, being assertive, networks of support and supporting others.</i></p> <p><u>My Emotions (ME F)</u></p> <ul style="list-style-type: none"> • Can I recognise and talk about my feelings? SR • Can I recognise emotions in other people and say how they might be feeling? SR • Do I know what might cause different emotions in myself and other people? SR • How might I and others feel when things change? SR • What are some simple ways to help myself feel better? SR • How can I help other people feel better? SR • What could I do when things are difficult for me? MS 	<p><u>Family and Friends (FF 1/2)</u></p> <ul style="list-style-type: none"> • Can I describe what a good friend is and does and how it feels to be friends? CF • Why is telling the truth important? CF • What skills do I need to choose, make and develop friendships? CF • How might friendships go wrong, and how does it feel? CF • How can I try to mend friendships if they have become difficult? CF • What is my personal space and how do I talk to people about it? BS • Who is in my family and how do we care for each other? FP • Who are my special people, why are they special and how do they support me? CF <p><i>This unit includes; friendship, truthfulness, my family and special people. It also includes; problem solving in relationships, different points of View, personal space and networks of support.</i></p> <p><u>Anti-bullying</u></p> <ul style="list-style-type: none"> • Why might people fall out with their friends? CF • Can I describe what bullying is? RR • Do I understand some of the reasons people bully others? RR • Why is bullying never acceptable or respectful? RR • How might people feel if they are being bullied? MW • Who can I talk to if I have worries about friendship difficulties or bullying? RR • How can I be assertive? RR • Do I know what to do if I think someone is being bullied? RR • How do people help me to build positive and safe relationships? CF • What does my school do to stop bullying? RR

	<p><i>This unit includes; identifying and managing emotions, feelings, thoughts and behaviour, fair and unfair and loss and change. It also includes; empathy, perseverance & resilience and independence & asking for help.</i></p>	<p>This unit includes; respecting difference, defining bullying, physical, mental and emotional wellbeing, assertiveness, networks of support and telling & asking for help. It also includes; supporting others, creating an anti-bullying ethos.</p>
<p>Spring 1</p>	<p><u>Me & My World (MW F)</u></p> <ul style="list-style-type: none"> • Who are the people who help to look after me and my school? PP • How can I help to look after my school? • How can I help to care for my things at home? • Where do I live and what are the different places and features in my neighbourhood? PCC • Who are the people who live and work in my neighbourhood, including people who help me? PP • How can we look after the local neighbourhood and keep it special for everybody? • What do animals and plants need to live and how can I help to take care of them? • What is money and why do we need it? <p><i>This unit includes; people and places, family, school, neighbourhood, jobs and roles and responsibilities. It also includes; helping and working together, caring for living things, local environments and money.</i></p>	<p><u>Working Together (WT 1/2)</u></p> <ul style="list-style-type: none"> • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? RR • How can I work well in a group? RR • Why is it important to take turns? RR • How can I negotiate to sort out disagreements? CF • How are my skills useful in a group? • What is a useful evaluation? RR <p><i>This unit includes; recognising strengths, developing skills, steps towards goals and effective communication. It also includes; compromise & co-operation, discussion & negotiation, applying group work & communication skills and evaluating.</i></p> <p><u>Financial Capability (FC 1/2)</u></p> <ul style="list-style-type: none"> • Where does money come from and where does it go when we ‘use’ it? • How might I get money and what can I do with it? • How do we pay for things? • What does it mean to have more or less money than you need? • How do I feel about money? • How do my choices affect me, my family, others? • What is a charity? <p><i>This unit includes; money in different / familiar contexts, cash values, money as a finite resource, uses of money and saving and spending. It also includes; effects of loss, how banks etc work, motions in relation to money and charity.</i></p>
<p>Spring 2</p>	<p><u>My Body & Growing Up (BG F)</u></p> <ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? MS • How am I learning to take care of myself and what do I still need help with? MS • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? 	<p><u>Relationships and Sex Education (RS 1)</u></p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? BS • What can my amazing body do? • When am I in charge of my actions and my body? BS • How can I keep my body clean? HP • How can I avoid spreading common illnesses and diseases? HP <p><i>This unit includes; external parts of the body, my amazing body, germs and hand washing.</i></p> <p><u>Relationships and Sex Education (RS 2)</u></p>

	<p><i>This unit includes; valuing the body, external body parts and my teeth. It also includes; similarities & differences, self-care skills and change and responsibilities.</i></p>	<ul style="list-style-type: none"> • How do babies change and grow? (Statutory NC Science Y2) • How have I changed since I was a baby? (Statutory NC Science Y2) • What's growing in that bump? (NC Science) • What do babies and children need from their families? FP • Which stable, caring relationships are at the heart of families I know? • What are my responsibilities now I'm growing up? CAB <p><i>This unit includes; babies to children to adults, growing up, caring families, family variety, marriage and changing responsibilities.</i></p>
<p>Summer 1</p>	<p><u>Keeping Safe (KS F)</u></p> <ul style="list-style-type: none"> • What are some situations where I need to think about how to keep myself safer? • Do I understand simple safety rules for when I am at home, at school and when I am out and about? • What are the clues my body gives me if I am feeling unsafe? MS • Can I say 'No!' if I feel unsafe or unsure about something? MS • Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR • Who are the people who help to keep me safe? PP • What goes on to and into my body and who puts it there? MS • Why do people use medicines? MS • What are the safety rules relating to medicines and who helps me with these? MS <p><i>This unit includes; assessing risk, personal safety skills, networks of Support, safe and unsafe secrets, and safe and unsafe touches. It also includes; safer play & help when lost, road Safety, safe use of medicines and medicines, pills, injections.</i></p>	<p><u>Managing Safety and Risk (MSR 1/2)</u></p> <ul style="list-style-type: none"> • What are risky situations and how might I feel? MW • What is my name, address and phone number and when might I need to give them? BFA • What is an emergency and who can help? BFA • What makes a place or activity safe for me? MW • What are the benefits and risks for me when walking near the road, and how can I stay safer? MW • What are the benefits and risks for me in the sun and how can I stay safer? HP • What do I enjoy when I'm near water and how can I stay safer? MW • What are the risks for me if I am lost and how can I get help? BS • How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA <p><i>This unit includes; risky situations, emotions associated with Risk, basic personal information and asking for & giving help in an emergency. It also includes; safety eyes & ears, road safety, travel to & from school, rules for keeping safer, sun safety, water safety and keeping safe from accidents.</i></p>
<p>Summer 2</p>	<p><u>Healthy Lifestyles (HL F)</u></p> <ul style="list-style-type: none"> • What things can I do when I feel good and healthy? • What can't I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? MS • Why are food and drink good for us? MS • How can I make healthier choices about food? MS • What is exercise is and why is it good for us? • Why are rest and sleep good for us? <p><i>This unit includes; healthy choices, my teeth, food and drink, exercise, rest and sleep and leisure time.</i></p>	<p><u>Healthy Lifestyles (HL 1/2)</u></p> <ul style="list-style-type: none"> • How can I stay as healthy as possible? HP • What does it feel like to be healthy? MW • What does healthy eating mean and why is it important? HE • Why is it important to be active & what are the opportunities for physical activity? PHF • What foods do I like and dislike and why? • What can help us eat healthily? HE • Why do we need food? • What healthy choices can I make? <p><i>This unit includes; staying healthy, rest and sleep, dental health, Eatwell Guide and physical activity. It also includes; healthy eating, food preparation and making real choices.</i></p>