

Cavendish Close Infant and Nursery School

Our STAR Curriculum for Relationships and Health Education

Early Years Foundation Stage: Prime Area of Learning: Personal, Social and Emotional Development



Nursery Personal, Social and Emotional Development

Department for Education Educational Programme Development Matters (Non-statutory) Nursery Year		Our School Personal, Social and Emotional Development Curriculum	
		What?	When?
Self-regulation	<p>→ I will talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>→ I will understand gradually how others might be feeling.</p>	<p>Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves.</p> <ul style="list-style-type: none"> - Introduce Mood Monsters using character toys - Mood Monster fans shared with nursery children and their parents during transition visits - Adults model vocabulary associated with emotions and feelings by mood monster faces and speech bubbles; Nursery vocabulary; happy, calm, ready to learn, sad, tired, lonely, scared, excited, silly, angry, unkind, unsafe - Emotion Coaching used to respond to children’s behaviour-linked with Mood Monsters <p>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?”</p>	<p>Autumn 1 ‘This is Me!’</p> <p>Transition visits with parents</p> <p>Daily-ongoing</p>
Managing self	<p>→ I will select and use resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.</p>	<p>Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children’s fascination with space. Support</p>	

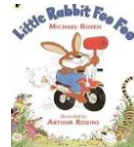
- I will increasingly follow rules, understanding why they are important.
- I will remember rules without needing an adult to remind me.

children to carry out decisions, respecting the wishes of the rest of the group. Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide items that reflect different ethnicities, such as combs and brushes etc. to stimulate pretend play around their interests. Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.

- Continuous provision is labelled using Communication in Print to promote independence choice and executive function.

Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.

- Behaviour Values displayed in nursery and referred to as part of daily routines
- Core Book-'Little Rabbit Foo Foo' used to promote discussion about following rules and being kind.

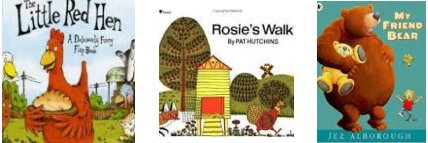


- Learning nursery routines using visual timetable and First and Then strategy
- Adults model language of sharing and turn taking. Social stories are shared to support asking a friend to play and appropriate ways to play with other children
- Time For Us sessions promote turn taking and listening and speaking skills

Daily ongoing practice


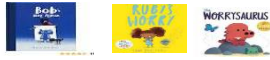

Daily ongoing practice


Daily ongoing practice

	<p>→ I will become more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>→ I will show more confidence in social situations.</p> <p>→ I will play with one or more other children, extending and elaborating play ideas.</p> <p>→ I will find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<ul style="list-style-type: none"> - Information shared by parents in 'All About Me' booklets <p>Invite trusted people into the setting to talk about and show the work they do. Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.</p> <ul style="list-style-type: none"> - Social Story and speaking skills modelled. Eye contact, 'Will you play with me?' - R Time principles of using manners and people's names when talking and interacting. - Who's Behind The Door? Children take it in turns to share information about themselves, their lives, likes, dislikes, strengths, dreams and ambitions. - Discussion through stories 'The Little Red Hen', 'My Friend Bear', Rosie's Walk  <p>Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation. Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.</p>	<p>Transition visits with parents</p> <p>Daily routine</p>
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<p>Observation checkpoint: <i>Around the age of 4:</i></p> <p>→ I play alongside others.</p> <p>→ I take part in pretend play.</p> <p>→ I can negotiate solutions to conflict in my play.</p>	<p>OPAL Milestones: <i>Around 48 months</i></p> <p>→ I can play with others, sharing what they are using with help</p> <p>→ I can imaginatively with other children</p> <p>→ I am confident to have a go and try new things</p>
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<h2 style="text-align: center;">Reception Personal, Social and Emotional Development</h2>		
<p style="text-align: center;">Department for Education Educational Programme Development Matters (Non-statutory) Reception Year Early Learning Goals (Statutory) End of Reception</p>	Our School Personal, Social and Emotional Development Curriculum	
	What?	When?



<p>Self-regulation</p>	<ul style="list-style-type: none"> → I will express my feelings and consider the feelings of others. → I will identify and moderate my own feelings socially and emotionally. → I will show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. → I will set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. → I will give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p> <p>Undertake specific activities that encourage talk about feelings and their opinions.</p> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p> <p>Learning Values, Behaviour Values and Star Expectations</p> <p>Emotion Coaching</p> <p>Mood Monsters/ The Zones of Regulation, Self-regulation calm area in classroom. Children to use mood monster faces, speech bubbles and vocabulary mat in class. Reception vocabulary; Cheerful, lonely, relaxed, curious, annoyed, fear</p> <p>Keeping ourselves and others safe/ Time for us</p> <p>High quality texts including little parachute books; Lets make faces- Hanoch Piven and The colour monster- Anna Lienas</p>  <p>The great big book of feelings, The Worrysaurus, Ruby's Worry, Bob's blue period.</p>  <p>Dishonesty/ Jack and the beanstalk</p> 	<p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Time for Us</p> <p>Autumn 1 What makes me me? (character development books)</p> <p>Ongoing character development books. (feelings)</p> <p>Spring 1 What's the story?</p> <p>Spring 2 Who lives in a place like this?</p>
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		<p>Overcoming obstacles and fears (After the fall by Dan Santant)</p> <p>Change, new experiences </p> <p>Empathy/ caring for different things</p> <p>Daily teaching of breathing techniques, calming strategies, self-regulation tools (emotion coaching and social and emotional wellbeing staff handbooks for resources)</p> <p>123. it's good to be me song. EYFS all about me/ourselves songs and rhymes Football goal display (my goal is to get better at...) All about me dice game. Mindfull challenge cards.</p>	<p>Summer 2 What can you see from the top of the lighthouse? Summer 1 What's outside our classroom window?</p> <p>Daily</p> <p>ongoing</p>
<p>Managing self</p>	<ul style="list-style-type: none"> → I will see myself as a valuable individual. → I will show resilience and perseverance in the face of challenge. → I will manage my own needs. → I will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. → I will explain the reasons for rules, know right from wrong and try to behave accordingly. → I will manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <p>Take opportunities in class to highlight a child's interests, showing you know them and about them. Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them.</p> <p>Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p>	

		<p>NSPCC Speak out Stay Safe Curriculum (understanding abuse/ under 12's helpline) Children to understand the importance of speaking out. Children to make a hand of 5 people that they trust to ask for help if needed. Follow the guidance 'how to promote healthy relationships in the early years'. Strength Cards for Kids Ebug Programme/ EYFS – Spread of Infection and Micro-Organisms</p> <p>PANTS/ NSPCC (pants are private) Follow the 'Talk Pants for early years guidance' from the NSPCC. </p> <p>Time For Us (keeping healthy, personal hygiene, dental health) Ark music; 'Taking care of myself' songbook, What good strong teeth, Healthy Heart, Too many toffees, Blow your nose. This is the way we wash our hands.</p> <p>Learning Values, Behaviour Values and Star Expectations</p> <p>Emotion Coaching, breathing techniques, calming strategies, self-regulation toolbox</p> <p>Mood Monsters/ The Zones of Regulation</p> <p>Healthy Living Week (eat well, sleep well, drink well, exercise well, dental health, hand washing, sugar content, eat well plate)</p> <p>Telling someone something good about yourself/ Time for us</p> <p>Making Goals</p> <p>Mirror activity 'Things I like about me'</p> <p>My family and families that are different to mine</p> <p>When I grow up... aspirations</p> <p>How to ask for help/ trusting others (like Sparks the cat)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Weekly Spring 2</p> <p>Ongoing/ Time for Us</p> <p>Time for Us</p> <p>Daily</p> <p>Daily</p> <p>Spring 2/Science Week</p> <p>Autumn 1 What makes me me?</p> <p>Autumn 1 What makes me me?</p> <p>Autumn 2 What can you see from the top of a lighthouse?</p> <p>Autumn 2 What can you see from the top of a lighthouse?</p> <p>Autumn 1, What makes me me?</p>
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		<p>Self-respect (building self-confidence and self-awareness)</p> <p>I am independent –school readiness.</p> <p>Weekly choice board for challenges in continuous provision.</p> <p>Healthy lunch and lunch box activities.</p> <p>Sorting healthy and non-healthy foods.</p> <p>NHS visit with Mr Snappy the crocodile- oral health.</p> <p>NHS visit for handwashing ultra violet experiment.</p> <p>Specific character development books; Super duper you, The dot, After the fall, (Spring 2, who lives in a place like this?) Oliver’s vegetables, Dinosaur diner, Now wash your hands, Keeping Clean.</p>  <p>Sun safe superstars- children to know what they need to do to keep safe, slip, slop, slap. </p> <p>Community safety campaign- ‘Park safely away from school and not on the zig-zags’ poster competition. Winning posters to be displayed in our local community.</p>	<p>Daily</p> <p>Autumn 1 what makes me me?</p> <p>Time 4 us.</p> <p>Ongoing. (Health and positive qualities)</p>
<p>Building relationships</p>	<p>→ I will build constructive and respectful relationships.</p> <p>→ I will think about the perspectives of others.</p> <p>→ I will work and play cooperatively and take turns with others.</p>	<p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children’s play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p>	



	<p>→ I will form positive attachments to adults and friendships with peers.</p> <p>→ I will show sensitivity to my own and to others' needs.</p>	<p>Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary.</p> <p>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>Rtime session</p> <p>Real PE, The Social Cog/ taking turns/ sharing/ respecting others Learning Values, Behaviour Values and Star Expectations</p> <p>Emotion Coaching</p> <p>Mood Monsters/ The Zones of Regulation</p> <p>Role Play/ different scenarios/ puppet modelling</p> <p>Meeting new friends</p> <p>Understanding the importance of a stable and consistent relationship and differences between families</p> <p>Resolving conflicts (Time for us)</p> <p>Being a good citizen, what's the right thing to do?</p> <p>Caring for others</p> <p>Being a kind friend</p> <p>Anti-Bullying week</p> <p>Online safety/ Time for us</p>	<p>Weekly (see medium term planning)</p> <p>Daily outdoor PE sessions</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Autumn 1 What makes me me?</p> <p>Autumn 1 What makes me me?</p> <p>Every 3 weeks</p> <p>Autumn 1 What makes me me?</p> <p>Autumn 1 What makes me me?</p> <p>Autumn 2 What helps us to see?</p> <p>Autumn 2 What helps us to see?</p> <p>Time for Us</p>
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	<p>High quality texts for; behaviour, feelings, issues, health, experiences, skills, positive qualities)</p> <p>What makes a good friend activity.</p> <p>Good friend discussion cards/scenarios.</p> <p>Friends friends friends song.</p> <p>Make a new friend song (Twinkl)</p> <p>Bucket of kindness.</p> <p>We are all different-pair talk.</p> <p>Supertato and Superworm books-helping others</p>  <p>Specific Character development texts; The only way is Badger, Some dogs do, Kind (behaviour and feelings)</p> 	<p>Autumn 1 what makes me me?</p> <p>Ongoing.</p> <p>Autumn 1, What makes me me? Core book. Ongoing.</p>
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Year 1 Relationships Education

Department for Education Statutory Guidance		Our School Relationships and Health Education Curriculum	
		What?	When?
<p>Families and people who care for me</p>	<ul style="list-style-type: none"> → I know that my family should make me feel happy and safe. → I know that my family should help me. → I know that every family is different. → I know who to ask for help if I am unhappy. 	<p>First 2 weeks at school to familiarise themselves with immediate family and grandparents - Mum, Dad, Siblings, grand-parents (blended family)</p> <p>Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands)</p> <p>Discuss 3 things that make me feel happy and safe (e.g. talking to family, being safe at home, things that make you happy).</p> <p>Through carefully selected books – e.g. All Kinds of Families (Sophy Henn). Talking about the relationships between the animals in the book.</p>	<p>Autumn 1 What Makes my World Wonderful?</p>

			
<p>Caring friendships</p>	<ul style="list-style-type: none"> → I know that friends should make me feel happy. → I know how to be a good friend. → I know that I should never make others feel unhappy. → I know who to ask for help if friends make me feel unhappy. 	<p>Anti-bullying week to explore; ‘What makes a good friend? What is bullying? How to make others feel happy,’ Posters linked to emotions</p> <p>Re-visit - Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands) Speak Out/Stay Safe Use the Mood Monsters to identify different feelings e.g. “I am blue, I am feeling sad because.”Year 1 vocabulary; proud, shocked, carefree, energetic, embarrassed, confused. Classroom environment – creating a safe, nurturing, calm space to be in. Make reference to ‘kind feet, hands, words.’ R-Time – 1.25</p>	<p>Autumn 2 What Makes my World Wonderful? Anti-bullying week. Daily</p>
<p>Respectful relationships</p>	<ul style="list-style-type: none"> → I know that everyone is different. → I know what good manners are. → I know how to respect others. → I know what bullying is and isn’t. → I know that bullying is wrong. 	<p>Exploring some of the 9 Protective Characteristics – age, disability, sex, race ‘Cultural days, celebrate diversity’ – Cross curricular RE – Sikhism Celebrate key figures related to Topics R-Time - Good manners addressed through weekly R-Time sessions and embedded every day. Explore – What is the meaning of RESPECT? Real PE – Unit 2 – Social Level 1 – I can work sensibly with others, taking turns and sharing Level 2 – I can help, praise and encourage others in their learning</p> <p>Anti-bullying week to explore; ‘What makes a good friend? What is bullying? How to make others feel happy,’ Re-visit - Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands)</p>	<p>Autumn 2 What Makes my World Wonderful? Weekly</p>

		Speak Out/Stay Safe R-Time – 1.14	
Online relationships	<ul style="list-style-type: none"> → I know about the dangers online. → I know who to ask for help if I feel unsafe online. → I know not to share information online. 	<p>E-Safety Day to explore; How to stay safe online (personal details, who to speak to if I feel unsafe) Through carefully selected books - Webster's Friend, Troll Stinks</p> <p>Safer Internet Day activities Visit from Digital PCSO</p> 	<p>Spring 1 How Does Your Garden Grow? E-safety Day</p>
Being safe	<ul style="list-style-type: none"> → I know who to talk to if I feel unsafe. → I know who to talk to if others are unsafe. → I know that everyone's body belongs to them. → I know about the NSPCC 'pants' rule. 	<p>Time for Us – rich discussion with adults in the classroom. Link to E-safety and general safety (re-visit)</p> <p>Body Parts – through 'Dem Bones' and Cross curricular with Science NSPCC 'Pants song' – Pantasaurus. Follow KS1 lesson plan on NSPCC website. Watch the PANTS presentation as a class.</p>  <p>Speak Out/Stay Safe- Online assembly for KS1 alongside teaching pack guidance- how to recognise abuse.</p> <p>Community Safety Campaign- 'Park safely away from pavements and corners' poster competition with the Junior school. Winners to be displayed in our local community.</p>	<p>Autumn 1 What Makes My World Wonderful? Spring 1 How Does Your Garden Grow? Autumn 1 What Makes My World Wonderful?</p>



Year 2 New Learning



Year 2 Relationships Education

Department for Education Statutory Guidance

Our School Relationships and Health Education Curriculum



		What?	When?
Families and people who care for me	<ul style="list-style-type: none"> → I know that my family should make me feel happy and safe. → I know that my family should help me. → I know why it is important to spend time with my family. → I know that every family is different. → I know that two adults can choose to get married. → I know who to ask for help if I am unhappy. 	<p>First 2 weeks at school to familiarise themselves with immediate family, grandparents, aunts, uncles and cousins.</p> <p>Discuss and explain why - 3 things that make me feel happy and safe (e.g. talking to family, being safe at home, things that make you happy).</p> <p>Through carefully selected books – e.g. All Kinds of Families (Sophy Henn). Talking about the relationships between the animals in the book and extending this to how this relates to families and humans (e.g. single parent families, same sex parents, blended families, extended families)</p> <p>Discuss and explain why some people decide to get married/civil partnership - (man & wife, same sex couples). Discuss – some people decide to get married and they feel it is important to them and their families.</p> <p>Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands)</p>	<p>Autumn 1 and 2 Heroes topic – ‘What makes a hero?’: people who help us First week of school getting to know each other transition. Derby Book Festival -May</p> <p>Spring 1 Where did all the Birds go?</p> <p>Summer 1 Would you feel lonely living in a forest?</p>
Caring friendships	<ul style="list-style-type: none"> → I know that friends should make me feel happy. → I know how to be a good friend. → I know that I should never make others feel unhappy. → I know who to ask for help if friends make me feel unhappy. 	<p>Anti-bullying week to explore and explain; ‘What makes a good friend and why? What is bullying? How to make others feel happy and why this is important,’</p> <p>Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands)</p> <p>Speak Out/Stay Safe</p> <p>Use the Mood Monsters to identify and explain different feelings e.g. “I am blue, I am feeling sad because....I can do ... to make me happy” Year 2 vocabulary; amused, disappointed, content, bold, jealous, guilty</p> <p>Classroom environment – creating a safe, nurturing, calm space to be in. Children will explain why they have used the area and how they might respond differently next time. Make reference to ‘kind feet, hands, words.’ R-Time – 2.02, 2.04</p>	<p>Time for us. Integrated into every day.</p> <p>Autumn 1 and 2 ‘What makes a hero?’</p> <p>Summer 1 Would you feel lonely living in a forest?</p>


Respectful relationships	→ I know that everyone is different.	<p>‘Cultural days, celebrate diversity’ – RE – Hinduism, Mary Seacole.</p> <p>Provide resources and books that show characters from a range of backgrounds/ ethnicities/ faiths </p> <p>Celebrate key positive figures related to topics from a broad range of backgrounds</p> <p>Celebrate key figures related to Topics (to be finalised in LTP)</p> <p>Exploring the 9 Protective Characteristics – age, disability, sex, race, gender reassignment, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity.</p>	<p>Time for us.</p> <p>Throughout calendar</p> <p>Online safety day</p> <p>Spring 2</p> <p>How does it grow?</p> <p>Cultural celebrations</p> <p>Diwali</p> <p>Instruments from India (Richard Arter workshop)</p>
	→ I know what good manners are.	<p>R-Time - Good manners addressed through weekly R-Time sessions and embedded every day.</p> <p>R-Time – 2.01</p> <p>Real PE –</p> <p>Unit 2 – Social</p> <p>Level 1 – I can work sensibly with others, taking turns and sharing</p> <p>Level 2 – I can help, praise and encourage others in their learning</p> <p>Level 3 I am happy to show and tell others about my ideas.</p> <p>I show patience and support others listening carefully to them about their work.</p>	<p>Anti- bullying week.</p>
	<p>→ I know how to respect myself.</p> <p>→ I know how to respect others.</p>	<p>Discuss ‘What does RESPECT mean? Why is it important?’ (e.g. people need respect when going to the toilet, changing for P.E, not touching others, personal space).</p> <p>Real PE –</p> <p>Unit 3 - Cognitive</p> <p>Level 1 – I can name some things I am good at</p> <p>NSPCC ‘Pants Rule’ </p> <p>Discuss and explain the ‘everyone has a voice and an opinion and why this is important’.</p> <p>Self-worth, self-esteem, high aspirations and why these important (e.g make the right choices, work hard, have nice things)</p>	

	<ul style="list-style-type: none"> → I know what bullying is and isn't. → I know that bullying is wrong. 	<p>Anti-bullying week to explore and explain; 'What makes a good friend and why? What is bullying? How to make others feel happy and why this is important,' Helping hands – for the children to identify people who will help them, make them feel happy and safe (R-Time – 1.13 – adapt activity to fit Helping Hands)</p> <p>Posters with explicit vocabulary linked to bullying made by the children</p> <p>Speak Out/Stay Safe Use the Mood Monsters to identify and explain different feelings e.g. "I am feeling sad because....." Speak Out/Stay Safe</p>	
<p>Online relationships</p>	<ul style="list-style-type: none"> → I know about the dangers online. → I know who to ask for help if I feel unsafe online. → I know not to share information online. 	<p>E-Safety Day to explore; How to stay safe online (personal details, who to speak to if I feel unsafe, stranger danger on-line, cyber-bullying) Through carefully selected books – Chicken Clicking  Clicking Safer Internet Day activities Visit from Digital PCSO</p>	<p>Online safety day Spring 1</p>
<p>Being safe</p>	<ul style="list-style-type: none"> → I know who to talk to if I feel unsafe. → I know who to talk to if others are unsafe. → I know how to respect the privacy of others. → I know that everyone's body belongs to them. → I know about the NSPCC 'pants' rule. 	<p>Time for Us – rich discussion with adults in the classroom. Link to E-safety and general safety (re-visit) Linked to 'people who help us' – police, paramedics, teachers</p> <p>Discuss 'What does RESPECT mean? Why is it important?' (e.g. people need respect when going to the toilet, changing for P.E, not touching others, personal space). NSPCC 'Pants song' – Pantasaurus. Read the book 'Pantosaurus and the power of pants' as a class. Allow time for discussion. </p> <p>Speak Out/Stay Safe- follow the KS1 online assembly from the NSPCC website and teaching pack. Talk about how to contact child line. Children to have child line posters up in corridor.</p>	<p>Time for us Autumn 1 What Makes a Hero</p>

		Community Safety Campaign- 'Please do not smoke near to our school gates, keep our air clean and healthy' poster competition with the Junior school. Winners to be displayed in our local community.	
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Year 1 Physical Health and Mental Wellbeing Education

Department for Education Statutory Guidance		Our School Relationships and Health Education Curriculum	
		What?	When?
Mental wellbeing	<ul style="list-style-type: none"> → I know how to recognise and talk about my emotions. → I know exercise and being outside helps me to be happy. → I know who to talk to if I feel unhappy. 	<p>Mood Monsters – explore the colours, their meaning, why do you feel like that? Green – happy, calm, ready to learn Blue – sad, tired, lonely Yellow – scared, excited, silly Red – angry, unkind, unsafe Develop a whole class toolkit.</p> <p>Emotional Coaching</p> <p>Real PE – Unit 6 - Health & Fitness Level 1 – I am aware why exercise is important for good health Level 2 - I can say how I feel before, during and after exercise. Yoga for Kids – Zen Den Mood Monsters to explain how they are feeling and why.</p> <p>Refer to Helping Hands Emotion Coaching</p>	Daily
Internet safety and harms	<ul style="list-style-type: none"> → I know how useful the internet can be. → I know why I can't spend all my time online. → I know that I can only play games that I am old enough for. 	<p>Make children aware of the positive uses of the internet E-Safety Day to explore; Time for Us - How to stay safe online, who to speak to if I feel unsafe, screen time Through carefully selected books - Webster's Friend, Troll Stinks</p> <p>Visit from Digital PCSO  </p>	Spring 2 How Does Your Garden Grow?


Physical health and fitness	→ I know why exercise is good for me.	Real PE – Unit 6 - Health & Fitness Level 1 – I am aware why exercise is important for good health Level 2 - I can say how I feel before, during and after exercise. Time for Us Go Noodle BBC Super movers Just Dance Yoga for Kids	Daily
Healthy eating	→ I know what I need to eat to be healthy and grow. → I know why we have to drink water.	Growing Food – What people eat now and what did people ate in the past? What is healthy and what is unhealthy? Eat well plate – classifying and sorting, different food groups, balanced diet and plenty of water. Make a Fruit Salad What animals need to survive activities? Sun-safety – I know why we have to drink water R-Time – 1.26 - What children like to eat. 	Spring 1 How Does Your Garden Grow? Summer 1 Would you feel lonely living in a forest?
Drugs, alcohol, and tobacco	→ I know not to touch medicines. → I know medicines can make me better, but some may be dangerous. → I know that medicines should be kept away from children.	Follow the lesson plans for drug and alcohol education for KS1 by the PSHE Association 2020; A series of 3 lessons to enable children to learn about things that go into bodies and onto skin and how this can make people feel. Show children the danger symbols on medicine bottles and that they shouldn't touch them. Children will be able to identify, recognise the meanings of the symbols. Children will be aware of the danger symbols found on some medicines and discuss they may be dangerous and why they should keep away from it. e.g paracetamol, ibuprofen, calpol. Highlight to the children that items they may find around the home may look like sweets but they may not be – e.g washing up liquid tablets. Highlight that ONLY a trusted adult should only give them medicine.	Ongoing Autumn 1 What Makes My World Wonderful?
Health and prevention	→ I know who to talk to if I feel unwell. → I know how to be a 'sun safe super star'.	Sun Safety day activities and discussion.	Daily


	<ul style="list-style-type: none"> → I know that I need to eat well, drink well, move well and sleep well. → I know how and why I brush my brush. → I know how and why I wash my hands. 	<p>Sun Safety – children will know the 6 s's – slip, slop, slap, slide, sip, shade and understand what UV levels are and why they are harmful.</p> <p>Eat well plate – classifying and sorting, different food groups, balanced diet and plenty of water.</p> <p>Real PE – Unit 6 - Health & Fitness Level 1 – I am aware why exercise is important for good health Level 2 - I can say how I feel before, during and after exercise. The importance of good bedroom routines.</p> <p>R-Time – 1.21 – Show the children toothbrush, soap comb COVID-19, cleanliness, spreading germs. Handwashing songs.</p>	<p>Spring 1 How Does Your Garden Grow?</p> <p>Autumn 1 What Makes My World Wonderful?</p>
Basic first aid	→ I know how to tell a grown up if someone has an accident.	Time for Us Fire Practise	Daily Half Termly
Changing adolescent body	<ul style="list-style-type: none"> → I know how we change from babies to adults. → I know about the lifecycles of some animals. → I know how boys and girls are different. 	<p>Looking at baby photos.</p> <p>Science – linking to animals, common animals, habitats – common frog (cross curricular science).</p> <p>Physical attributes of boys and girls are different.</p>	<p>Autumn 1 What Makes My World Wonderful?</p>

Year 2 New Learning

Year 2 Physical Health and Mental Wellbeing Education

Department for Education Statutory Guidance		Our School Relationships and Health Education Curriculum	
		What?	When?
Mental wellbeing	<ul style="list-style-type: none"> → I know how important my mental health is. → I know how to recognise and talk about my emotions. → I know exercise and being outside helps me to be happy. → I know who to talk to if I feel unhappy. 	<p>Mood Monsters – explore the colours, their meaning, why do you feel like that?</p> <p>Green – happy, calm, ready to learn</p> <p>Blue – sad, tired, lonely</p> <p>Yellow – scared, excited, silly</p> <p>Red – angry, unkind, unsafe</p> <p>What can I do to self-regulate? Develop individual toolkits where appropriate.</p> <p>Real PE – Unit 6 - Health & Fitness</p>	<p>Time for us. Continually throughout day.</p> <p>REAL PE</p> <p>Summer 1 Would you feel lonely living in a forest?</p>

		<p>Level 1 – I am aware why exercise is important for good health Level 2 - I can say how I feel before, during and after exercise. Level 3 – I can explain why we need to warm up and cool down I can describe how and why my body changes during and after exercise. Yoga for Kids – Zen Den Mood Monsters to explain how they are feeling and why.</p> <p>Refer to Helping Hands Emotion Coaching</p>	
Internet safety and harms	<p>→ I know how useful the internet can be. → I know why I can't spend all my time online. → I know that I should never be unkind to others online. → I know that I can only play games that I am old enough for.</p>	<p>Children to research the advantages and disadvantages of the use of the internet E-safety day – screen time</p> <p>E-Safety Day to explore; How to stay safe online (personal details, who to speak to if I feel unsafe, stranger danger on-line, cyber-bullying) Through carefully selected books – Chicken Clicking  Safer Internet Day activities Visit from Digital PCSO E-Safety day – age restrictions</p>	<p>Online Safety Day Time for Us</p>
Physical health and fitness	<p>→ I know why exercise is good for me. → I know who to talk to if I am unhappy about my body.</p>	<p>Real PE – Unit 6 - Health & Fitness Level 1 – I am aware why exercise is important for good health Level 2 - I can say how I feel before, during and after exercise. Time for Us Go Noodle BBC Super movers Just Dance Yoga for Kids</p> <p>I know that I can talk to a familiar adult about how I am feeling and explore the reasons why – linked to 'Helping Hands'.</p>	<p>REAL PE Time for us</p>
Healthy eating	<p>→ I know what I need to eat to be healthy and grow. → I know why we have to drink water. → I know what happens if I do not eat healthily.</p>	<p>What is healthy and what is unhealthy? Eat well plate – classifying and sorting and explain the benefits each food group has for the human body, different food groups.</p>	<p>'Would you feel lonely living in a forest?' REAL PE</p>

		<p>What animals need to survive activities (Science cross curricular) Sun-safety – I know why we have to drink water</p> <p>Design a balanced meal. Discuss the impact of not eating healthily and the impact it has on ever day life Obesity – impact on playing, fitness, energy levels Not eating breakfast – impact on mental well-being (feeling tired).</p> <p>R-Time – 1.26 - What children like to eat.</p>	
<p>Drugs, alcohol, and tobacco</p>	<p>→ I know not to touch medicines. → I know medicines can make me better, but some may be dangerous. → I know that medicines should be kept away from children. → I know about the dangers of smoking and drinking alcohol.</p>	<p>Follow the lesson plans for drug and alcohol education for KS1 by the PSHE Association 2020; A series of 3 lessons to enable children to learn about things that go into bodies and onto skin and how this can make people feel.</p> <p>Show children the danger symbols on medicine bottles and that they shouldn't touch them. Children will be able to identify, recognise and explain the meanings of the symbols. Children will be aware of the danger symbols found on some medicines and discuss they may be dangerous and why they should keep away from it. e.g paracetamol, ibuprofen, calpol. Highlight to the children that items they may find around the home may look like sweets but they may not be – e.g washing up liquid tablets. Highlight that ONLY a trusted adult should only give them medicine</p> <p>Discuss the long term effects of smoking and drinking. Children will design a poster discouraging parents smoking near the school gates.</p>	<p>Autumn 1 and 2 'What makes a hero?'</p> <p>R Time Time for Us</p>
<p>Health and prevention</p>	<p>→ I know who to talk to if I feel unwell. → I know how to be a 'sun safe super star'. → I know that I need to eat well, drink well, move well and sleep well.</p>	<p>Sun Safety day activities and discussion. Sun Safety – children will know the 6 s's – slip, slop, slap, slide, sip, shade and UV levels. Children will be able to understand and explain UV levels and their importance. Year 2</p> 	<p>Time for Us Sun safety day -May. REAL PE Summer 1</p>

	<p>→ I know how and why I brush my brush. → I know how and why I wash my hands.</p>	<p>children will be able to track the UV levels on a daily basis during the spring/ summer months. Children to be aware of sun damage photographs.</p> <p>Eat well plate – classifying and sorting, different food groups, balanced diet and plenty of water. What is healthy and what is unhealthy? Eat well plate – classifying and sorting and explain the benefits each food group has for the human body, different food groups. Design a balanced meal. Discuss the impact of not eating healthily and the impact it has on ever day life Obesity – impact on playing, fitness, energy levels Not eating breakfast – impact on mental well-being (feeling tired). Real PE – Unit 6 - Health & Fitness Level 1 – I am aware why exercise is important for good health Level 2 - I can say how I feel before, during and after exercise. The importance of good bedroom routines.</p> <p>R-Time – 1.21 – Show the children toothbrush, soap comb COVID-19, cleanliness, spreading germs. Germs experiment - https://www.bbc.co.uk/cbeebies/watch/germs-experiment</p>	
<p>Basic first aid</p>	<p>→ I know how and when to make a 999-emergency call for help. → I know how to tell a grown up if someone has an accident.</p>	<p>Heroes Topic: People that help us- Nurses, paramedics, firefighters, police. Activities such as: class/group discussions, making posters, learning about jobs 999 emergency services. Knowing when to call 999 and when to call 111 and the difference between them. Children will understand the dangers of prank calling the emergency services. Time for Us Fire Practise</p>	<p>Autumn 1 and 2 ‘What makes a hero?’ Paramedic and Police Officer talk</p>
<p>Changing adolescent body</p>	<p>→ I know how we change from babies to adults. → I know about the lifecycles of some animals. → I know how boys and girls are different.</p>	<p>Science: animals. Adult/ baby activities and discussions</p> <p>Animal pairing/physical changes – lifecycle of a salmon – cross curricular science</p>	<p>Spring 1 ‘Where did the birds go?’ Time for us.</p>

Physical attributes of boys and girls are different

Please refer to the overview of our character development texts. These cover the areas of; behaviour, feelings, issues, health, experiences, skills and positive qualities. This is a set of 56 carefully selected texts which cover all of the areas of relationships and health education for children. Some examples are below;

