

	Topics: Managing Feelings and Behaviour	Topics: Managing Feelings and Behaviour	Topics: Managing Feelings and Behaviour	Topics: Managing Feelings and Behaviour	Topics: Managing Feelings and Behaviour	Topics: Managing Feelings and Behaviour
	Vocabulary: <u>Preschool</u> Feeling Happy Sad Good Bad Sleepy <u>Nursery</u> Angry Upset Cry Tired Scared Hurt Behaviour <u>Reception</u> Confused Shy Excited Worried Positive Negative	Vocabulary: <u>Preschool</u> Feeling Happy Sad Good Bad Sleepy <u>Nursery</u> Angry Upset Cry Tired Scared Hurt Behaviour <u>Reception</u> Confused Shy Excited Worried Positive Negative	Vocabulary: <u>Preschool</u> Feeling Happy Sad Good Bad Sleepy <u>Nursery</u> Angry Upset Cry Tired Scared Hurt Behaviour <u>Reception</u> Confused Shy Excited Worried Positive Negative	Vocabulary: <u>Preschool</u> Feeling Happy Sad Good Bad Sleepy <u>Nursery</u> Angry Upset Cry Tired Scared Hurt Behaviour <u>Reception</u> Confused Shy Excited Worried Positive Negative	Vocabulary: <u>Preschool</u> Feeling Happy Sad Good Bad Sleepy <u>Nursery</u> Angry Upset Cry Tired Scared Hurt Behaviour <u>Reception</u> Confused Shy Excited Worried Positive Negative	Vocabulary: <u>Preschool</u> Feeling Happy Sad Good Bad Sleepy <u>Nursery</u> Angry Upset Cry Tired Scared Hurt Behaviour <u>Reception</u> Confused Shy Excited Worried Positive Negative
	Core books: <u>Pre-school</u> Za Za's Baby Brother Owl Babies Guess How Much I Love You <u>Nursery</u> Monkey Puzzle We're Going On A Bear Hunt <u>Reception</u> People Who Help Us Series of books.	Core books: <u>Pre-school</u> Handa's surprise I Want The Potty Goldilocks and The Three Bears <u>Nursery</u> Giraffes Can't Dance Funny Bones Oliver's Vegetables <u>Reception</u> Rumble In The Jungle Houses Around The World Olivier's Fruits	Core books: <u>Pre-school</u> Pete Goes To Nursery Topsy and Tim Start Nursery Jasper's Beanstalk <u>Nursery</u> Topsy and Tim Start School Would you rather? Titch <u>Reception</u> Colour Monster Sharing A Shell.			

<p>What will I learn? (building to Reception outcomes)</p> <p>Recognise</p> <p>The children recognise that in the main school their daily routine is supported by a variety of different adults with different roles; teachers, support staff, kitchen staff, dinner ladies, play-ground mentors, and office staff.</p> <p>Reflect</p> <p>The children understand that our school community has lots of different roles that all support their well-being and learning. We acknowledge that everyone has a special role and that we work as a team together.</p> <p>Respond</p> <p>Circle times to talk about people who help us in our school, in our local community and in the wider world. The children will be encouraged to share their experiences and talk about job roles.</p>	<p>What will I learn? (building to Reception outcomes)</p> <p>Recognise</p> <p>The children are becoming more aware about our world. They are beginning to ask about different foods, animals and the seasons.</p> <p>Reflect</p> <p>Adults prompt the children to talk about changes in our world, how things, animals and people grow and change and what we need to do to look after our world. Talk about feelings, helping each other and looking after things.</p> <p>Respond</p> <p>Adults plan literacy and numeracy activities which encourage the children to think about our planet. Through the Living Egg Project the children will see chicks hatch and then grow over two weeks seeing the chicks being able to fly. The children need to think about how we look after plants, where food comes from and thinking about food around the world talking about different cultures, habitats and environments.</p>	<p>What will I learn? (building to Reception outcomes)</p> <p>Recognise</p> <p>The children will be encouraged to be more independent to get them ready for Year One, moving out of the Early Years.</p> <p>Reflect</p> <p>The children are being more independent in their learning and are able to access resources independently to support their learning. They are increasingly becoming more confident to 'have a go' at writing, solving number problems are resolving social conflicts sometimes still needing adult support.</p> <p>Respond</p> <p>Children are actively encouraged to talk openly about their feelings, concerns and share their worries with each other and as a whole class. The children will be introduced to subtle changes, carrying their lunch on a tray rather than the Reception trays, be responsible for bringing in their reading books/home learning and giving them to adults to change.</p>
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<p>Topics: Relationships Feelings Co-operation</p>	<p>Topics: Relationships Fair and unfair Right and wrong</p>	<p>Topics: Relationships Bullying Behaviour</p>	<p>Topics: Health and Wellbeing Healthy eating Dental hygiene Keeping clean</p>	<p>Topics: Relationships Kindness Family Caring</p>	<p>Topics: Health and Wellbeing Growing up Personal safety Emotional safety</p>
<p>Vocabulary: Bored Happy Sad Angry Surprise Sick Embarrassed Tired Scared Share Give Receive Partner</p>	<p>Vocabulary: Correct Incorrect Equal Unequal One sided Wrongful Bad Good</p>	<p>Vocabulary: Unkindness Kindness Bully Rude Attitude Respect friendship</p>	<p>Vocabulary: Teeth Tooth brush Tooth paste Brushing washing Shower Bath healthy unhealthy vitamins minerals balanced diet</p>	<p>Vocabulary: Friendly Kind Caring Members Mother Father Brother Sister Kind hearted Loving</p>	<p>Vocabulary: Get dressed Clean Boy Girl Same Different Physical characteristics Gender Hair Face Secrets</p>
<p>Core books: I feel frightened I feel angry, I feel worried Today I'm a monster</p>		<p>Core books: I Just Want To Do It My Way Willy and Hugh</p>		<p>Core books: The huge bag of worries Detective dog</p>	
<p>What will I learn? Recognise Recognise, name and manage their feelings in a positive way. Recognise the difference between right and wrong, fair and unfair, good and bad choices Identify different relationships that they have and why these are important Reflect Understand the difference between impulsive and considered behaviour. Respond Develop positive relationships through work and play</p>		<p>What will I learn? Recognise Recognise how their behavior affects other people. Recognise why healthy eating and physical activity are beneficial Reflect Consider different types of teasing and bullying. Understand that bullying is wrong and know how to get help to deal with bullying. Respond Seek help from an appropriate adult when necessary. Manage basic personal hygiene.</p>		<p>What will I learn? Recognise Recognise that there are people who care for and look after them Recognise the simple physical changes to their bodies experienced since birth Reflect Reflect on the similarities and differences between people Respond Make positive real-life choices</p>	

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<p>Topics: Living in the wider world Responsibility Rules and expectations</p>	<p>Topics: Relationships Friendship</p>	<p>Topics: Health and Wellbeing Emotions Consequences Aspirations</p>	<p>Topics: Living in the wider world Goals Belonging Local citizenship Road safety</p>	<p>Topics: Health and wellbeing The human body Healthy eating Physical activity</p>	<p>Topics: Living in the wider world Money Choices</p>
<p>Vocabulary: Expect Respectful Respect Rules Change Ownership Feelings Reflect</p>	<p>Vocabulary: Friends Enemies Kind Companion Acquaintance Caring Brave Good listener Considerate</p>	<p>Vocabulary: Goals Bad Good Actions Proud Respected Fulfilled Powerful Loving Important Brave Remorseful Abandoned Hateful Threatened Frustrated Furious Grumpy Boisterous Scared Excited Surprise</p>	<p>Vocabulary: Achievement Community Local Global Road Crossing Vehicle Zebra crossing Pelican crossing Pedestrian Traffic lights Seat belt Safe Reflective Florescent</p>	<p>Vocabulary: Similar Different Gender roles Stereotypes Boy Girl Male Female Body parts Hygiene</p>	<p>Vocabulary: Career Jobs Pounds Pence Currency Notes Coins</p>
<p>Core books: All are welcome</p>		<p>Core books: Will you be my friend?</p>		<p>Core books: The accidental billionaire</p>	
<p>What will I learn? Recognise Identify the different types of work people do and learn about different places of work. Reflect Listen to and show consideration for other people's views Respond Share opinions on things that matter to them</p>		<p>What will I learn? Recognise Recognise how their behaviour and that of others may influence people both positively and negatively. Recognise what they are good at, Reflect Identify and talk about their own and others' strengths and weaknesses and how to improve Respond Work and play independently and in groups, showing sensitivity to others.</p>		<p>What will I learn? Recognise Recognise that some substances can help or harm the body. Recognise where money comes from and the choices people make to spend money on things they want or need, Reflect Understand that we cannot always afford the items we want to buy Respond Make simple choices that improve their health and wellbeing e.g. healthy eating</p>	

3

<p>Topics: Health and wellbeing Online safety Loss and separation</p>	<p>Topics: Living in the wider world Rules Leadership Money</p>	<p>Topics: Health and wellbeing A balanced diet Physical exercise</p>	<p>Topics: Health and wellbeing Physical, emotional and mental health</p>	<p>Topics: Health and wellbeing Changing bodies Emergency calls</p>	<p>Topics: Relationships Connections Family links Religious views</p>
<p>Vocabulary: Loss Death Separate Divorce Trusted adult Personal information Website Internet Gaming Socialising Email Passwords</p>	<p>Vocabulary: Tolerance Consequence Law Legal Illegal Democracy Liberty British vales Obey Listen Understand Pounds Currency Economy Pence Notes Coins</p>	<p>Vocabulary: Balanced Diet Nutrients Healthy Carbohydrates Fats Vitamins Minerals Fibre Water Protein Sugars Gym</p>	<p>Vocabulary: Emotions Health Mind Body Emotions Muscles Body</p>	<p>Vocabulary: Similar Different Male Female Body parts Comfortable Uncomfortable Body parts Like Dislike Touch Hug Kiss Police Ambulance Fire engine 999</p>	<p>Vocabulary: Family Fostering Adoption Relationship Stereotypes Gender roles Worship Genetics Religion Culture Traditions</p>
<p>Core books: I want to be a police officer Chicken Clicking Staying safe online</p>		<p>Core books: The Sugar story My amazing body</p>		<p>Core books: And Tango makes three Mommy, Mama and Me The family book</p>	
<p>What will I learn? Recognise Recognise that people can feel alone and misunderstood and learn how to give appropriate support. Reflect Listen to, reflect on and show consideration and respect for other people's views and feelings Respond Use ICT safely including keeping electronic data secure Use strategies to stay safe when using ICT and the internet Work co-operatively, showing fairness and consideration to others</p>		<p>What will I learn? Recognise Face new challenges positively and know when to seek help Reflect Explore the relationships and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle Respond Begin to make informed lifestyle choices Follow school rules about health and safety and know where to get help</p>		<p>What will I learn? Recognise Show awareness of changes that take place as they grow Recognise that there are medicines and some other substances that can be used in a safe way to improve health To recognise that all families look different Reflect Understand the nature and consequences of negative behaviors such as bullying, aggressiveness Respond Extend strategies to cope with risky situations Behave safely and responsibly in different situations</p>	

4

<p>Topics: Relationships Reactions Self-worth Persistence and resilience</p>	<p>Topics: Relationships Loss and separation Family changes Friendship</p>	<p>Topics: Relationships Listening and responding Opinions</p>	<p>Topics: Living in the wider world Goals Different communities</p>	<p>Topics: Health and wellbeing Strengths Goals</p>	<p>Topics: Relationships Working together Gender stereotypes</p>
<p>Vocabulary: Self esteem Dignity Self-respect Pride Proud Perseverance Continuation Determination Purpose Flexible</p>	<p>Vocabulary: Loss Death Separate Divorce Trusted adult Parents Step family Half sister Half brother Friends Helping Kind Respectful Good friend Listens Advises</p>	<p>Vocabulary: Fact Opinions Different Similar Answer Listening Respond Advice Respectful</p>	<p>Vocabulary: Aspirations Set Ambitions Communities School Local Global Religious Ethnic Cultural LGBTQ+ Lesbian Gay Bisexual Transgender Social</p>	<p>Vocabulary: Aspirations Setting goals Ambitions Cooperation Self-control Enthusiasm</p>	<p>Vocabulary: Team Teamwork Community LGBTQ+ Lesbian Gay Bisexual Transgender Gender Stereotype Female Male Discrimination Empowerment Perspective Social</p>
<p>Core books: I don't want to be a frog Badgers parting gifts</p>		<p>Core books: The accidental prime minister The accidental president *LGBT The children will be informed about respecting all communities and other people's choices. 'All teaching is strictly in line with current Department of Education guidelines' (https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum)</p>		<p>Core books: Is he a girl? Bill's new frock</p>	
<p>What will I learn? Recognise Recognise their strengths and how they can contribute to different groups Reflect Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements Reflect on own mistakes and make amends Respond Talk about their views on issues that affect themselves and their class Begin to make responsible choices and consider consequences</p>		<p>What will I learn? Recognise Recognise the factors influencing opinion and choice, including the media Show awareness of issues affecting communities and groups Recognise the importance of local organisations in providing for the needs of the local communities Reflect Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally Respond Make decisions, giving consideration to the impact they may have on others</p>		<p>What will I learn? Recognise Recognise stereotyping and discrimination Recognise peoples differences and similarities Reflect Negotiate and present their own ideas Consider the impact that discrimination has on people's lives and reflect on ways that this can be stopped Value peoples differences and similarities Respond Challenge stereotyping and discrimination and think about way that this can be stopped</p>	

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Topics: Living in the wider world Structure Law and order Rights	Topics: Health and wellbeing Death and grief Managing conflict	Topics: Health and Wellbeing Food choices Drugs and alcohol Substance abuse	Topics: Relationships Confidentiality Listening Responding	Topics: Health and Wellbeing Food choices Cooking	Topics: Relationships Goals Community spirit
Vocabulary: Tolerance Consequence Law Legal Illegal Democracy Liberty British vales Obey Listen Understand Rights	Vocabulary: Die Grief Sadness Death Pass away Argument Resolution Argue Conflict	Vocabulary: Unhealthy Healthy Obese Drugs Tablets Alcohol Drink Abuse Unit	Vocabulary: Secret Hidden Private Quite Respectful Answer Advice	Vocabulary: Healthy Unhealthy Fast food Fruit Vegetables Meat Fish Plant based Vegan Vegetarian Pescatarian	Vocabulary: Ambitions Aspirations Community Local Global Residential School Team Teamwork Helping Social
Core books: Children's rights and responsibilities		Core books: Smoking, drugs and alcohol Some secrets should never be kept		Core books: What do you celebrate?	
What will I learn? Recognise Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice Reflect Consider the main features of a democracy Respond Engage actively with democratic processes and address issues of concern to them through their actions and decision making Empathise with another viewpoint		What will I learn? Recognise Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends Recognise that people can feel alone and misunderstood and learn how to give appropriate support Reflect Reflect on how to deal with feelings about themselves, their family and others in a positive way Respond Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs		What will I learn? Recognise Recognise that communities and the people within them are diverse, changing and interconnected Reflect Discuss how people can live and work together to benefit their communities Respond Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle Work collaboratively towards common goals	

6

Topics: Strengths Setting goals	Topics: Relationships Race and ethnicity Gender stereotypes Culture	Topics: Health and Wellbeing Physical, emotional and mental health	Topics: Relationships Connections	Topics: Living in the wider world Money and budgeting	Topics: Living in the wider world Making money
Vocabulary: Aspirations Setting goals Ambitions Cooperation Self-control Enthusiasm Future	Vocabulary: Race Ethnicity Nationality Religion Country Gender Stereotype Discrimination LGBTQ+ Lesbian Gay Bisexual Transgender Empowerment Culture Perspective	Vocabulary: Emotions Health Mind Body Emotions Muscles Body Active Gym	Vocabulary: Links Ties Family Friendship Blood Step family Fostering Adoption Marriage Parents Children Genetics	Vocabulary: Budget Spending Expenditure Tax Insurance	Vocabulary: Wage Job Career Enterprise Profit Loss
Core books: Amazing Grace		Core books: I said no! Hair in funny places What's happening to me		Core books: Money Madness	
What will I learn? Recognise Identify different forms of discrimination against people in societies Recognise that peoples basic needs are the same around the world, discussing why some societies are more able to meet these than others Recognise that communities and the people within them are diverse, changing and interconnected Reflect Talk, write and explain their views on issues that affect the wider environment Identify and talk about their own and others' strengths and weaknesses and how to improve Respond Begin to set personal goals.		What will I learn? Recognise Recognise how people manage money and learn about basic financial capability. Reflect Make connections between their learning, the world of work and their future economic wellbeing Respond Look after their money and realize that future wants and needs may be met through saving Show initiative and take responsibility for activities that develop enterprise capability.		What will I learn? Recognise Recognise that when the body changes during puberty it can affect feelings and behaviour Recognise when physical contact is acceptable and unacceptable Reflect Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene Respond Manage changing emotions and recognize how they can impact on relationships	

*Sex Education is **ONLY** taught in year 6 and consists of **ONE** lesson scientifically explaining conception. Parents will be notified before this session and will be able to opt out of this lesson **ONLY**.