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| Year of cycle | Autumn | Spring | Summer |
| A | **How did the war affect local life?**  Local History  **Exploring Emotions**  LKS2  R1 – Recognising a wide range of emotions in themselves and others.  R1 – Responding appropriately to a range of emotions in themselves and others.  R7 – Understand their actions affect themselves and others.  R12 – Developing strategies to resolve results.  R12 – Identify strategies to manage emotions.  H1, H6 – Deepening their understanding of good and not so good feelings.  H6 – Extending vocabulary to help explain the range and intensity of feelings.  H7 – Recognising conflicting emotions.  UKS2  R1 – Recognising a wide range of feelings in others and how to respond appropriately.  R7 – Recognising that their actions can affect themselves and others.  R12 – Developing strategies to resolve results.  H6 – Extending emotional vocabulary.  H6 – Exploring the intensity and range of feelings.  H7 – Recognising when they experience conflicting emotions and how to manage these.  **Bullying matters**  R7 – Understanding that their actions affect themselves and others.  R11 – Identifying the importance of working towards shared goals.  R12- Developing strategies for getting support for themselves and others at risk.  R13 – Identifying that differences and similarities arise from a number of factors.  R14, L6 – Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).  R18 – Knowing how to recognise bullying and abuse in all its forms.  UKS2  R7 – Understanding that their actions affect themselves and others.  R12 – Developing strategies for getting support for themselves or for others at risk.  R13 – Identifying that differences and similarities arise from a number of factors.  R14 – Understanding the nature of consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).  R18 – Knowing how to recognise bullying and abuse in all its forms. | **What a disaster!**  Natural Disasters  North America  Volcanoes/Earthquakes  **Being healthy**  LKS2  H1 – Exploring what affects their physical, mental and emotional health.  H2 – Understanding the concept and benefits of a balanced and healthy lifestyle.  H2 – Identify how to make informed choices.  H3 – Understand what is included in a balanced diet.  H3 – Understanding what may influence our choices.  H5 – Setting goals.  UKS2  H1 – Exploring what affects their physical, mental and emotional health.  H2 – Understanding the concept and benefits of a balanced and healthy lifestyle.  H3 – Exploring how we make choices about the food we eat.  H3 – Identify how we make choices about the food we eat.  H3 – Developing skills to make their own choices.  H4 – Recognising how images in the media do not always reflect reality.  H5 – Setting simple but challenging goals.  H16 – Exploring what is meant by the term habit and why habits can be hard to change.  **Drug Education**  LKS2  H2 – Recognising how to make informed choices.  H9 – Understanding that people have different attitudes to risk.  H10, H11 – Recognising predictions and assessing risks in different situations.  H14 – Where to get help and how to ask for help.  H17- Distinguishing between safe and harmful and to know some substances can be harmful if misused.  H21, H23 – Learning rules about staying safe.  UKS2  H2 – Knowing how to make informed choices.  H10,H17 – Identifying a range of drugs/substances and assessing some of the risks/effects.  H13 – Identifying influences and when an influence becomes a pressure.  H14 – Developing skills of how to ask for help.  H15 – Identifying basic emergency procedures.  H16 – Understanding the term ‘habit’ and why habits can be hard to change. | **It’s all Greek to me!**  **Growing up**  LKS2  H4 – That images in the media do not always reflect reality.  H5 – Celebrate our strengths/qualities.  H8 – About the kind of changes that happen in life and the associated feelings.  H12 – That simple hygiene routine can prevent the spread of bacteria.  H18 – About the changes that happen as they grow up.  H20 – The right to protect our bodies.  R4 – About differences and similarities between people, but understand everyone is equal.  R8 – About the difference between acceptable and unacceptable physical contact.  R13 – Knowing the names of the body parts.  R16 – Recognise and challenge stereotypes.  UKS2  H4 – Exploring how images in the media and online do not always reflect reality.  H6 – Identify the intensity of feelings.  H7 – Recognise conflicting feelings.  H12 – That simple hygiene routine can prevent the spread of bacteria.  H13 – Identify pressures and influences.  H18 – Understanding changes that happen at puberty.  H19 – Understanding what puberty and human reproduction is.  R2 – Identifying qualities of a healthy relationship.  R5 – About committed loving relationships.  **Changes**  LKS2  H6 – Understanding good and not so good feelings including their range and intensity.  H7 – Developing an understanding that change can cause conflicting emotions.  H7 – Acknowledging, exploring and identifying how to manage change positively.  H8 – Exploring changes.  H14 – Knowing where to go for help and how to ask for help.  UKS2  H6 – Explaining intensity of feelings.  H6 – Exploring and managing the difficult emotions.  H7 – Acknowledging and managing change positively.  H8 – Managing transition to secondary school.  H8 – Exploring and managing loss, separation, divorce and bereavement.  H14 – Practising asking for help and knowing where to go for help. |
| B | **Chocolate**  Mexico / Mayan Civilisation  Fair Trade  **Being me**  LKS2  L7 – Exploring different kinds of responsibilities at school and in the community.  L9 – Identify what being part of a community means.  L11 – Appreciate the range of identities in the UK.  R10 – Listen and respond respectfully.  R13 – Identify that differences and similarities between people arise from a number of factors.  UKS2  L7 – Exploring different types of responsibilities at school and in the community.  L9 – Identifying what being part of a community means.  R13 – Identifying that differences and similarities between people arise from a number of factors.  **Being safe**  LKS2  H2 – Understanding how to make informed choices.  H10 – Exploring how to recognise, predict and assess risks in different situations.  H11- Understanding that increased independence brings increased responsibility to keep themselves safe.  H15 – Understanding how rules can keep them safe.  H15 – Identify where and how to get help.  H21 – Developing strategies for keeping physically and emotionally safe in different situations.  H22 – Understanding the importance of protecting information particularly online.  H23, H24, H25 – Understanding how to become digitally responsible.  UKS2  H2 – Understanding how to make informed choices.  H10 – Exploring how to recognise, predict and assess risks in different situations.  H11- Understanding that increased independence brings increased responsibility to keep themselves safe.  H15 – Explaining how rules can keep them safe.  H15 – Identifying where and how to get help.  H16 – Understanding the term ‘habit’.  H21 – Developing strategies for keeping physically and emotionally safe in different situations.  H22 – Understanding the importance of protecting information particularly online.  H23, H24, H25 – Understanding how to become digitally responsible. | **Invaded Island**  Anglo Saxons and Vikings  **Difference and Diversity**  LKS2  R10- identifying how to listen and respond respectfully to a wide range of people.  R13 – Recognising the differences and similarities between people, but understand that everyone is equal.  R14- Recognise the nature and consequences of discrimination.  R16- Recognising and challenging stereotypes.  UKS2  R10- identifying how to listen and respond respectfully to a wide range of people.  R13 – Recognise the factures that make people the same or different.  R14- Recognise the nature and consequences of discrimination.  R16- Recognising and challenging stereotypes.  R17 – Understanding the correct use of the terms sex, gender identity and sexual orientation.  **Being Responsible**  L1 – Research, discuss and debate topical issues.  L2 – Identify why rules are needed in different situations.  L3, L4 – Understanding that there are human rights to protect everyone.  L7 – Explore rights and responsibilities, rights and duties at home, school, community, and the environment.  L8 – Explore how to resolve differences and respect others’ points of view.  L9 – Explore what being part of a community means and how they belong.  UKS2  L1 – Research, discuss and debate topical issues.  L2- Identify why rules are needed in different situations.  L3, L4 – Understanding that there are human rights to protect everyone. | **Polar opposites**  **Latitudes and Longitudes**  **Mountains**  **Relationships**  LKS2  R2 – Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.  R3 – Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.  R4 – Recognising different types of relationship.  R7 – Understanding that actions affect themselves and others.  R9 – Understanding when it is right to ‘break a confidence’ or ‘share a secret’.  R10 – Listening and responding respectfully.  R21 – Understanding personal boundaries.  UKS2  R2 – Recognising what a healthy relationship is.  R3 – Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.  R4 – Recognising different types of relationship, including those between acquaintances, friends, relatives and family.  R5, R6 – Understand the true meaning behind civil partnerships and marriage.  R12- Resolving conflicts.  R20 – Recognising that forcing anyone to marry is a crime.  R22 – Understanding about confidentiality and about times when it is necessary to break confidence.  **Money Matters**  LKS2  L10 – Identify the role of voluntary and charity groups.  L12 – Understanding different values and customs.  L13 – Exploring how to manage money.  L13 – Explaining the importance of money in people’s lives and how money is obtained.  L14 – Understand the concepts of interest, loan, debt and tax.  L16 – Understanding enterprise and begin to develop enterprise skills.  UKS2  L13 – Understand how finance plays an important part in people’s lives.  L13 – Understand about being a critical consumer.  L14 – Developing an understanding of the concepts of interest, loan, debt and tax.  L15 – Identify how resources are allocated and the effects of individuals, communication and the environment.  L16 – Developing enterprise skills.  L18 – Critiquing how social media presents information.  R15 – Recognising and managing dares. |
| C | **Walk like an Egyptian!**  Ancient Egyptians  **Exploring Emotions**  LKS2  R1 – Recognising a wide range of emotions in themselves and others.  R1 – Responding appropriately to a range of emotions in themselves and others.  R7 – Understand their actions affect themselves and others.  R12 – Developing strategies to resolve results.  R12 – Identify strategies to manage emotions.  H1, H6 – Deepening their understanding of good and not so good feelings.  H6 – Extending vocabulary to help explain the range and intensity of feelings.  H7 – Recognising conflicting emotions.  UKS2  R1 – Recognising a wide range of feelings in others and how to respond appropriately.  R7 – Recognising that their actions can affect themselves and others.  R12 – Developing strategies to resolve results.  H6 – Extending emotional vocabulary.  H6 – Exploring the intensity and range of feelings.  H7 – Recognising when they experience conflicting emotions and how to manage these.  **Bullying matters**  R7 – Understanding that their actions affect themselves and others.  R11 – Identifying the importance of working towards shared goals.  R12- Developing strategies for getting support for themselves and others at risk.  R13 – Identifying that differences and similarities arise from a number of factors.  R14, L6 – Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).  R18 – Knowing how to recognise bullying and abuse in all its forms.  UKS2  R7 – Understanding that their actions affect themselves and others.  R12 – Developing strategies for getting support for themselves or for others at risk.  R13 – Identifying that differences and similarities arise from a number of factors.  R14 – Understanding the nature of consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).  R18 – Knowing how to recognise bullying and abuse in all its forms. | **What did the Romans do for us?**  Ancient Rome  Roman Britain  Italy – comparing a European Country  **Being healthy**  LKS2  H1 – Exploring what affects their physical, mental and emotional health.  H2 – Understanding the concept and benefits of a balanced and healthy lifestyle.  H2 – Identify how to make informed choices.  H3 – Understand what is included in a balanced diet.  H3 – Understanding what may influence our choices.  H5 – Setting goals.  UKS2  H1 – Exploring what affects their physical, mental and emotional health.  H2 – Understanding the concept and benefits of a balanced and healthy lifestyle.  H3 – Exploring how we make choices about the food we eat.  H3 – Identify how we make choices about the food we eat.  H3 – Developing skills to make their own choices.  H4 – Recognising how images in the media do not always reflect reality.  H5 – Setting simple but challenging goals.  H16 – Exploring what is meant by the term habit and why habits can be hard to change.  **Drug Education**  LKS2  H2 – Recognising how to make informed choices.  H9 – Understanding that people have different attitudes to risk.  H10, H11 – Recognising predictions and assessing risks in different situations.  H14 – Where to get help and how to ask for help.  H17- Distinguishing between safe and harmful and to know some substances can be harmful if misused.  H21, H23 – Learning rules about staying safe.  UKS2  H2 – Knowing how to make informed choices.  H10,H17 – Identifying a range of drugs/substances and assessing some of the risks/effects.  H13 – Identifying influences and when an influence becomes a pressure.  H14 – Developing skills of how to ask for help.  H15 – Identifying basic emergency procedures.  H16 – Understanding the term ‘habit’ and why habits can be hard to change. | **Roaring Rainforests**  Rivers  **Growing up**  LKS2  H4 – That images in the media do not always reflect reality.  H5 – Celebrate our strengths/qualities.  H8 – About the kind of changes that happen in life and the associated feelings.  H12 – That simple hygiene routine can prevent the spread of bacteria.  H18 – About the changes that happen as they grow up.  H20 – The right to protect our bodies.  R4 – About differences and similarities between people, but understand everyone is equal.  R8 – About the difference between acceptable and unacceptable physical contact.  R13 – Knowing the names of the body parts.  R16 – Recognise and challenge stereotypes.  UKS2  H4 – Exploring how images in the media and online do not always reflect reality.  H6 – Identify the intensity of feelings.  H7 – Recognise conflicting feelings.  H12 – That simple hygiene routine can prevent the spread of bacteria.  H13 – Identify pressures and influences.  H18 – Understanding changes that happen at puberty.  H19 – Understanding what puberty and human reproduction is.  R2 – Identifying qualities of a healthy relationship.  R5 – About committed loving relationships.  R13 – About differences and similarities between people, but understand everyone is equal.  L1 – Debate topical issues.  **Changes**  LKS2  H6 – Understanding good and not so good feelings including their range and intensity.  H7 – Developing an understanding that change can cause conflicting emotions.  H7 – Acknowledging, exploring and identifying how to manage change positively.  H8 – Exploring changes.  H14 – Knowing where to go for help and how to ask for help.  UKS2  H6 – Explaining intensity of feelings.  H6 – Exploring and managing the difficult emotions.  H7 – Acknowledging and managing change positively.  H8 – Managing transition to secondary school.  H8 – Exploring and managing loss, separation, divorce and bereavement.  H14 – Practising asking for help and knowing where to go for help. |
| D | **Finding our way (The Stone Age)**  Stone Age – Stig of the Dump  Changes to the Environment  **Being me**  LKS2  L7 -Exploring different kinds of responsibilities at school and in the community.  L9 -Identify what being part of a community means.  L11 – Appreciate the range of identities in the UK.  R10 – Listen and respond respectfully.  R13 - Identify that similarities and differences between people arise from a number of factors.  **Being safe**  UKS2 –  H2 -Understand how to make informed choices.  H10 -Explore how to recognise, predict and express risks in different situations.  H11 -Understand that increased independence brings increased responsibility to keep themselves safe.  H15 - Explain how rules can keep them safe.  H15 -Identify where and how to get help.  H16 -Understand the term ‘habit’.  H21 -Develop strategies for keeping physically and emotionally safe in different situations.  H22 – Understand the importance of protecting information particularly online.  H23, H24, H25 - Understand how to become digitally responsible. | **Out of this World!**  **Difference and Diversity** (people in space)  LKS2  R10- identifying how to listen and respond respectfully to a wide range of people.  R13 – Recognising the differences and similarities between people, but understand that everyone is equal.  R14- Recognise the nature and consequences of discrimination.  R16- Recognising and challenging stereotypes.  UKS2  R10- identifying how to listen and respond respectfully to a wide range of people.  R13 – Recognise the factures that make people the same or different.  R14- Recognise the nature and consequences of discrimination.  R16- Recognising and challenging stereotypes.  R17 – Understanding the correct use of the terms sex, gender identity and sexual orientation.  **Being Responsible**  L1 – Research, discuss and debate topical issues.  L2 – Identify why rules are needed in different situations.  L3, L4 – Understanding that there are human rights to protect everyone.  L7 – Explore rights and responsibilities, rights and duties at home, school, community, and the environment.  L8 – Explore how to resolve differences and respect others’ points of view.  L9 – Explore what being part of a community means and how they belong.  UKS2  L1 – Research, discuss and debate topical issues.  L2- Identify why rules are needed in different situations.  L3, L4 – Understanding that there are human rights to protect everyone.  L5 – To understand that there are some cultural practices against British law.  L7 – Explore rights and responsibilities at home, school, community and the environment.  L7 – Develop skills to carry out responsibilities.  L8 Explore others’ points of view.  L9 – Explore what being part of a community means and how they belong. | **Off with their heads!**  The Tudors  **Relationships** (Tudor relationships)  LKS2  R2 – Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.  R3 – Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.  R4 – Recognising different types of relationship.  R7 – Understanding that actions affect themselves and others.  R9 – Understanding when it is right to ‘break a confidence’ or ‘share a secret’.  R10 – Listening and responding respectfully.  R21 – Understanding personal boundaries.  UKS2  R2 – Recognising what a healthy relationship is.  R3 – Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.  R4 – Recognising different types of relationship, including those between acquaintances, friends, relatives and family.  R5, R6 – Understand the true meaning behind civil partnerships and marriage.  R12- Resolving conflicts.  R20 – Recognising that forcing anyone to marry is a crime.  R22 – Understanding about confidentiality and about times when it is necessary to break confidence.  **Money Matters**  LKS2  L10 – Identify the role of voluntary and charity groups.  L12 – Understanding different values and customs.  L13 – Exploring how to manage money.  L13 – Explaining the importance of money in people’s lives and how money is obtained.  L14 – Understand the concepts of interest, loan, debt and tax.  L16 – Understanding enterprise and begin to develop enterprise skills.  UKS2  L13 – Understand how finance plays an important part in people’s lives.  L13 – Understand about being a critical consumer.  L14 – Developing an understanding of the concepts of interest, loan, debt and tax. |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle B | **Bright Lights, Big City**  **Being Me (7)**  L4 – Recognise they belong to different groups and communities such as families and school.  L8 – Explore ways in which they are all unique.  L9 – Identifying ways an which we are the same as all other people; what we have in common with everyone else.  R7 – Offer constructive report to others.  R9 – Identify what makes them special. | **Party Time!**  **Difference and Diversity (8)**  L4 – Understand that they belong to different groups.  L8 – Identifying ways in which they are unique.  R5- Sharing opinions on things that matter using discussions.  R8 – Identifying and respecting the differences and similarities between people. | **Up, Up and Away**  **Being Responsible (9)**  L1 – Identify how they can contribute to the life of the classroom and school.  L2 – Construct and explore the importance of rules.  L3 – Explore and understand that everyone has rights and responsibilities.  L5 – Identify what improves and harms their environments.  R4 – Recognise what is fair/unfair, right/wrong, kind/unkind. | **Grand Designs**  **Being Safe (10)**  H11 – Identifying household products are hazards if not used properly.  H12 – Explore rules for and ways of keeping safe in a range of situations.  H13 – Knowing who to go to if they are worried.  H14, H15 – Recognising that they share a responsibility for keeping themselves and others safe.  H16 – Exploring what is ‘privacy’; their right to keep things private and the importance of respecting others’ privacy,  L2 – Understanding why rules are important in keeping us safe.  L10 – Identifying people who work in the community and how to ask for help. | **Magic and Mystery**  **Relationships (11)**  R2 – Recognising our behaviour can affect others.  R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.  R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),  R7 – Offering constructive support and feedback to others.  R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **Oh, I Do Like to be Beside the Seaside!**  **Money Matters (12)**  L6 – Recognising what money looks like.  L6 – Identifying how money is obtained.  L6 – Understanding the ways money can be used.  L7 – Understanding how to keep money safe and what influences choices. |
| Cycle A | **Down on the Farm**  The Little Red Hen- explore themes of helping, working hard & doing our best, sharing & giving  **Being Responsible (9)**  L1 – Identify how they can contribute to the life of the classroom and school.  L2 – Construct and explore the importance of rules.  L3 – Explore and understand that everyone has rights and responsibilities.  L5 – Identify what improves and harms their environments.  R4 – Recognise what is fair/unfair, right/wrong, kind/unkind.  **Relationships (11)**  R2 – Recognising our behaviour can affect others.  R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.  R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),  R7 – Offering constructive support and feedback to others.  R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **All About Me**  The Gingerbread Man – explore themes of boasting & trust  **Exploring Emotions (2)**  R1 – Reconising a range of feelings in ourselves and other people.  R1 – Recognising how others show feelings and how to respond.  R2 – Recognising that their behaviour can affect others.  H1 – Communicating feelings to others.  H4 – Developing simple strategies for managing feelings.  **Relationships (11)**  R2 – Recognising our behaviour can affect others.  R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.  R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),  R7 – Offering constructive support and feedback to others.  R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **People Who Help Us**  What Lou couldn’t do-  Self-confidence, self-belief  **Being Me (7)**  L4 – Recognise they belong to different groups and communities such as families and school.  L8 – Explore ways in which they are all unique.  L9 – Identifying ways an which we are the same as all other people; what we have in common with everyone else.  R7 – Offer constructive report to others.  R9 – Identify what makes them special.  **Exploring Emotions (2)**  R1 – Reconising a range of feelings in ourselves and other people.  R1 – Recognising how others show feelings and how to respond.  R2 – Recognising that their behaviour can affect others.  H1 – Communicating feelings to others.  H4 – Developing simple strategies for managing feelings. | Paws, Claws and Whiskers  Nothing- Mick Inkpen  Exploring different feelings  **Being Me (7)**  L4 – Recognise they belong to different groups and communities such as families and school.  L8 – Explore ways in which they are all unique.  L9 – Identifying ways an which we are the same as all other people; what we have in common with everyone else.  R7 – Offer constructive report to others.  R9 – Identify what makes them special.  **Relationships (11)**  R2 – Recognising our behaviour can affect others.  R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.  R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),  R7 – Offering constructive support and feedback to others.  R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **All Change**  Aesop’s fables- The Fox and the Stork- explore themes of greediness and selfishness  **Being Responsible (9)**  L1 – Identify how they can contribute to the life of the classroom and school.  L2 – Construct and explore the importance of rules.  L3 – Explore and understand that everyone has rights and responsibilities.  L5 – Identify what improves and harms their environments.  R4 – Recognise what is fair/unfair, right/wrong, kind/unkind.  **Relationships (11)**  R2 – Recognising our behaviour can affect others.  R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.  R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),  R7 – Offering constructive support and feedback to others.  R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **African Safari**  Aesop’s fables- The Boy who cried Wolf.  Honesty and integrity  **Being Responsible (9)**  L1 – Identify how they can contribute to the life of the classroom and school.  L2 – Construct and explore the importance of rules.  L3 – Explore and understand that everyone has rights and responsibilities.  L5 – Identify what improves and harms their environments.  R4 – Recognise what is fair/unfair, right/wrong, kind/unkind.  **Relationships (11)**  R2 – Recognising our behaviour can affect others.  R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.  R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),  R7 – Offering constructive support and feedback to others.  R9 – Identifying their special people (family, friends, carers) and how they should care for each other. |
| Cycle C | **Super Toys**  **Exploring Emotions (2)**  R1 – Reconising a range of feelings in ourselves and other people.  R1 – Recognising how others show feelings and how to respond.  R2 – Recognising that their behaviour can affect others.  H1 – Communicating feelings to others.  H4 – Developing simple strategies for managing feelings.  H4 – Using words to describe a range of feelings. | **Frozen Planet**  Blue Penguin by Petr Horácek- Friendship. Who are my friends? How can I be a good friend?  **Being Responsible** **(9)**  L1 – Identify how they can contribute to the life of the classroom and school.  L2 – Construct and explore the importance of rules.  L3 – Explore and understand that everyone has rights and responsibilities.  L5 – Identify what improves and harms their environments.  R4 – Recognise what is fair/unfair, right/wrong, kind/unkind. | **If You Go Down to the Woods Today...**  **Being Healthy (3)**  H1 – Exploring what a healthy lifestyle means.  H1 - Identify the benefits of a healthy lifestyle.  H2 – Identify ways of feeling healthy.  H2 – Recognising what they like and dislike.  H2 – Recognising that choices can have good and not so good consequences.  H3 – Setting simple goals.  H6 – Recognising the importance of personal hygiene.  H7 – Developing simple skills to help prevent diseases spreading. | **Pre-historic Predators**  **Relationships** **(11)**  R2 – Recognising our behaviour can affect others.  R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.  R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),  R7 – Offering constructive support and feedback to others.  R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **The Very Hungry Caterpillar and Friends**  **Drug Education (1)**  H1 – Exploring the importance of physical, mental and emotional health.  H2 – Exploring how to make informed choices.  H11 – Understanding the role of drugs as medicines.  H11 – Identifying alternatives to taking medicines.  H11 – Identifying that household products, including medicines, can be harmful if not used properly.  H12 – Identifying rules for and ways of keeping safe.  H15 – Recognising they have a shard responsibility for keeping themselves and others safe. | **Deep Sea Detectives**  **Growing Up (5)**  H8 – The process of growing from young to old.  H9 – Exploring growing and changing and becoming independent.  H10 – The correct names for the main parts of the body (including external genitalia),  H13 – Identifying people who they can ask for help and think about how they might do that.  H15, R3 – Identify ways of keeping safe and knowing that they do not keep secrets.  H16 – About privacy in different contexts.  H16 – About respecting the needs of ourselves and other people.  R8 – Identifying similarities and difference.  R10 – What physical content is acceptable.  L8 – That everybody is unique. |

Changes – Module 5

H5 – Exploring what change means.

H5 – Exploring loss and change and the associated feelings.

H8 – Explore changes of growing from young to old.

H9 – Managing change positively.

H13 – Identifying strategies and where to go for help.

Bullying Matters – Module 6

R2 – Recognising their behaviour can affect others.

R6 – Listening to others and working cooperatively.

R11 – Identifying that people’s bodies can be hurt.

R12 – Recognise when people are being unkind to them or others, who tell and what to say.

R13 – Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.

R14 – Identifying strategies to resist teasing/ bullying if experienced or witnessed.