

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
SMSA special whole-school units	<p>Black History month – October. We launch our work in this critical area in October using biographies and texts about famous and influential black people. We then ensure this work carried on throughout the school year building on these texts through our English work/famous scientists and visits/visitors to school. Each year, we welcome Voice Assembly to school to spend the day with us, exploring the slave trade and linking this to music – understanding the voice of the slaves up to 300 years ago. We learn about what we can do today to be an inclusive school, community, world!</p> <p>Anti-bullying week – November We are part of the antibullying alliance and dedicate November as the launch of this topic which again, is addressed throughout the year. With a day of Odd Socks, and the Life Education Team, we explore what it means to be a friend and how we do not tolerate bullying. We come to understand that bullies usually have underlying reasons for their negative behaviour and we consider how to help people with their attitudes and mental health.</p>		<p>Online Safety week and National Mental Health day/week – February.</p> <p>Throughout the school year, through the computing, PSHE and HRSE curriculums we look at how to keep safe online. These are detailed in the relevant subject maps. In addition to the work some elsewhere, we work hard with parents to educate them with the challenges faced by children as members of an online community. The NSPCC complement our work in this area with annual workshops of ‘Stay safe. Speak Out.’</p> <p>Education for a connected world supports our work – covered through purple mash discreet sessions.</p>		<p>Healthy mind and body fortnight – July</p> <p>Keeping health is woven throughout many aspects of our curriculum, mental and physical health is attended to through DT/PE/Art/English/Maths and so much more across the year. To make sure children build on their knowledge we dedicate a fortnight each year to remember what we have learnt and apply in different ways – daily miles, sports day, outdoor learning, visits from Commando Joes, annual bike-ability weeks and National skipping visitors where every child learns to skip and we reduce the cost of skipping rope for everyone. These are examples of the work we do to promote great health for everyone!</p>	
EYFS	<p>What makes me special</p> <p>People close to me</p> <p>Getting help</p>	<p>Similarities and difference</p> <p>Celebrating difference</p> <p>Showing kindness</p>	<p>Keeping my body safe</p> <p>Safe secrets and touches</p> <p>People who help to keep us safe</p>	<p>Looking after things: friends, environment, money</p>	<p>Keeping by body healthy – food, exercise, sleep</p> <p>Growth Mindset</p>	<p>Cycles</p> <p>Life stages</p> <p>Girls and boys – similarities + diffs</p>
Y1	<p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p>	<p>Recognising, valuing and celebrating difference</p> <p>Developing respect and accepting others</p> <p>Bullying and getting help</p>	<p>How our feelings can keep us safe – including online safety</p> <p>Safe and unsafe touches</p> <p>Medicine Safety</p> <p>Sleep</p>	<p>Taking care of things: Myself</p> <p>My money</p> <p>My environment</p>	<p>Growth Mindset</p> <p>Healthy eating</p> <p>Hygiene and health</p> <p>Cooperation</p>	<p>Journey in Love y1</p>
Y2	<p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p>	<p>Being kind and helping others</p> <p>Celebrating difference</p> <p>People who help us</p> <p>Listening Skills</p>	<p>Safe and unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p>	<p>Cooperation</p> <p>Self-regulation</p> <p>Online safety</p> <p>Looking after money – saving and spending</p>	<p>Growth Mindset</p> <p>Looking after my body</p> <p>Hygiene and health</p> <p>Exercise and sleep</p>	<p>Journey in Love y2</p>
Y3	<p>Rules and their purpose</p> <p>Cooperation</p> <p>Friendship (including respectful relationships)</p> <p>Coping with loss</p>	<p>Recognising and respecting diversity</p> <p>Being respectful and tolerant</p> <p>My community</p>	<p>Managing risk</p> <p>Decision-making skills</p> <p>Drugs and their risks</p> <p>Staying safe online</p>	<p>Skills we need to develop as we grow up</p> <p>Helping and being helped</p> <p>Looking after the environment</p> <p>Managing money</p>	<p>Keeping myself healthy and well</p> <p>Celebrating and developing my skills</p> <p>Developing empathy</p>	<p>Journey in Love Y3</p>

Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Journey in Love Y4
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Journey in Love Y4
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Journey in love Y5 - only

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
SMSA special whole-school units	Black History month – October Anti-bullying week - November		Online Safety week - February		Healthy mind and body fortnight - July	

Personal, Social and Emotional Development 2021 – EYFS framework:

ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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.

ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Wrens	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities + diffs Y1 children to join with Robins for Journey in Love
Robins (y1 plans)	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Journey in Love y1

			Sleep			
Owls (y3 plans)	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Journey in Love Y3
Jays (Y5 plans)	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Journey in Love Y4 Y5 children to join Eagles for these sessions
Eagles (y6 plans)	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Journey in Love Y5

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
SMSA special whole-school units	Black History month – October Anti-bullying week - November		Online Safety week - February		Healthy mind and body fortnight - July	

Personal, Social and Emotional Development 2021 – EYFS framework:

ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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.

ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Wrens	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities + diffs Y1 children to join with Robins for Journey in Love
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Robins (y2 plans)	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Journey in Love y2
Owls (y4 plans)	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Journey in Love Y4
Jays 4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Journey in Love Y4 Y5 children to join Eagles for these sessions
Eagles (y6 plans)	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Journey in love Y5 - only