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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.UKS2R1 – 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.UKS2R7 – 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 DisastersNorth AmericaVolcanoes/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.UKS2H1 – 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**LKS2H2 – 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.UKS2H2 – 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**LKS2H4 – 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.UKS2H4 – 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**LKS2H6 – 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.UKS2H6 – 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 CivilisationFair 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.UKS2L7 – 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**LKS2H2 – 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.UKS2H2 – 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**LKS2R10- 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.UKS2R10- 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.UKS2L1 – 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**LKS2R2 – 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.UKS2R2 – 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**LKS2L10 – 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.UKS2L13 – 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.UKS2R1 – 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.UKS2R7 – 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 RomeRoman BritainItaly – 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.UKS2H1 – 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**LKS2H2 – 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.UKS2H2 – 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**LKS2H4 – 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.UKS2H4 – 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**LKS2H6 – 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.UKS2H6 – 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 DumpChanges to the Environment**Being me**LKS2L7 -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) LKS2R10- 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.UKS2R10- 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.UKS2L1 – 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)LKS2R2 – 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.UKS2R2 – 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**LKS2L10 – 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.UKS2L13 – 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.