



# The John Hampden School Wendover

## POLICY

for

## RELATIONSHIPS EDUCATION

### KS1

Ratification – September 2024

Policy Review Date: September 2025

Policy reviewed by: FULL GOVERNING BOARD

## **See Glossary of terms at end of Policy Document**

### **1. School ethos/values statement**

At John Hampden School we are committed to providing a holistic and nurturing approach to education designed to support the academic, cultural, personal and social development of all our pupils. This is based on our school aims which include; to provide security and to prepare for life as well as our school ethos of loving to learn. We believe that children who are happy and who feel valued are in the best position to learn effectively. Our school aims to be a secure and welcoming environment that fosters the social skills to use in a diverse community. We strive for high quality care, guidance and support.

We have identified seven core values which underpin our ethos of loving to learn:

Perseverance, Independence, Belonging, Collaboration, Reflection, Good Manners and Respect.

We believe that every child should have the opportunity to develop and build their self-esteem and self-confidence through the development of social and emotional resilience. We recognise the important role we have in helping all pupils to develop strong, healthy relationships. We want our children to be better equipped, more responsible and effective by the time they finish their journey at John Hampden School and move onto the next phase of their lives.

This begins in the Early Years (Nursery & Foundation Stage), following the EYFS Framework with PSHE at the heart of the curriculum. The key prime area of Personal, Social and Emotional Development focuses on; Making Relationships, Managing Feelings & Behaviour, Self-Confidence and Self-Awareness. The KS1 curriculum at The John Hampden School is firmly embedded on this teaching.

### **2. Aims of the Relationships Policy**

From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development.

At John Hampden School we aim to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Provide pupils with the appropriate vocabulary to describe relationships

### **Legal Requirements**

To comply with The Relationships Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in all schools except independent schools.

To comply with the Relationships Education and Health Education statutory guidance from the DfE (June 2019) teaching pupils about how to be safe and appropriate vocabulary to do so, is compulsory.

To comply with requirements, this Relationships policy has been developed in consultation with pupils, parents and carers and has due regard for:

- DfE statutory guidance on Relationships Education and Health Education (June 2019)
- The Education Act (1996)
- The Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups

- DfE guidance on the Character Planning Framework (2019)

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school safeguarding policy.

### **3. Development of the Relationships Policy**

This policy is developed by the PSHE lead in consultation with the PSHE Lead at County, staff, pupils, school governors and parents.

- Review process – The PSHE lead, SLT & a working group collated relevant information based on local and national guidance
- Staff consultation – all staff invited to make recommendations
- Parent/Stakeholder consultation – parents invited to attend a meeting(s) concerning the Relationships Policy
- Pupil consultation – pupil voice gathered through a questionnaire, Class Council Circle Time & School Council

The Relationships Policy links to the following policies: PSHE, SMSC, Science, Child Protection, Safeguarding, Anti-Bullying, E-Safety, RE, Equalities & Cohesion and School Behaviour.

Statutory Relationships Education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. Parents/carers are able to make an appointment to come in to discuss any aspect of this policy and the associated provision in school.

### **4. Definition of Relationships Education**

Statutory Relationships Education at The John Hampden School is taught through the PSHE curriculum, teaching pupils what they need to know by the end of Year 6 as defined by the DfE guidance (See Appendix 1.) As an infant school, we have identified what they need to know by the end of Year 2 with an awareness of what will follow as our pupils enter KS2. Relationships Education provides pupils with the information they need to help them develop healthy, nurturing relationships with other children and with adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the range of relationships including those with friends and family at home, within school and in the wider community in which they live. Relationships Education also teaches pupils to recognise how to keep safe, to identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access support when needed.

### **5. The Curriculum**

#### **Intent**

Why teach Relationships Education?

Relationships Education is statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Develop strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty and resilience
- Positively engage in social interaction and contribute to the wellbeing of others

- Understand that the principles of positive relationships also apply on line including, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and discourage all forms of bullying and discrimination
- Recognise inappropriate behaviour and bullying and to report concerns or abuse and to report concerns or abuse using the appropriate vocabulary to do so
- Understand what to do if they view material online that concerns them and how to keep themselves safe online

## Implementation

Relationships Education is delivered through the PSHE Curriculum. Certain aspects of Relationships Education are taught at an age appropriate level as defined by the DfE and as determined by stakeholder consultation. Pupil voice through CCCTs and School Council is used to inform curriculum practice.

### Methods of teaching and ground rules

- Conducted by a known teacher in the classroom
- Distancing techniques used to teach relationships education whereby adults depersonalise examples which support children to explore what is being taught without the need to share personal experiences in the lesson
- Lessons begin with an explanation/reminder of ground rules
- Provision of high quality resources that will be subject to regular review. These will include; stories, SEAL photos, puppets, role-play, video clips and graffiti walls
- Lessons follow the agreed Long Term Framework and the associated individual session plans
- Only include the agreed vocabulary for each year group (Appendix 3)
- Ground rules are based on The John Hampden School Values & Behaviour Expectations as well as the clear understanding that no children's names will be/referenced mentioned by either teaching staff or pupils during a PSHE or Relationships lesson
- A mind map may be used at the start and again at the end of a unit to ascertain starting points for learning and as a means to assessing progress made

### Inclusivity

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stereotypes.

Outcomes for Relationships Education are defined by the DfE and for The John Hampden School pupils cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe

Outcomes for The Character Planning Framework are defined as:

- Interpersonal & Social Effectiveness
- Self-awareness
- Values
- Resilience

- Effectiveness within a wider community
- Risk Management

Curriculum planning and delivery is informed by guidance from the PSHE Association programme of study and also informed by elements from The Cambridge Scheme.

Lesson plans are differentiated to ensure content accessibility to all pupils including those with SEND and pupils with EAL. We are mindful that activities, resources and vocabulary are appropriate to need with the option of small group delivery where required.

Relationships lessons will be taught in KS1 within the PSHE curriculum in units across the year (see LTP Appendix 2, Relationships curriculum map and vocabulary lists Appendix 3).

Personal safety, anti-bullying and online safety are introduced during Safety Week in the autumn term in the form of bespoke year group assemblies led by key members of staff, these are followed up by class teaching and Circle Times. Whilst these themes are revisited termly, opportunities to guide and support pupils by staff are offered according to need throughout the year.

Mental and physical well-being is taught in a range of engaging ways including sessions with visiting speakers during Health Week in the autumn term and is revisited throughout the year.

The campus Junior and Secondary schools support teaching with age appropriate talks and activities delivered by their pupils and students.

Learning about relationships in PSHE education lessons will link to/complement learning in other subjects including; Science, RE, SMSC and THINKING SKILLS/Growth Mind set.

Pupils will be encouraged to reflect on their own learning at the end of each lesson in line with our value 'to reflect'.

### **Managing Questions**

All aspects of PSHE are underpinned by shared and understood ground rules based on our School Values and Behaviour Expectations (see Appendix 4) with lessons being delivered in a safe and well managed environment by class teachers known to classes.

Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Every class has a Bubble Time Chart and a Feelings Face Chart which provide pupils with the opportunity to sign up to have a separate conversation with a member of staff. Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

All staff teaching Relationships Education will be supported by SLT and the PSHE Lead.

### **Impact**

#### **High quality Relationships Education will enable our pupils to:**

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours

- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help

## **6. Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

## **7. Roles and Responsibilities**

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Head teacher to account for its implementation. The Head teacher is responsible for ensuring PSHE is taught consistently across the school.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat each other with respect.

## **8. Working with outside agencies and visiting speakers**

Our school is committed to safeguarding and promoting the welfare of all children in our care. Any visiting speakers/outside agencies will be vetted according to the guidance within the Child Protection Policy.

## **9. Monitoring, evaluation and training**

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The Relationships Policy will be reviewed annually and pupil voice will play a part in its continued development.

To ensure staff are confident to deliver all aspects of the PSHE Curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

SLT to undertake PSHE learning walks to ensure continuity and consistency of teaching.

PSHE Coordinator to conduct regular planning & work scrutiny and feedback findings to SLT, Link Governor & staff. Pupils will have opportunities to review and reflect on their learning during lessons. Pupil voice will be influential in adapting and amending planned learning activities.

## **10. Transition**

SLT & PSHE lead to ensure that all teaching staff complete a detailed handover to the next teacher/school outlining coverage and outcomes.

## **11. Working with parents and carers (consulting, informing and supporting)**

Consulting and working with parents and carers to inform them of what is being taught and how to support their children through parent information sessions, web page resources and information in the school newsletter.

Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education from September 2020.

## **Glossary of Terms:**

DfE – Department for Education

PSHE – Personal, Health & Emotional Education

EYFS – Early Years Foundation Stage

THINKING SKILLS – Philosophy for Children

SMSC – Spiritual, Moral, Social, Cultural Education

RE – Religious Education

EAL – English as an Additional Language

SEAL – Social & Emotional Aspects of Learning

SEND – Special Educational Needs & Disability

SLT – Senior Leadership Team

DLS – Designated Safeguarding Lead

LTP – Long Term Plan

CPD – Continuing Professional Development

CCCT- Class Council Circle Time (class questionnaire to gather views from each class)

Circle Time – Class discussion in a circle

Character Planning Framework – designed to help children develop a robust set of skills and attributed that will enable them to confidently face life’s challenges and opportunities, now and in a fast changing future

Pupil Voice – capturing views of pupils

Bubble Time – A chart providing opportunities for all pupils to sign up for time to talk privately with a member of staff

## Appendix 1

### Statutory guidance: Relationships Education

#### By the end of primary school (Year 6)

|  |   |
|--|---|
| <b>Families and people who care for me</b> | <p>Pupils should know</p> <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li><li>• That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li></ul> |
|--|---|

|                                 |  |
|---------------------------------|--|
|                                 | <ul style="list-style-type: none"> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>  |
| <b>Caring friendships</b>       | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>  |
| <b>Respectful relationships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> |



|                             |  |
|-----------------------------|--|
|                             | <ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>   |
| <b>Online relationships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>  |
| <b>Being safe</b>           | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul> |

## Appendix 2

### KS1 PSHE including Relationships Long Term Plan

| Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|---|---|---|--|--|--|
| <p><b>Myself &amp; My Relationships 4</b><br/>Beginning &amp; Belonging<br/>link to transition</p> <p><b>Citizenship 3</b><br/>Working together<br/>link to transition</p> <p><b>Citizenship 5</b><br/>Rights, Rules &amp;<br/>Responsibilities</p> <p><b>Healthy and Safer Lifestyles<br/>6 (RE), 7 &amp; 8</b><br/>Relationship Education,<br/>Healthy Lifestyles &amp; Drug<br/>Education<br/>Health Week</p> <p><b>Healthy and Safer Lifestyles<br/>6 &amp; 10 (RE)</b><br/>Relationships Education<br/>link to Science Year 1 and<br/>Year 2</p> | <p><b>Healthy and Safer Lifestyles<br/>4</b><br/>Managing Risk<br/>Safety Week</p> <p><b>Healthy and Safer Lifestyles<br/>5</b><br/>Safety contexts<br/>Safety Week</p> <p><b>Healthy and Safer Lifestyles<br/>8 &amp; 9</b><br/>Drug Education &amp; Personal<br/>Safety<br/>Safety Week</p> <p><b>Citizenship 5</b><br/>Rights, Rules &amp;<br/>Responsibilities</p> <p><b>Myself &amp; My Relationships<br/>7</b><br/>Anti-Bullying<br/>Safety Week</p> <p><b>E-safety</b></p> | <p><b>Myself &amp; My Relationships<br/>5</b><br/>Me &amp; My Emotions</p> <p><b>Myself &amp; My Relationships<br/>7</b><br/>Anti-Bullying<br/>Re-visit anti-<br/>bullying/unkindness</p> <p><b>Economic Well-being 1</b></p> | <p><b>Myself &amp; My Relationships<br/>6</b><br/>Family &amp; friends (RE)</p> <p><b>Citizenship 4</b><br/>Diversity &amp; Communities</p> <p><b>E-safety</b></p> | <p><b>Citizenship 4</b><br/>Diversity &amp; Communities<br/>linked to Science Year<br/>2/Eco/RE</p> <p><b>Myself &amp; My Relationships<br/>7</b><br/>Anti-Bullying<br/>Re-visit anti-<br/>bullying/unkindness</p> | <p><b>Myself &amp; My Relationships<br/>8</b><br/>Managing Change as part<br/>of transition</p> <p><b>Citizenship 4</b><br/>Diversity &amp; Communities</p> <p>Recap Health &amp; Safety<br/>from Autumn term (re-<br/>visit mind maps?)<br/>assemblies/circle times</p> <p>Teach Sun safety –<br/>Cultural assembly</p> <p><b>Economic Wellbeing 1</b><br/>Financial Capability<br/>link to Enterprise – Year 1<br/>bonding activity during<br/>transition to raise money<br/>for their next class</p> <p>Year 2 – raising money for<br/>charity</p> <p><b>E-safety</b></p> |

On-going e-safety in all computing lessons

### Appendix 3

#### Relationships Curriculum Map & VOCABULARY LIST for YEARS 1 & 2 at The John Hampden School

#### YEAR ONE

| Term     | Topic/Theme                | Character Aspect   | Learning Outcomes   | Resources   | Key Vocabulary   |
|----------|----------------------------|--|---|---|--|
| Autumn 1 | Beginning & Belonging (RE) | Self-awareness<br>Interpersonal and Social Effectiveness<br>Resilience | To settle in to a new class/new school<br>To learn what belonging is and to feel a sense of belonging<br>To know how to ask for help<br>To know more about similarities/differences between themselves and others<br>To learn skills to cope with new routines<br>To help friends in need | Circle time games<br>Classroom treasure hunt<br>Stories:<br>The Gotcha Smile<br>Giraffes Can't Dance<br>The Rainbow Fish<br>The Rabbit Belongs to Emily Brown<br>You Choose<br>Scaredy Squirrel<br>The Behaviour<br>Expectations Series | mind map<br>beginning<br>belonging<br>new<br>changes<br>routine<br>ask<br>help<br>same<br>different<br>feelings<br>friends<br>problem<br>community |

|          |                                   |   |   |   |  |
|----------|-----------------------------------|---|---|---|--|
| Autumn 1 | Working Together                  | <p>Values</p> <p>Self-awareness</p> <p>Interpersonal and Social Effectiveness</p> <p>Effectiveness within a wider community</p> <p>Link to Growth Mind-set 'I am persevering to learn and improve'</p> <p>Link to THINKING SKILLS 'I can express my idea in a respectful way'</p> | <p>To say what they think they/peers are good at</p> <p>To set personal/learning goals and work towards them</p> <p>To learn skills to share ideas</p> <p>To improve listening skills</p> <p>To turn take</p> <p>To persevere when things are difficult</p>   | <p>Team games</p> <p>Stories:</p> <p>That's Not How You Do It</p> <p>I Can Make a Difference</p> <p>Cinnamon</p> <p>Dogger</p> <p>The Behaviour Expectations Series</p>   | <p>ideas</p> <p>goals</p> <p>listen</p> <p>share</p> <p>take turns</p> <p>persevere</p> <p>collaborate</p> <p>team</p> <p>working together</p>                                       |
| Autumn 1 | Rules, Responsibilities & Rewards | <p>Values</p> <p>Self-awareness</p> <p>Interpersonal and Social Effectiveness within a wider community</p>  | <p>To know why rules are important</p> <p>To know and follow the Behaviour Expectations</p> <p>To know why values are important</p> <p>To know and follow the school values</p> <p>To know that rules keep us safe</p> <p>To learn how to explain a point of view in a respectful way</p> <p>To know that kind words and stickers etc from my teacher are to say well done and to help me to keep going with my goals</p> <p>To know that feedback and praise helps me to keep persevering with my goals</p> <p>To know that encouraging a friend will help them to persevere and not give up</p> | <p>THINKING SKILLS lessons</p> <p>Behaviour Expectations Values</p> <p>Class Council Circle Time</p> <p>School Council</p> <p>Stories:</p> <p>The Tiger Who Came to Tea</p> <p>Not Now Bernard</p> <p>The Behaviour Expectations Series</p> | <p>rules</p> <p>responsibilities</p> <p>rewards</p> <p>praise</p> <p>values</p> <p>point of view</p> <p>feedback</p> <p>growth mind-set</p> <p>pride</p> <p>explain</p> <p>chaos</p> |
| Autumn 1 | My body<br>How to stay healthy    | Self-awareness  | To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  | <p>Science Lessons</p> <p>Health Week</p> <p>Visitors – Dentist, Doctor, Paramedic</p>  | <p>My body</p> <p>arm</p> <p>the senses</p> <p>leg</p>   |

|          |                     |  |  |  |   |
|----------|---------------------|--|--|--|---|
|          |                     |  | <p>To learn to keep myself clean</p> <p>To wash my hands after I have been to the toilet and before I eat</p> <p>To put my mouth into the crook of my arm when I cough</p>   | <p>A Life</p> <p>Make a healthy snack</p> <p>Fitness sessions – Yoga, Zumba, Tennis etc</p>  | <p>hand</p> <p>foot</p> <p>head</p> <p>face</p> <p>mouth eyes teeth</p> <p>ears</p> <p>shoulder</p> <p>knees</p> <p>body</p> <p>clean</p> <p>germs</p> <p>wash</p> <p>clean my teeth</p>  |
| Autumn 2 | Keeping myself safe | <p>Risk Management</p> <p>Self-awareness</p> <p>Values</p> <p>Interpersonal and Social Effectiveness</p> | <p>To know my address and phone number</p> <p>To know not to share information about where I live/phone number unless asked to my family</p> <p>To know what privacy is and provide examples e.g. when you're at school you close the toilet door when you go to the loo and others are expected to knock and wait until you are ready to leave the cubicle or when you are having a private conversation</p> <p>To know safe places to play</p> <p>To know who to and how to talk to if I am worried</p> <p>To start to learn feelings connected with risk</p> <p>To know how I can take care of myself – sleep, healthy eating, drinking water, relaxation, keeping calm</p> | <p>5 on a hand – people in school who we can speak to (HT, DH, Ts, TAs/LSAs/MDMs)</p> <p>People I can speak to at home – my family including older siblings</p> <p>Role Play</p> <p>Photos (SEAL Resources)</p> <p>Mind Maps</p> <p>Safety Week</p> <p>Stay Safe &amp; Taking Care of Myself Assemblies both led by Mr Barnes – NSPCC</p> <p>Pantosaurus</p> | <p>self</p> <p>safe</p> <p>listen</p> <p>follow instructions</p> <p>5 on a hand</p> <p>trust</p> <p>share</p> <p>privacy respect</p> <p>'Can you help me'</p> <p>'Stop, I don't like it'</p> <p>risk</p> <p>danger</p> <p>lost</p> <p>road/night/fire/dog/water/ice/train/</p> <p>The Green Cross Code – Stop, Look &amp; Listen</p> <p>internet safety</p> |

|  |  |   |   |  |   |
|--|--|---|---|--|---|
|  |  |   | <p>E-safety - To know that I should only share my log on password with my family</p> <p>To know that I should speak to a T if I see something on a computer screen that I am not sure about</p> <p>To understand more about how to stay safe around:</p> <p>Water including iced over water, dogs, roads, fire, trains</p> <p>To understand who to speak to if I am lost</p>  | <p>e-safety led by Computing Coordinator</p> <p>Medicine safety talks led by Ts</p> <p>Visitors – Police, School Crossing Patroller, water safety, fire safety, dog safety, Hazard Alley Talk Yr 6 WJS</p> <p>Scooter safety training</p> <p>Bike safety training</p>  | <p>medicines – Calpol, bottles, cabinet, up high/locked safe place</p> <p>hazard symbols</p> <p>calm</p> <p>relax</p>   |
| Autumn 2                                     | Rules & Responsibilities                             |   | On-going from Autumn 1  |  |   |
| Autumn 1<br>Autumn 2<br>Spring 1<br>Summer 1 | Anti-bullying & Unkindness<br>Knowing the difference | <p>Self-awareness</p> <p>Interpersonal and social effectiveness</p> <p>Values</p> <p>Resilience</p> <p>Effectiveness within a wider community</p> | <p>To know what bullying is – deliberate, repeated &amp; unfair involving words and/or physical behaviour</p> <p>To know what bullying isn't – an accident, something that happens once, different things that happen by different people</p> <p>To know what unkind behaviour is – breaking the Behaviour Expectations e.g. not listening, interrupting, not being honest</p> <p>To know who to tell and who to trust</p> <p>To know to be honest is best</p> <p>To know what to say to the person and when asking for help</p> <p>To know who to tell and who to trust at home and school</p> | <p>Anti-bullying assemblies led by Mrs Barnes</p> <p>Lessons in all classes</p> <p>Immediate response to need &amp; following of safeguarding policy guidance</p> <p>Photos (SEAL Pack)</p> <p>Feelings Blob Cards</p> <p>Stories:</p> <p>How are you Feeling Today?</p> <p>Topsy &amp; Tim Find a Friend</p> <p>Giraffes Can't Dance</p> <p>Rude Rabbit</p> | <p>bullying deliberate (on purpose)</p> <p>repeated (happens again and again)</p> <p>unfair (not ok)</p> <p>name calling</p> <p>feelings</p> <p>makes you not feel good about yourself</p> <p>angry</p> <p>scared worried</p> <p>upset</p> <p>unkindness</p> <p>trust</p> <p>safe</p> <p>looked after</p> |

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|          |                  |  | Feelings - To know when you feel good and not good about yourself   | The Bad-Tempered Ladybird<br>Humpty Dumpty<br>The Behaviour Expectations Series  | Behaviour<br>Expectations<br>Values<br>manners<br>respect  |
| Spring 1 | Me & My Emotions | Self-awareness<br>Interpersonal and social effectiveness<br>Resilience   | To know that there are lots of different feelings<br>To know that it is ok to have different feelings<br>To know what I like/don't like<br>To learn more about what is right and wrong e.g. going out onto the playground during lesson time without telling a teacher<br><br>To know that different people might have different feelings and like different things<br>To know what to do if you have feelings that don't make you feel ok or worried<br>To know who you can talk to – 5 on a hand at school/family at home<br>To learn ways to calm down if I get upset e.g. listen to music, Yoga, go for a walk, thinking time, exercise etc<br>To know that people have different ways of calming down and relaxing | Stories:<br>A book of Feelings<br>Worried Arthur<br>Scaredy Squirrel<br>5 on a hand<br>Blob Tree pictures<br>Bubble Time<br>Scenarios<br>Emotion pebbles<br>Zones of Regulation<br>The Behaviour Expectations Series | happy/unhappy<br>surprised<br>excited<br>proud<br>sad<br>angry cross<br>worried<br>scared<br>lonely<br>tired<br>5 on a hand<br>yoga breathing<br>exercise<br>reading a book<br>relaxing<br>listening<br>reflecting<br>feelings |
| Spring 2 | Friendship (RE)  | Self-awareness<br>Interpersonal and social effectiveness<br>Values<br>Resilience<br>Effectiveness within a wider community | To know what a friend is – respectful, kind, someone you can trust, can help and who is prepared to take turns and share<br>To know what friends can do together<br>To know more about similarities/differences between themselves and others   | Role play<br>Photos (SEAL resources)<br>Puppets<br>5 on a hand<br>Bubble Time<br>Stories:  | manners<br>respect<br>values<br>Behaviour<br>Expectations<br>listen<br>share take turns  |

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|          |             |   | <p>To know how to make a new friend</p> <p>To know that friends sometimes fall out</p> <p>To know how to make up with a friend if they fall out</p> <p>To know what to do if you have feelings that don't make you feel ok or worried</p> <p>To know who you can talk to – 5 on a hand/home</p> <p>To know that friends should be treated with the same respect</p> <p>How do you know how a friend is feeling if they don't tell you?</p>  | <p>Scaredy Squirrel</p> <p>Makes a Friend</p> <p>I Love You Already</p> <p>The Only Way is Badger</p> <p>The Behaviour</p> <p>Expectations Series</p>  | <p>respect for self and others</p> <p>honest</p> <p>can be trusted</p> <p>kind</p> <p>talking</p> <p>problem – sort out</p> <p>tell</p> <p>community</p> <p>loyalty, generosity, trust, sharing</p> <p>interests and experiences and support with problems and difficulties</p>   |
| Spring 2 | Family (RE) | <p>Interpersonal and social effectiveness</p> <p>Values</p> <p>Effectiveness within a wider community</p> | <p>To know the people who are special to me and why</p> <p>To know what the word family means and understand that no one family is the same – members, looks, routines, likes/dislikes etc</p> <p>'We live in a world where everybody is different and families are different too'</p> <p>'We have people who care about us and love us including family, carers and friends'</p> <p>Ensure the children know that not all families are the same. Some are blended, have different sets of parents or even live in two houses. Ensure the children know they can ask questions and share their experiences of family.</p> | <p>Role play</p> <p>Photos (SEAL resources)</p> <p>Puppets</p> <p>5 on a hand</p> <p>Bubble Time</p> <p>Stories:</p> <p>The Great Big Book of Families</p> <p>Grace &amp; Family</p> <p>Not Now Bernard</p> <p>And Tango makes Three</p> <p>Aldo</p> <p>Katie Morag Stories</p> <p>My Family</p> | <p>respect</p> <p>share</p> <p>take turns</p> <p>listen</p> <p><i>mummy and me</i></p> <p><i>daddy and me</i></p> <p><i>two mummies</i></p> <p><i>two daddies</i></p> <p><i>cousins</i></p> <p><i>aunties</i></p> <p><i>uncles</i></p> <p><i>step-dad/mum/brother/sister</i></p> <p><i>half- brother/sister</i></p> <p><i>Grandparents</i></p> <p><i>Foster mum/dad</i></p> |



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|                     |                              |  | <p>*To know who is in my family and ways we care for each other e.g. listen while they speak, share, love, care, respect<br/>To know that we all have different names for our family because they are all different</p> <p>To know that family situations can change but that love and care continue to be most important<br/>To know that my family are responsible for looking after me<br/>To learn that I have responsibilities too e.g. to tidy my room</p> <p>*Changes in family situations will not be directly taught but support is offered should it be required</p> | <p>Grandma<br/>Picnic in The Park<br/>Two Homes</p>  | <p><i>Adopted<br/>Mum's/dad's partner<br/>Mum's/dad's house<br/>(this vocabulary is based on words that children in Year 1 frequently use)</i></p> <p>reflect</p>   |
| Spring 2 & Summer 1 | Diversity & Communities (RE) | Interpersonal and social effectiveness<br>Values<br>Effectiveness within a wider community | <p>To know more about similarities/differences between themselves and others<br/>To celebrate the fact that we are all different and may have different ideas<br/>To know that we should all be treated with the same level of respect<br/>To start to learn more about different cultures and religious beliefs at a simple level (traditions, places of worship and food)</p> <p>To know about the different groups we might belong to in and out of school e.g. Art Club, Yoga, Beavers, Rainbows, Tennis Club etc</p>  | <p>Assemblies<br/>Visitors – from the Christian and Jewish faith as well as other speakers<br/>Circle Times<br/>Stories:<br/>Elephants Don't Do Ballet<br/>The Day the Crayons Quit<br/>The Smeds &amp; the Smoos (cbeebies)<br/>All Kinds of Beliefs<br/>Children of Britain<br/>Just Like Me</p> | <p>respect for each other<br/>caring for others<br/>kindness<br/>listening<br/>sharing<br/>equal<br/>similar<br/>different<br/>talents<br/>celebrate<br/>belonging<br/>beliefs ideas<br/>community<br/>people who help us</p> |

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|          |                                     |  | <p>To know that we all have different skills and talents</p> <p>To learn more about people who help us in our community and the jobs they do (Health &amp; Safety fortnight)</p> <p>To know that jobs are non-gender specific e.g. girls can be footballers and boys can be nurses</p>  | <p>Katie Morag and The Dancing Class</p> <p>Toby's Doll's House</p> <p>Parables</p> <p>Fables</p> <p>Christian artefacts</p> <p>Jewish artefacts</p> |   |
| Summer 2 | Recap Health & Safety from Autumn 1 | Self-awareness<br>Risk Management  | <p>I know how to keep myself safe (see above)</p> <p>To know how to keep myself safe in the sun</p>   | <p>Assembly led by Mrs Spencer</p> <p>Story: George The Sun Safe Superstar</p>   | <p>safe</p> <p>sun cream</p> <p>protect my skin</p> <p>hot cool</p> <p>shade</p> <p>drink</p> <p>sunglasses</p>   |
| Summer 2 | Managing Change                     | Self-awareness<br>Interpersonal and social effectiveness<br>Values<br>Resilience<br>Effectiveness within a wider community | <p>I know that I can do different things as I grow up – comparisons between what I could do in FS/end of Year 1</p> <p>I know that change can make me feel different</p> <p>I can learn ways to cope with change e.g. moving up to Year 2 or moving to a new school</p> <p>I know about changes I can choose to make e.g. what game to play, what to wear and what to eat for a snack</p> <p>*Children who face changes in personal circumstances will be supported by school should the family wish</p> <p>To learn more about different changes e.g. moving house</p> | <p>Circle times</p> <p>Transition arrangements – class visits, visits by Ts/TAs/LSAs, shared activities</p>  | <p>change</p> <p>moving on</p> <p>new class</p> <p>help</p> <p>reflect</p> <p>memories remember</p> <p>feelings – happy, excited, worried, scared etc</p> <p>yet</p> <p>support</p> <p>friendship</p> |

## YEAR TWO – Revision from Year One plus new learning

| Term     | Topic/Theme                | Character Aspect   | Learning Outcomes  | Resources  | Key Vocabulary  |
|----------|----------------------------|--|--|--|---|
| Autumn 1 | Beginning & Belonging (RE) | Self-awareness<br>Interpersonal and social effectiveness<br>resilience   | To settle in to a new class/new school<br>To be reminded about what belonging is and to feel a sense of belonging<br>To know how to ask for help<br>To know more about similarities/differences between themselves and others<br>To learn skills to cope with new routines in Year Two<br>To continue to learn how to approach and solve a simple problem<br>To help friends to feel better  | Circle time games<br>Classroom treasure hunt<br>Stories:<br>Pebble<br>Lost & Found<br>Strictly No Elephants<br>The Behaviour<br>Expectations Series (SEND)           | mind map<br>beginning<br>belonging<br>identity<br>new<br>changes<br>routine<br>ask<br>help<br>similarities<br>differences<br>feelings<br>friends<br>problem<br>cope |
| Autumn 1 | Working Together           | Values<br>Self-awareness<br>Interpersonal and social effectiveness<br>Effectiveness within a wider community<br>Link to Growth Mind-set 'I am persevering to learn and improve'<br>Link to THINKING SKILLS 'I can express my idea in a respectful way' | To say what they think they/peers are good at but also to know that skills can change<br>To set personal/learning goals and to say how they will work towards meeting them<br>To learn skills to share ideas<br>To improve listening skills<br>To learn how to negotiate to resolve a problem<br>To turn take<br>To know what is fair/unfair<br>To persevere when things are difficult<br>To try again if it didn't work first time – mistakes help us know what to do next time | Team games<br>Problem solving tasks & puzzles to solve<br>Circle Times<br>Stories:<br>Farmer Duck<br>Fantastic Mr Fox<br>The Behaviour<br>Expectations Series (SEND) | ideas<br>goals<br>listen<br>share<br>take turns<br>persevere<br>collaborate<br>team<br>work together<br>negotiate<br>reflect evaluate<br>fair/unfair<br>mistakes    |

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|          |                                   |  | To evaluate a team activity – what went well and what could we do better next time?   |   |  |
| Autumn 1 | Rules, Responsibilities & Rewards | Values<br>Self-awareness<br>Interpersonal and social effectiveness<br>Effectiveness within a wider community | <p>To recall why rules are important</p> <p>To know and follow the Behaviour Expectations</p> <p>To recall why values are important</p> <p>To know and follow the school values</p> <p>To know how rules &amp; values help us in life</p> <p>To learn how to explain a point of view in a respectful way</p> <p>To know that kind words and stickers etc from my teacher are to say well done and to help me to keep going with my goals</p> <p>To know that feedback and praise helps me to keep persevering with my goals</p> <p>To describe how I feel when I achieve a goal</p> <p>To know that encouraging a friend will help them to persevere and not give up</p> <p>To know that jobs in class/at home help us to be more responsible</p> | <p>THINKING SKILLS</p> <p>lessons</p> <p>Behaviour</p> <p>Expectations Values</p> <p>Class Council Circle</p> <p>Time</p> <p>School Council</p> <p>Stories:</p> <p>I'll Do It</p> <p>How Do Dinosaurs</p> <p>Clean Their Rooms</p> <p>The Behaviour</p> <p>Expectations Series (SEND)</p> | <p>rules</p> <p>rewards</p> <p>praise</p> <p>values</p> <p>point of view</p> <p>explain</p> <p>chaos</p> <p>responsibilities</p> <p>feedback</p> <p>growth mind-set</p> <p>pride</p> <p>praise</p> |

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| Autumn 1 | My body<br>How to stay healthy | Self-awareness   | <p>To know how I have changed since I was a baby – sequencing pictures (baby/toddler/child/teenager/adult/elderly person) and say what each person can do</p> <p>To know that all living things need water, food and air to live</p> <p>To notice that animals, including humans, have offspring which grow into adults</p> <p>To learn to keep myself clean</p> <p>To learn how to keep myself well – hand washing, using tissues when I blow my nose, put my mouth in the crook of my arm when I cough</p> <p>To know what my body can do – run, jump, sit, stand, balance, spin etc</p> <p>To know that each person’s body belongs to them</p> | <p>Science Lessons</p> <p>Health Week</p> <p>Visitors – Dentist, Doctor, Paramedic</p> <p>A Life</p> <p>Make a healthy snack</p> <p>Fitness sessions – Yoga, Zumba, Tennis etc,</p>   | <p>clean</p> <p>wash</p> <p>growing</p> <p>change</p> <p>baby toddler</p> <p>child teenager</p> <p>adult elderly</p> <p>person</p> <p>germs</p> <p>keeping well</p> <p>balance</p> <p>spin</p> <p>movement</p> <p>actions</p> <p>my body</p> <p>safe</p>                               |
| Autumn 2 | Keeping myself safe            | <p>Risk Management</p> <p>Self-awareness</p> <p>Values</p> <p>Interpersonal and social effectiveness</p> | <p>To know my address and phone number</p> <p>To be reminded not to share information about where I live/phone number unless asked to my family</p> <p>To re-visit what privacy and provide examples e.g. when you’re at school you close the toilet door when you go to the loo and others are expected to knock and wait until you are ready to leave the cubicle or when you are having a private conversation</p> <p>To know yes/no/not sure feelings</p> <p>To be reminded about safe places to play</p> <p>To know who to and how to talk to if I am worried</p>  | <p>5 on a hand – people in school who we can speak to (HT, DH, Ts, TAs/LSAs/MDMSs)</p> <p>People I can speak to at home – my family including older siblings</p> <p>Role Play</p> <p>Photos (SEAL Resources)</p> <p>Mind Maps</p> <p>Safety Week</p> <p>Stay Safe &amp;</p> | <p>self</p> <p>safe</p> <p>listen</p> <p>follow instructions</p> <p>5 on a hand</p> <p>trust</p> <p>share</p> <p>privacy respect</p> <p>‘Can you help me?’</p> <p>‘Stop, I don’t like it’</p> <p>Yes/no</p> <p>‘I’ll ask’</p> <p>‘I’ll tell’</p> <p>risk</p> <p>danger</p> <p>lost</p> |

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|                                  |                            |  | <p>To know more about risky situations e.g. playing football in a road</p> <p>To learn more about how I can take care of myself – sleep, healthy eating, drinking water, relaxation, keeping calm</p> <p>E-safety - To know that I should only share my log on password with my family</p> <p>To be reminded that I should speak to a T if I see something on a computer screen that I am not sure about</p> <p>To understand more about how to stay safe around:</p> <p>Water including iced over water, dogs, roads, fire, trains</p> <p>To understand who to speak to if I am lost</p> <p>To know that I can say what kind of personal space I am comfortable with</p> <p>To show respect for someone else’s personal space</p> <p>To know the difference between a good secret e.g. a surprise that everyone will know about eventually and a *bad secret that we are asked never to share/uncomfortable about keeping</p> <p>*An example will not be provided in related lessons</p> | <p>Taking Care of Myself Assemblies both led by Mrs Barnes - NSPCC Pantosaurus</p> <p>e-safety led by Computing Coordinator</p> <p>Medicine safety talks led by Ts</p> <p>Visitors – Police, School Crossing Patroller, water safety, fire safety, dog safety, Hazard Alley Talk Yr 6 WJS</p> <p>Scooter safety training</p> <p>Bike safety training</p> <p>Comfortable/uncomfortable</p> | <p>road/night/fire/dog/water/ice/train/</p> <p>The Green Cross Code – Stop, Look &amp; Listen</p> <p>internet safety</p> <p>medicines – Calpol, bottles, cabinet, up high/locked</p> <p>safe place</p> <p>hazard symbols</p> <p>calm</p> <p>relax</p> <p>good secret</p> <p>bad secret</p> |
| Autumn 2                         | Rules & Responsibilities   |  | On-going from Autumn 1  |   |  |
| Autumn 1<br>Autumn 2<br>Spring 1 | Anti-bullying & unkindness | Self-awareness<br>Interpersonal and social effectiveness | To be reminded about what bullying is – deliberate, repeated & unfair involving words/threats and/or physical behaviour   | Anti-bullying assemblies led by Mrs Barnes  | bullying deliberate (on purpose)   |

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| Summer 1 | Knowing the difference | Values<br>Resilience<br>Effectiveness within a wider community         | <p>To be reminded about what bullying isn't – an accident, something that happens once, different things that happen by different people</p> <p>To know to tell if asked to keep a secret that makes them feel uncomfortable</p> <p>To know what unkind behaviour is – breaking the Behaviour Expectations e.g. not listening, interrupting, not being honest</p> <p>To know who to tell and who to trust at home and at school</p> <p>To know to be honest is best</p> <p>To know what to say to the person and when asking for help</p> <p>Feelings - To know when you feel good and not good about yourself</p> <p>To recognise behaviour that is bullying</p> <p>To know what to do if I see someone else being bullied</p> | <p>Lessons in all classes</p> <p>Immediate response to need &amp; following of safeguarding policy guidance</p> <p>Photos (SEAL Pack)</p> <p>Feelings Blob Cards</p> <p>Stories:</p> <p>Insults Aren't Funny</p> <p>I Don't Care</p> <p>Everyone Matters</p> <p>Aye-Aye</p> <p>Will You Be My Friend?</p> <p>The Shopping Basket</p> <p>The Huge Bag of Worries</p> <p>The Behaviour Expectations Series (SEND)</p> | <p>repeated (happens again and again)</p> <p>unfair (not ok)</p> <p>threat/keep a secret (they might say that they are going to do something to you)</p> <p>name calling</p> <p>feelings</p> <p>makes you not feel good about yourself</p> <p>angry</p> <p>scared worried</p> <p>upset</p> <p>unkindness</p> <p>trust</p> <p>safe</p> <p>looked after</p> <p>Behaviour Expectations</p> <p>responsibilities</p> <p>Values</p> <p>manners</p> <p>respect</p> <p>recognise</p> <p>brave speak out</p> |
| Spring 1 | Me & My Emotions       | Self-awareness<br>Interpersonal and social effectiveness<br>Resilience | <p>To know that there are lots of different emotions</p> <p>I know that it is ok to show emotions</p> <p>To know more about what I like/don't like</p> <p>To learn more about what is right and wrong e.g. not helping an FS child if they are lost in school</p>   | <p>5 on a hand</p> <p>Blob Tree pictures</p> <p>Bubble Time</p> <p>Scenarios</p> <p>Assembly</p> <p>Zones of regulation</p> <p>Stories:</p>   | <p>emotions feelings</p> <p>frightened</p> <p>nervous</p> <p>surprised</p> <p>shocked</p> <p>tired</p> <p>5 on a hand</p>   |

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|          |                 |   | <p>To know how to be more resilience</p> <p>To know that different people might have different feelings and like different things</p> <p>To know what to do if you have feelings that don't make you feel ok or worried</p> <p>To know who you can talk to – 5 on a hand at school/family at home</p> <p>To revisit ways to calm down if I get upset e.g. listen to music, Yoga, go for a walk, thinking time, exercise etc</p> <p>To be reminded that people have different ways of calming down and relaxing</p> <p>How can feelings affect my behaviour?</p> <p>How can I control my behaviour when I am feeling cross?</p> | <p>Silly Billy</p> <p>Augustus &amp; his Smile</p> <p>Giraffe is Left Out</p> <p>The Behaviour</p> <p>Expectations Series (SEND)</p>                      | <p>yoga breathing</p> <p>exercise</p> <p>reading a book</p> <p>relaxing</p> <p>listening</p> <p>reflecting</p> <p>behaviour</p> <p>calming down</p> <p>control</p> <p>zones of regulation</p> <p>resilience</p> <p>thoughts</p> <p>actions</p> <p>behaviour</p> <p>consequences of our actions</p> <p>rest</p> <p>downtime</p> <p>hobbies</p> <p>talk about / discuss</p> <p>Share</p> <p>mental well-being</p> <p>solve problems</p> |
| Spring 2 | Friendship (RE) | <p>Self-awareness</p> <p>Interpersonal and social effectiveness</p> <p>Values</p> <p>Resilience</p> <p>Effectiveness within a wider community</p> | <p>To know what a friend is – respectful, kind, someone you can trust, can help and who is prepared to take turns and share</p> <p>To know what friends can do together</p> <p>To know that a game is only a game if everyone involved is happy to play</p> <p>To know more about similarities/differences between themselves and others</p>   | <p>Role play</p> <p>Photos (SEAL resources)</p> <p>Puppets</p> <p>5 on a hand</p> <p>Bubble Time</p> <p>Stories:</p> <p>Leon &amp; Bob</p> <p>Michael</p> | <p>manners</p> <p>respect</p> <p>values</p> <p>Behaviour</p> <p>Expectations</p> <p>listen</p> <p>share take turns</p> <p>agree</p>   |



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|--|--|--|--|---|--|
|  |  |  | <p>To know how to make a new friend<br/>         To know that friends sometimes fall out<br/>         To know how to make up with a friend if they fall out<br/>         To know what to do if you have feelings that don't make you feel ok or worried<br/>         To know who you can talk to – 5 on a hand/home<br/>         To know that friends should be treated with the same respect<br/>         How do you know how a friend is feeling if they don't tell you?<br/>         How can I sort out an argument with a friend?<br/>         How do I keep my friends?<br/>         To learn how to play well in a trio<br/>         To know that it is ok to have different friends at different times<br/>         To know it's ok to have different points of view<br/>         The importance of permission seeking with friends</p> | <p>Room on A Broom<br/>         Rainbow Fish<br/>         Knuffle Bunny<br/>         BBC bitesize clips<br/>         The Behaviour Expectations Series (SEND)</p> | <p>respect for self and others<br/>         honest<br/>         can be trusted<br/>         kind<br/>         talking<br/>         problem – sort out<br/>         tell<br/>         community<br/>         loyalty, generosity, trust, sharing<br/>         interests and experiences and support with problems and difficulties<br/>         argument<br/>         resolution – problem solving<br/>         points of view<br/>         happy, sad, safe, truthful,<br/>         trustworthy, honest, kind(ness), respect, self-respect, love, permission, caring, secure rules, consequences, sharing, unhappy, unsafe, help, privacy advice, sharing, lonely, left out,</p> |
|--|--|--|--|---|--|

|          |             |  |   |  |  |
|----------|-------------|--|---|--|--|
|          |             |  |   |  | appropriate, inappropriate permission points of view   |
| Spring 2 | Family (RE) | Interpersonal and social effectiveness<br>Values<br>Effectiveness within a wider community | <p>To know the people who are special to me and why</p> <p>To know what the word family means and understand that no one family is the same – members, looks, routines, likes/dislikes etc</p> <p>‘We live in a world where everybody is different and families are different too’</p> <p>‘We have people who care about us and love us including family, carers and friends’</p> <p>*To know who is in my family and ways we care for each other e.g. listen while they speak, share, love, care, respect</p> <p>To know that we all have different names for our family because they are all different</p> <p>To know that my family are responsible for looking after me</p> <p>To know that family situations can change but that love and care continue to be most important</p> <p>To learn that I have responsibilities too e.g. to tidy my room</p> <p>*Changes in family situations will not be directly taught but support is offered should it be required</p> | <p>Role play</p> <p>Photos (SEAL resources)</p> <p>Puppets</p> <p>5 on a hand</p> <p>Bubble Time</p> <p>Stories:</p> <p>The Great Big Book of Families</p> <p>Aldo</p> <p>Katie Morag Stories</p> <p>My Family</p> <p>Grandma</p> <p>Picnic in The Park</p> <p>Two Homes</p> | <p>respect</p> <p>share</p> <p>take turns</p> <p>listen</p> <p><i>mummy and me</i></p> <p><i>daddy and me</i></p> <p><i>two mummies</i></p> <p><i>two daddies</i></p> <p><i>cousins</i></p> <p><i>aunties</i></p> <p><i>uncles</i></p> <p><i>step-dad/mum/brother/sister</i></p> <p><i>half- brother/sister</i></p> <p><i>Grandparents</i></p> <p><i>Foster mum/dad</i></p> <p><i>Adopted</i></p> <p><i>Looked after</i></p> <p><i>Mum’s/dad’s partner</i></p> <p><i>Mum’s/dad’s house</i></p> <p><i>(this vocabulary is based on words that children in Year 2 frequently use)</i></p> <p>reflect</p> |

|                     |                                     |  |   |   |   |
|---------------------|-------------------------------------|--|---|---|---|
| Spring 2 & Summer 1 | Diversity & Communities             | Interpersonal and social effectiveness<br>Values<br>Effectiveness within a wider community | <p>To know more about similarities/differences between themselves and others</p> <p>To celebrate the fact that we are all different and may have different ideas</p> <p>To know that people with a disability have many abilities – paralympians as an example</p> <p>To know that we should all be treated with the same level of respect</p> <p>To start to learn more about different cultures and religious beliefs at a simple level (traditions, places of worship and food)</p> <p>To know about different groups we belong to in and out of school e.g. Art Club, Yoga, Beavers, Rainbows, Tennis Club etc</p> <p>To know that we all have different skills and talents</p> <p>To learn more about people who help us in our community and the jobs they do (Health &amp; Safety fortnight)</p> <p>To know that jobs are non-gender specific e.g. girls can be footballers and boys can be nurses</p> <p>To know what responsibilities they have and why they are important e.g. Wendover Celebrates, football/tennis clubs etc</p> | <p>Assemblies</p> <p>Visitors – from the Christian and Jewish faith as well as other speakers</p> <p>Circle Times</p> <p>Stories:<br/>Amazing Grace<br/>Picnic in The Park<br/>Frog and The Stranger<br/>Square<br/>Triangle<br/>Circle<br/>All Kinds of Beliefs<br/>Children of Britain<br/>Katie Morag and The Dancing Class<br/>Toby’s Doll’s House<br/>Parables<br/>Fables<br/>Christian artefacts<br/>Jewish artefacts<br/>Visitors from our community</p> | <p>respect for each other</p> <p>values</p> <p>caring for others</p> <p>kindness</p> <p>listening</p> <p>sharing</p> <p>equal</p> <p>disability</p> <p>similar/different</p> <p>similarities/differences</p> <p>personality</p> <p>ability</p> <p>talents</p> <p>celebrate</p> <p>belonging</p> <p>beliefs ideas</p> <p>community</p> <p>people who help us</p> <p>responsibilities</p> |
| Summer 2            | Recap Health & Safety from Autumn 1 | Self-awareness<br>Risk Management  | <p>I know how to keep myself safe (see above)</p> <p>To know how to keep myself safe in the sun</p>   | <p>Assembly led by Mrs Spencer</p> <p>Story:</p>  | <p>safe</p> <p>sun cream</p> <p>protect my skin</p>   |

|          |                 |  |  |  |   |
|----------|-----------------|--|--|--|---|
|          |                 |  |  | George The Sun Safe Superstar  | hot cool<br>shade<br>drink<br>sunglasses<br>risk  |
| Summer 2 | Managing Change | Self-awareness<br>Interpersonal and social effectiveness<br>Values<br>Resilience<br>Effectiveness within a wider community | <p>I know that I can do different things as I grow up – comparisons between what I could do in FS/end of Year 1</p> <p>I know that change can make me feel different</p> <p>I know that change is a part of growing up</p> <p>I can learn ways to cope with change e.g. moving up to Year 2 or moving to a new school</p> <p>I know about changes I can choose to make e.g. what game to play, what to wear and what to eat for a snack</p> <p>To know how to make a good choice e.g. to eat an apple rather than a bar of chocolate</p> <p>To learn more about different changes e.g. moving house</p> <p>*Children who face changes in personal circumstances will be supported by school should the family wish</p> | Circle times<br>Transition arrangements – class visits, visits by Ts/TAs/LSAs, shared activities | change<br>growing up<br>moving on<br>new class<br>support<br>friendship<br>help<br>reflect<br>resilience<br>memories remember<br>feelings – happy, excited, worried, scared etc<br>good choices |

## Appendix 4

The John Hampden School Behaviour Expectations:

- ❖ Do be gentle
- ❖ Do be kind and helpful
- ❖ Do work hard
- ❖ Do look after property
- ❖ Do listen to people
- ❖ Do be honest
- ❖ Do be polite

The John Hampden School Core Values:

- ❖ Perseverance
- ❖ Independence
- ❖ Belonging
- ❖ Collaboration
- ❖ Reflection
- ❖ Good Manners
- ❖ Respect

**DfE guide for parents**

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