

Half term/ key question:	Topic	Prior learning Pupils have learnt...	In this unit of work, pupils learn...	Intended learning outcomes Pupils will be able to....
<p>Autumn 1 What helps us to stay safe?</p>	<p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations; how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets how not everything they see online is true or trustworthy and that people can pretend to be someone they are not 	<ul style="list-style-type: none"> Give examples of ways to stay safe in different situations Understand how to stay safe in current times – importance of 'Bubbles', hand washing, hygiene Describe and demonstrate strategies they can use to stay safe and identify and avoid risks Identify good and bad secrets and know who to tell if they feel uncomfortable with a secret Give examples of online safety – tell an adult, cover screen, information sharing etc. how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
<p>Autumn 2 How do we recognise our feelings?</p>	<p>Health and wellbeing</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15,</p>	<p>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>	<ul style="list-style-type: none"> how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) how feelings can affect people in their 	<ul style="list-style-type: none"> Identify a range of feelings and emotions Recognise their own feelings and emotions and examples of when they have felt this way and how their body felt e.g butterflies, go red, heart beats faster. Identify people who they can tell if they need to share how they are feeling Recognise when they might need help with feelings and how to ask for help when they need it

	H16, H17, H18, H19, H20, H24, H27		bodies and their behaviour <ul style="list-style-type: none"> ways to manage big feelings and the importance of sharing their feelings with someone they trust 	
Spring 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how they are similar or different to others, and what they have in common 	<ul style="list-style-type: none"> how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships 	<ul style="list-style-type: none"> Give examples of, or demonstrate, how to work and play cooperatively Identify ways to offer support to others in class and on the playground Describe or demonstrate strategies they can use to resolve arguments or disagreements Be able to ask for help if a friendship is making them unhappy
Spring 2 What can help us grow and stay healthy?	Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	<ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun 	<ul style="list-style-type: none"> Recognise healthy food and balanced diets Identify different ways to stay healthy Identify foods with a lot of sugar and what detrimental effects they have on the body. Understand the importance of wearing sun screen and staying out of direct sunlight at certain times Recognise they need a balance of being active, learning and screen time.
Summer 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the 	<ul style="list-style-type: none"> how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life 	<ul style="list-style-type: none"> Identify different things we need to spend money on e.g. bills, food, clothes Recognise different jobs that people can do and what their families do jobwise Recognise different skills are needed for different jobs and what these may be Recognise and give examples of how ICT plays an important role in everyday life and jobs. Identify ways of keeping money safe

		<p>things they want</p> <ul style="list-style-type: none"> • how to keep money safe and the different ways of doing this 		
<p>Summer 2 What is bullying? *How do we recognise our feelings?</p>	<p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and workco-operatively • the responsibilities they have in and out of theclassroom • how people need to be looked after and cared for 	<ul style="list-style-type: none"> • how words and actions can affect how peoplefeel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations 	<ul style="list-style-type: none"> • Describe the differences and similarities between being hurt physically and being hurt emotionally • Describe different types of touch, when these are either nice to receive or when it is in a way we don't like or makes us feel uncomfortable • Identify what is meant by bullying and hurtful teasing and why this is wrong • Identify people they can go to if they are feeling hurt or uncomfortable and how to let them know. • Report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doingso

❖ During Autumn Term – you will need to cover both Autumn term 1 and 2 topics **highlighted** at the beginning of September as and when appropriate. (Due to new start and Covid19)