

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>Welcome to Our School</b> Classroom Rules Taking turns and sharing</p> <p><b>We are all different</b> (Lucinda &amp; Godfrey: 'Foundations')</p> <p>How are we all unique and special? How are we the same and different to others? What is a friend?</p> <p><b>Exploring Friendship and Trust</b> (Lucinda &amp; Godfrey 'First Day at School')</p> <p>How can I be a good friend? How can friends sort out problems?</p> <p><b>NSPCC PANTOSAURUS</b></p>	<p><b>Relationships</b> What is the same and different about us? <i>Ourselves and others; similarities and differences; individuality; our bodies</i></p> <p><b>NSPCC PANTOSAURUS</b></p>	<p><b>Relationships</b> What makes a good friend? <i>Friendship; feeling lonely; managing arguments</i></p>	<p><b>Relationships</b> How can we be a good friend? <i>Friendship; making positive friendships, managing loneliness, dealing with arguments</i></p>	<p><b>Health &amp; Wellbeing</b> What strengths, skills and interests do we have? <i>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</i></p>	<p><b>Health &amp; Wellbeing</b> What makes up a person's identity? <i>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</i></p>	<p><b>Relationships</b> What will change as we become more independent?  How do friendships change as we grow?  <i>Different relationships, changing and growing, adulthood, independence, moving to secondary school</i></p>
		<p><b>Relationships</b> Who is special to us? <i>Ourselves and others; people who care for us; groups we belong to; families</i></p>	<p><b>Relationships</b> What is bullying? <i>Behaviour; bullying; words and actions; respect for others</i></p> <p><b>NSPCC PANTOSAURUS</b></p>	<p><b>Health &amp; Wellbeing</b> What keeps us safe? <i>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</i></p> <p><b>Lucinda &amp; Godfrey Your Feelings, Your Choice NSPCC PANTOSAURUS</b></p>	<p><b>Health &amp; Wellbeing</b> How will we grow and change? <i>Growing and changing; Introduction to puberty</i></p> <p><b>NSPCC PANTOSAURUS</b></p>	<p><b>Health &amp; Wellbeing</b> Growing and changing Puberty  How can drugs common to everyday life affect health? <i>Drugs, alcohol and tobacco; healthy Habits</i></p>	
Spring	<p><b>Exploring Emotions</b> How do I and other people feel at different times? What can I do to control my feelings? How can I help other people with their feelings?</p>	<p><b>Health &amp; Wellbeing</b> What helps us stay healthy? <i>Being healthy; hygiene; medicines; people who help us with health</i></p>	<p><b>Living in the Wider World</b> What jobs do people do? <i>People and jobs; money; role of the internet</i></p>	<p><b>Relationships</b> What are families like? <i>Families; family life; caring for each other</i></p>	<p><b>Relationships</b> How do we treat each other with respect? <i>Respect for self and others; courteous behaviour; safety; human rights</i></p>	<p><b>Health &amp; Wellbeing</b> How can we help people in an accident or emergency? <i>Basic first aid, accidents, dealing with emergencies</i></p>	<p><b>Mental Health &amp; Wellbeing</b>  Darlington Growing Healthy 5-19 team and Darlington Mental Health Support Team.</p> <p><b>Decider Skills Cognitive Behavioural Therapy</b> to teach children, to recognise their own thoughts, feelings and behaviours, allowing them to monitor and manage their own emotions and mental health</p>
	<p><b>Exploring Trust</b> Who can I talk to when I or my peers need help or are worried?</p> <p><b>Keeping Healthy</b> What does being healthy look like? Which foods are healthy and unhealthy? Why is sleep good for me?</p>	<p><b>Living in the Wider World</b> What can we do with money? <i>Money; making choices; needs and wants</i></p>	<p><b>Health &amp; Wellbeing</b> What helps us to stay safe? <i>Keeping safe; recognising risk; rules</i></p>	<p><b>Living in the Wider World</b> What makes a community? <i>Community; belonging to groups; similarities and differences; respect for others</i></p>	<p><b>Health &amp; Wellbeing</b> How can we manage our feelings? <i>Feelings and emotions; expression of feelings; behaviour</i></p>	<p><b>Relationships</b> How can friends communicate safely? <i>Friendships; relationships; becoming independent; online safety</i></p>	

	<p>Why is exercise good for me? Who can help me to stay healthy?</p>						<p><b>Health &amp; Wellbeing</b></p> <p><i>Looking after ourselves; growing up; becoming independent; taking more responsibility</i></p>
<p><b>Summer</b></p>	<p><b>Staying Safe</b> What are our school rules and why are they important? Who can I stay safe in my local area? ( road safety, train line safety, river safety) How can I stay safe in my home? (medicines and harmful substances, emergency services.)</p> <p><b>Time to move on</b> What will it be like in Year 1? What will be the same and what will be different? Who will my new teachers be and what are they like? (Create a transition booklet to take home for the summer)</p>	<p><b>Health &amp; Wellbeing</b> Who helps to keep us safe? <i>Keeping safe; people who help us</i></p>	<p><b>Health &amp; Wellbeing</b> What helps us to grow and stay healthy? <i>Being healthy: eating, drinking, playing and sleeping</i></p> <p><b>Health &amp; Wellbeing</b> How can we keep ourselves clean?</p>	<p><b>Health &amp; Wellbeing</b> Why should we eat well and look after our teeth? <i>Being healthy: eating well, dental care</i></p>	<p><b>Living in the Wider World</b> How can our choices make a difference to others and the environment? <i>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</i></p>	<p><b>Living in the Wider World</b> What decisions can people make with money? <i>Money; making decisions; spending and saving</i></p>	<p><b>Living in the Wider World</b></p> <p>How can the media influence people?  <i>Media literacy and digital resilience; influences and decision-making; online safety</i></p>
		<p><b>Living in the Wider World</b> How can we look after each other and the world? <i>Ourselves and others; the world around us; caring for others; growing and changing</i></p>	<p><b>Health &amp; Wellbeing</b> How do we recognise our feelings? <i>Feelings; mood; times of change; loss and bereavement; growing up</i></p>	<p><b>Health &amp; Wellbeing</b> Why should we keep active and sleep well? <i>Being healthy: keeping active, taking rest</i></p>	<p><b>Health &amp; Wellbeing</b> How can we manage risk in different places? <i>Keeping safe; out and about; recognising and managing risk</i></p>	<p><b>Living in the Wider World</b> What jobs would we like? <i>Careers; aspirations; role models; the future</i></p>	

This planning is based on the PSHE Association scheme of work and EYFS framework and is supplemented by: the digital literacy element of our computing curriculum; Purple Mash, online Safety lessons, our science curriculum, Lucinda & Godfrey and Medway SRE resources, NSPCC Pants programme, a planned programme of whole school and key stage assemblies, guest speakers and additional lessons addressing a variety of topical issues and the British values agenda.