Date	Curriculum	Statutory guidance core theme	Pupils should know	Learning objective	Learning outcomes	Key questions	Key words
A1 16.09	British Values link: Rule of Law Decide together upon a rule for your setting. Talk about why these are important and how they keep us happy and safe.			Recognise Circle Time as a classroom activity that provides a sense of community, belonging and fun. Promote cooperation by helping children learn appropriate classroom behaviour. Help children generate logical consequences. Establish a physically and emotionally safe classroom environment. Create and model a calm and positive learning atmosphere that is built on trust and warmth.	Can I learn a set of core rules for circle time and classroom activities? Can I participate in circle time? Can I discuss? Can I talk about why we need rules in our classroom?	How many of you have been to a nursery/playgroup? What is a rule? Why do we need rules?	Rule Behaviour Choices Good poor
A1 23.09	PSHE			Children become familiar with turtles and the other animals that are used throughout the PATHS curriculum.	Can I recognise all of the PATHS animals? Can I understand how turtles use their shell for protection?	Who are your friends at school? Do you have any friends that are not at this school? What does wild animal mean?	PATHS
A1 30.09	British Values link: Mutual respect and tolerance: Encourage children to celebrate and talk about their own special people. Explore and celebrate how our special people and families are all different and special. British Values link: Democracy: Create opportunities for children to ask questions e.g giving children the opportunity to ask about a special object brought in from home. Regularly involve children in circle time activities that include turn taking.			Children associate PATHs lessons with responsibility and fun. Teach children the meaning of the word 'compliment.' Children associate being PATHs child of the day with receiving compliments. Children learn a polite way to respond to a compliment. Enhance children's selfesteem.	Can I show responsibility as a helper? Can I see how compliments are given? Can I express pleasure when I receive a compliment?	What special jobs could the child of the day do? What will be special about sitting at the special table in the hall? What is a compliment? How did you feel when I gave you a compliment?	Compliment Special person

A1 07.10	Relationships education	Families and people who care for me	An introduction to families and people who care for me.	Pupils understand that 'family' means different things to different people.	Can I recognise the people I think of as part of my family?	What is a family? Who is in your family? How are our families similar/different?	Family/ Similar/ Different.
A1 14.10	Key Question: Ben wanted a car that Bill had. He	e snatched it. What shou	uld he have done?				
A1 21.10	British Values link: Rule of Law When a new piece of equipment Name and discuss different emoti Use emotional vocabulary to refle Key Question: Gem was feeling sad. What comp	ions with children to gro ect on how others may b	ow their emotional vocabulary oe feeling.	y and understanding.	e and happy.		
	British Values link: Individual liberty Value and make time for children' Encourage children to share how	's favourite things and ir they are feeling and und	nterests. derstand how others feel and	that they may be feeling diffe	erently or have different opinio	<mark>ons.</mark>	

Date	Curriculum	Statutory guidance core	Pupils should know	Learning objective	Learning outcomes	Key questions	Key words
		theme the theme					
A2	PSHE			To help children	Can I recognise that	How are you feeling	
04.11				understand other people's	everyone experiences	today?	
	British Values link:			feelings.	emotions?	Do grown up's have	
	Rule of Law			To define the feeling	Can I identify visual	feelings too?	
	Name and discuss			'Нарру.'	expressions of happiness?	What is happiness?	
	different emotions with			To help children recognise	Can I think of times when I	What makes you happy?	
	children to grow their			the facial expressions and	have been happy?	Can everyone feel happy?	

	emotional vocabulary and			body postures associated		Which parts of our faces	
	understanding.			with the feeling 'Happy.'		show us being happy?	
	Use emotional vocabulary			To present common		9 1777	
	to reflect on how others			situations that cause			
	may be feeling.			people to feel happy.			
	, , , , , , , , , , , , , , , , , , , ,			To help children			
				understand other people's			
				feelings.			
A2	PSHE PSHE			To define the feeling 'sad.'	Can I identify facial	Why are you crying?	
11.11				To help children recognise	expressions of sadness?	Why do you feel sad?	
				the facial expressions and	Can I think of times when I	Is it ok to feel sad?	
	British Values link:			body postures associated	have been sad?	Why do you think they	
	Rule of Law			with the feeling 'sad.'		feel sad?	
	Name and discuss			To provide examples of		What do the faces look	
	different emotions with			different reasons for		like when they're feeling	
	children to grow their			feeling sad.		sad?	
	emotional vocabulary and understanding.			To help children understand other people's			
	Use emotional vocabulary			emotions.			
	to reflect on how others			emotions.			
	may be feeling.						
	may be recinig.						
A2	Relationships education,	Online relationships;	An introduction to online	Pupils understand what	Can I explain how	What might someone of	Online/worried/
18.11	Health education	Internet safety and harm	safety. Where and how to	being online may look like,	something online might	your age like to watch	Scared.
		·	report concerns and get	the different feelings they	make someone feel	online?	
			support with issues online.	can experience online and	worried or sad?	What might they watch it	
				how to identify adults who	Can I recognise different	on?	
				can help.	feelings?	What can you do if you are	
					Can I name adults who can	upset or scared by	
					help me if I have a	something you see online?	
					problem online?		
A2	Relationships education	Being safe	What sorts of boundaries	Pupils understand the	Can I explain what	Is it important to allow	Private/public/
25.11			are appropriate in	concept of privacy,	'private' means?	someone to be private	Safe.
	Duitiele Malacea limba		friendships with peers and	including the right to keep	Can I understand that	sometimes?	
	British Values link:		others (including in a	things private and the	some things are done in	Why is it important not to	
	Rule of Law Name and discuss		digital context).	importance of respecting	private? Can I understand that	do something when	
	different emotions with			another person's right to	other people need to be	someone asks you to stop?	
	children to grow their			privacy.	private sometimes?	Why is it important to	
	emotional vocabulary and			Pantasaurus	private sometimes:	cover some parts of our	
	understanding.			Activity 2: what do to in		body with underwear?	
	Use emotional vocabulary			public and private places.		2007 men ander wedi	
	to reflect on how others			1			
	may be feeling.						
A2	Health Education	Basic first aid	Concepts of basic first-aid,	Pupils can explain what	Can I know that first aid	Have you ever been hurt?	First aid/
02.12			for example dealing with	first aid is and why it is	can help me with everyday	What happened?	Accident/
			common injuries,	important.	accidents?	Can first aid only be given	Hurt/
			including head injuries.			by adults?	Illness.
A2	Key Question:						

09.12	Tom was playing on the computer. Someone he did not know asked where he lived. What should he do? What should he not do?
A2 16.12	Key Question: Emily was pushed over in the playground. How was she feeling? What would you do? How can you make her feel better? British Values link:
	Rule of Law Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.

Date	<u>Curriculum</u>	Statutory guidance core	Pupils should know	Learning objective	Learning outcomes	Key questions	Key words
		<mark>theme</mark>					
S1	PSHE			To define the feeling	Can I identify facial	If someone is mad at you,	
06.01				'mad.'	expressions of feeling	does it mean they don't	
				To help children recognise	mad?	love you anymore?	
	British Values link:			the facial expressions and	Can I talk about a situation	How do the people's facial	
	Rule of Law			body postures associated	when I have felt mad?	expressions look when	
	Name and discuss			with the feeling 'mad.'		they are mad?	
	different emotions with			To provide examples of		Why do you think they are	
	children to grow their			different reasons for		mad?	
	emotional vocabulary and			feeling angry.		Can you think of a time	
	understanding.			To provide visual		when you were mad?	
	Use emotional vocabulary			representations of the			
	to reflect on how others			feeling 'mad.'			
	may be feeling.			To help children			
				understand other people's			
				feelings.			
S1	PSHE PSHE			To define the feeling	Can I understand what	Have you been afraid or	
13.01				'scared.'	might cause fear?	scared?	
				To help children recognise	Can I say what makes me	Did it scare you when you	
	British Values link:			the facial expressions and	scared?	saw the masks?	

	Rule of Law Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.			the body postures associated with the feeling 'scared.' To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people's feelings.		Would it scare you if you saw someone wearing a mask, for Halloween for example? How do you know the people are scared? Why are the people scared?	
S1 20.01	PSHE British Values link: Rule of Law Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.			To review the four basic feelings. To help children understand that all emotions should be valued and are ok.	Can I understand that all emotions are ok?	Which feelings can you remember? Are all feelings ok? How would you feel if?	
S1 27.01	Relationships education	Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Pupils understand that there are similarities and differences between everyone, and can celebrate this.	Can I says ways in which people are the same as each other? Can I say ways in which people are different to each other? Can I feel confident in myself?	Do boys and girls like playing with the same toys? Why do you think different people like different colours? What would it be like if we were all the same? Why is it good that we like different things?	Different Similar same
S1 03.02	Relationships education	Respectful relationships	The importance of permission seeking and giving in relationships with friends, peers and with adults.	Pupils can recognise what they like and dislike, feeling empowered to make respectful and informed choices.	Can I make choices based on what I like and dislike? Can I listen to others' opinions? Can I understand how to make a difficult choice?	How do you know if you like something? How do you know if your dislike something? Are there times when it is important to do the right thing even if it is not what you want to do?	Like/ Dislike/ Difficult.
S1 10.02	Key Question: Billy was playing with Bob in	n the sand. Dan was angry th	at they would not play with hin	m so he threw sand at them. \	What should he have done? V		1

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Date	Curriculum	Statutory guidance core theme	Pupils should know	Learning objective	Learning outcomes	Key questions	Key words
S2 24.02	PSHE			To introduce key social and emotional concepts that will lay the foundation for the development of self-control. To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.	Can I identify a problem situation? Can I learn that uncomfortable feelings can stop us making good choices? Can I learn that there are negative consequences for poor choices? Can I recall events from a story? Can I show the Turtle technique?	What happened that made him feel mad? What did Twiggle do when he felt mad? Was it ok for Twiggle to feel mad? Was Twiggles choice to push Henrietta ok or not ok? What happened after Twiggle pushed Henrietta? Did his friends want to play with him? How did that make him feel? How do you feel today? What was Twiggle's problem in the story? Who remembers what Twiggle did to Henrietta when he felt mad?	
S2 03.03	Health education	Healthy Eating	The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health.)	Pupils know that the different food and drink contains varying amounts of sugar, explaining why it is important to make healthier choices.	Can I understand that some food and drink is healthy for my body? Can I compare different amounts of sugar? Can I identify healthy choices?	What is your favourite food? Are you sometimes asked to eat something that isn't your favourite food? Why is it important to eat foods that are healthy for the body?	Sugar/obesity/ Tooth decay.
S2 10.03	Health education	Health and prevention	About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of handwashing.	pupils know the importance of basic personal hygiene and understand how hand washing helps to prevent the spread of germs, bacteria and viruses.	Can I identify ways to keep clean? Can I know when it is important to wash my hands? Can I learn how to wash my hands?	What things do you use to help keep your body clean? When is it important to wash your hands?	Hygiene Germs Bacteria viruses

S2		An introduction to my	Pupils can correctly	Can I name some of my	Do most people have the	Body
17.03		body.	position body parts.	body parts?	same body parts in the	
				Can I explain what some	same places?	
				of my body parts do?	Are all bodies the same	
					shape and size?	
					Do some people need help	
					to make their bodies work	
					better?	

Date	Curriculum	Statutory guidance core theme	Pupils should know	Learning objective	Learning outcomes	Key questions	Key words
Su1 21.04	PSHE			To help children associate a strong, uncomfortable feeling with starting to Do Turtle. To continue to practice the Turtle Technique	Can I identify different problem situations? Can I identify uncomfortable feelings to do Turtle? Can I remember the Turtle technique?	When would you need to do Turtle in these situations? Are they ok choices?	
Su1 28.04	PSHE British Values link: Rule of Law Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.			To define the feeling 'calm' or 'relaxed.' To introduce some of the facial cues and body postures associated with the feeling 'calm' or 'relaxed.' To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behaviour of calming down and doing Turtle with feeling calm or relaxed.	Can I understand the meaning of the words calm and relaxed?	Do you think calm and relaxed are comfortable or uncomfortable feelings? How do their facial expressions show their feeling?	
Su1 05.05	British Values link: Rule of Law	Mental wellbeing	How to recognise and talk about their emotions, including having a varied	Pupils can identify a range of feelings and how these are expressed, including	Can I identify comfortable and uncomfortable feelings?	What is a feeling? Do all feelings feel nice?	Feelings/ comfortable/ Uncomfortable.

	Name and discuss different emotions with children to grow their emotional vocabulary and understanding. Use emotional vocabulary to reflect on how others may be feeling.		vocabulary of words to use when talking about their own and others' feelings.	words to describe them and simple strategies for managing feelings.	Can I describe my feelings to another person? Can I manage uncomfortable feelings? Can I identify comfortable and uncomfortable feelings? Can I describe my feelings to another person? Can I manage uncomfortable feelings?	What can you do when a feeling isn't nice?	
Su1 12.05	Key Question: Tilly was tired of eating an	unhealthy diet. Could you de	sign her a plate of food that s	she would enjoy?			
Su1 19.05		in preparation for sports day. g race in sports day. He was u _l		over. What should he have do	ne?		
Date	Curriculum	Statutory guidance core	Pupils should know	Learning objective	Learning outcomes	Key questions	Key words
Summer 2 Su2 02.06	Key Question: Ben was on the computer	theme and someone he did not know	w asked where he lives. What	should he do? Why?			
Su2 09.06	Key Question:	at can we do if someone hurts					

Su2	Key Question:
23.06	Talk about special people to us. Get the children to think why these people are special and to share them with the class.
Su2	Key Question:
30.06	How are you feeling about moving into a new class? What do you like? What are you excited for?
	British Values link:
	Rule of Law
	Name and discuss different emotions with children to grow their emotional vocabulary and understanding.
	Use emotional vocabulary to reflect on how others may be feeling.
	ose emotional vocasanary to reflect on now others may be realing.
Su2	Key Question:
07.07	Explore KS1 building in preparation for transition days.
07.07	2. provide the formation and the first and t
Su2	Key Question:
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14.07	Can you write a list of the things Lilly can do to have good personal hygiene?