

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Lesson 7</u>
Me and My Relationships	<u>Why we have classroom rules</u> LO- Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.	<u>How are you listening?</u> LO - Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	<u>Thinking about feelings</u> LO- Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)	<u>Our feelings</u> LO - Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these.	<u>Feelings and bodies</u> LO - Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.	<u>Good Friends</u> LO -Identify simple qualities of friendship; Suggest simple strategies for making up.	

Valuing Difference	<u>Same and different?</u> LO -Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.	<u>Unkind, tease or bully?</u> LO -Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.	<u>Harold school rules</u> LO -Explain some of their school rules and how those rules help to keep everybody safe.	<u>It's not fair!</u> LO - Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.	<u>Who are our special people?</u> LO - Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Protected Characteristics Covered: Religion/Belief	<u>Our special people balloons</u> LO - Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.	
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Keeping Safe	<u>Super sleep</u> LO -Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep.	<u>Who can help? (1)</u> LO - Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.	<u>Sharing pictures</u> LO -Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. That sometimes people may behave differently online, including by pretending to be someone they are not. About how the internet and digital devices can be used safely to find things out and to communicate with others. About the role of the internet in everyday life. That not all information seen online is true.	<u>What could Harold do?</u> LO - Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use.	<u>Harold loses Geoffrey</u> LO - Recognise the range of feelings that are associated with loss.		
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Rights and Respect	<u>Harold has a bad day</u> LO - Recognise how a person's behaviour (including their own) can affect other people.	<u>Around and about the school</u> LO - Identify what they like about the school environment; Recognise who cares for and looks after the school environment.	<u>Taking care of something</u> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.	<u>Harold's money</u> LO - Explain where people get money from; List some of the things that money may be spent on in a family home.	<u>How should we look after our money?</u> LO - Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	<u>Basic first aid</u> LO - How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	
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Being My Best	<u>I can eat a rainbow</u> LO - Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health.	<u>Eat well</u> LO - Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy.	<u>Harold's wash and brush up</u> LO - Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.	<u>Catch it! Bin it! Kill it!</u> LO - Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.	<u>Harold learns to ride his bike</u> LO - Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.	<u>Pass on the praise!</u> LO - Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	
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Growing and Changing	<u>Healthy me</u> LO - Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.	<u>Then and now</u> LO - Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.	<u>Taking care of a baby</u> LO - Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.	<u>Who can help? (2)</u> LO - Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.	<u>Surprises and secrets</u> LO - Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.	<u>Keeping privates private</u> LO - Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.	<u>Good or bad touches</u> LO - Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch; Start thinking about who they trust and who they can ask for help.
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