

How do we make a difference?

How do we unlock our potential to become a responsible global citizen?

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Term 1 & 2</p> <p><i>How do we develop positive respectful relationships?</i></p> <p>EYFS- Self regulation throughout.</p>	<p><i>How am I a valuable individual?</i></p> <p><i>How can I build constructive and respectful relationships?</i></p> <p>Building relationships</p> <p>Work and play co-operatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Managing self</p> <p>Explain the rules, know right from wrong and try to behave accordingly.</p> <ul style="list-style-type: none"> The focus of their role in their family and community including likes, dislikes, family members and culture. Listening skills with staff and peers. Involving sharing and playing with friends and peers. Develop strategies for staying calm and interacting as part of a group. 	<p><i>What is the same and different about us? Who is special to us?</i></p> <ul style="list-style-type: none"> Roles of different people; families; feeling cared for; Recognising privacy; staying safe; seeking permission; How behaviour affects others; being polite and respectful <p>Families and Friendships, Safe relationships, Respecting ourselves and others</p>	<p><i>What makes a good friend? What is bullying?</i></p> <ul style="list-style-type: none"> Making friends; feeling lonely and getting help Managing secrets; resisting pressure and getting help; Recognising hurtful behaviour Recognising things in common and differences; playing and working cooperatively; sharing opinions <p>Families and Friendships, Safe relationships, Respecting ourselves and others</p>	<p><i>How can we be a good friend? What are families like?</i></p> <ul style="list-style-type: none"> What makes a family; features of family life Personal boundaries; safely responding to others; the impact of hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite <p>Families and Friendships, Safe relationships, Respecting ourselves and others</p>	<p><i>How do we treat each other with respect?</i></p> <ul style="list-style-type: none"> Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting differences and similarities; discussing difference sensitively <p>Families and Friendships, Safe relationships, Respecting ourselves and others</p>	<p><i>How can friends communicate safely?</i></p> <ul style="list-style-type: none"> Managing friendships and peer influence Physical contact and feeling safe Responding respectfully to a wide range of people; recognising prejudice and discrimination <p>Families and Friendships, Safe relationships, Respecting ourselves and others</p>	<p><i>What will change as we become more independent? How do friendships change as we grow?</i></p> <ul style="list-style-type: none"> Attraction to others; Romantic relationships; civil partnership and marriage Recognising and managing pressure; consent in different situations Expressing opinions and respecting other points of view, including discussing topical issues <p>Families and Friendships, Safe relationships, Respecting ourselves and others</p>
<p>Term 3 & 4</p> <p><i>What does it mean to be a responsible citizen and how can we contribute to our community?</i></p>	<p><i>How can I express my feelings and consider the feelings of others? How can I show use my learning powers in the face of challenge?</i></p> <p>Building relationships</p> <p>Show sensitivity to their own needs and others.</p> <ul style="list-style-type: none"> Developing descriptive vocabulary to express their feelings. Reflecting and self-evaluating my own and other's work. Understanding that mistakes are an important part of learning. 	<p><i>What can we do with money? How can we look after each other and the world?</i></p> <ul style="list-style-type: none"> What rules are; caring for others' needs; looking after the environment Using the internet and digital devices; communicating online Strengths and interests; jobs in the community <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p><i>What jobs do people do?</i></p> <ul style="list-style-type: none"> Belonging to a group; roles and responsibilities; being the same and different in the community The internet in everyday life; online content and information What money is; needs and wants; looking after money <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p><i>What makes a community?</i></p> <ul style="list-style-type: none"> The value of rules and laws; rights, freedoms and responsibilities How the internet is used; assessing information online Different jobs and skills; job stereotypes; setting personal goals <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p><i>How can our choices make a difference to others and the environment?</i></p> <ul style="list-style-type: none"> What makes a community; shared responsibilities How data is shared and used Making decisions about money; using and keeping money safe <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p><i>What decisions can people make with money? What jobs would we like?</i></p> <ul style="list-style-type: none"> Protecting the environment; compassion towards others How information online is targeted; different media types, their role and impact Identifying job interests and aspirations; what influences career choices; workplace stereotypes <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p><i>How can the media influence people?</i></p> <ul style="list-style-type: none"> Valuing diversity; challenging discrimination and stereotypes Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>

<p>Term 5 & 6</p> <p><i>How do we keep each other safe and healthy?</i></p>	<p><i>What do I need to do to meet my needs?</i></p> <p>Managing Self Manage their own basic hygiene and personal needs. Including dressing, going to the toilet.</p> <p>To understand the importance of healthy food choices.</p> <ul style="list-style-type: none"> 🔺 Targets for next year. 🔺 Continue to develop strategies for staying calm and interacting as part of a group. <p>*Even though EYFS are mapped into the LTP they will move fluidly according to needs and interests of the children to keep the integrity of the Early Years Framework.</p>	<p><i>What helps us stay healthy? Who helps to keep us safe?</i></p> <ul style="list-style-type: none"> 🔺 Keeping healthy; food and exercise, hygiene routines; sun safety 🔺 Recognising what makes them unique and special; feelings; managing when things go wrong 🔺 How rules and age restrictions help us; keeping safe online <p>Physical health and Mental Wellbeing Growing and changing Keeping safe</p>	<p><i>What helps us to stay safe? What helps us grow and stay healthy? How do we recognise our feelings?</i></p> <ul style="list-style-type: none"> 🔺 Why sleep is important; medicines and keeping healthy; keeping teeth healthy; handling feelings and asking for help 🔺 Growing older; naming body parts; moving class or year 🔺 Safety in diverse settings; risk and safety at home; emergencies <p>Physical health and Mental Wellbeing Growing and changing Keeping safe</p>	<p><i>What keeps us safe? Why should we eat well and look after our teeth? Why should we keep active and sleep well?</i></p> <ul style="list-style-type: none"> 🔺 Health choices and habits; what affects feelings; expressing feelings 🔺 Personal strengths and achievements; managing and reframing setbacks 🔺 Risks and hazards; safety in the local environment and unfamiliar places <p>Physical health and Mental Wellbeing Growing and changing Keeping safe</p>	<p><i>How can we manage our feelings? How will we grow and change? How can we manage risk in different places?</i></p> <ul style="list-style-type: none"> 🔺 Maintaining a balanced lifestyle; oral hygiene and dental care 🔺 Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty 🔺 Medicines and household products; drugs common to everyday life <p>Physical health and Mental Wellbeing Growing and changing Keeping safe</p>	<p><i>What makes up a person's identity? How can we help in an accident or emergency? How can drugs common to everyday life affect health?</i></p> <ul style="list-style-type: none"> 🔺 Healthy sleep habits; sun safety; medicines/ vaccinations/ immunisations/ allergies 🔺 Personal identity; recognising uniqueness and different qualities; mental wellbeing 🔺 Keeping safe in different situations: responding in emergencies/ first aid/ FGM <p>Physical health and Mental Wellbeing Growing and changing Keeping safe</p>	<p><i>How can we keep healthy as we grow?</i></p> <ul style="list-style-type: none"> 🔺 What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online 🔺 Human reproduction and birth; increasing independence; managing transition 🔺 Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media <p>Physical health and Mental Wellbeing Growing and changing Keeping safe</p>
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