

Y2	Open Hearts (kindness)		Open Minds (wellbeing)			Open Doors (community)		
	Personal Characteristics	Friendships and Anti-Bullying	Mental Health	Health/Financial	Keeping Safe	Equality	Relationships	First Aid
Autumn 1	<p>To discuss what it means to have an open heart and how this is more than just being kind.</p> <p>To say please and thank you when needed.</p> <p>To recall how to we talk to different members of our school family and demonstrate this.</p> <p>To learn how to show respect when approaching an adult in school including knowing and waiting, saying excuse me and listening.</p> <p>To discuss the meaning of our school values: compassion, respect, responsibility and perseverance.</p> <p>To know expected and unexpected classroom behaviours.</p> <p>To know expected and unexpected behaviours on the playground.</p>	<p>To recall how healthy friendships make them feel and describe how they know their friendships are healthy friend.</p> <p>To name respect, truthfulness, trustworthiness, loyalty, kindness, sharing interests (or like synonyms) as the characteristics of a healthy friendship.</p> <p>To reflect on a time when a friendship has been difficult and what they did. Would they change their actions?</p> <p>To recall that friendships have ups and downs and despite this we should remain kind.</p> <p>To recall how we can make everyone feel welcome in our classroom.</p>	<p>To use scenarios to discuss how we can help our friends when they are feeling a range of emotions.</p> <p>To describe how friendships make us feel happy and why this is important.</p> <p>To continue to develop their friendship with their reading friend.</p> <p>To discuss how they are feeling with their reading friend and how they are.</p> <p>To use a 0-10 scale to quantify their emotions when discussing their feelings.</p> <p>To speak about feelings with an age appropriate vocabulary.</p>	<p>To plan a healthy a healthy meal.</p> <p>To discuss the risks of not eating a healthy diet.</p> <p>To know eating unhealthy food can have negative effects on your teeth and weight.</p>	<p>To name who their trusted people are in school.</p> <p>To know the can go to these adults when help is needed with friendships.</p> <p>To discuss the importance of asking for help when friendships aren't healthy.</p> <p>To know the names of all the teachers and teaching partners in KS1.</p> <p>To know the names of most lunchtime support staff.</p> <p>To create a list of appropriate and inappropriate actions in friendship (in physical play)</p> <p>To know that we need to stop when we are asked. (boundaries)</p>	<p>To recall we should treat everyone with respect and kindness.</p> <p>To discuss whether we should still be kind to people who are unkind to us.</p> <p>To discuss the question: how we can make everyone feel welcome on the playground during playtime and lunchtime.</p>	<p>To name their friends and other people they like.</p> <p>To say something they like about every member of the class and share these with each other.</p>	<p>To know when they need help from an adult with an injury.</p> <p>To discuss how to treat minor injuries independently.</p>
Autumn 2	<p>To understand we are all equal, despite our differences.</p> <p>To explore what compassion means to our school and how we can show it.</p>	<p>To know expected and unexpected behaviours in friendships.</p> <p>To use images and scenarios to offer help to those experiencing an unhealthy friendship.</p> <p>To understand an unhealthy friendship is not necessarily bullying.</p> <p>To continue to understand that 'bullying'</p>	<p>To revisit the value of respect and develop an understanding of how we should respect ourselves.</p> <p>To list 3 things they like about themselves.</p>		<p>To name who their trusted adults are in school and trusted friends.</p> <p>To name their class teacher as a person they can speak to if they think someone is being bullied.</p> <p>To practise initiating the conversation with a trusted adult.</p> <p>To know they don't have to just tell a trusted adult about themselves but also</p>	<p>To know that each of us is unique and special</p> <p>To begin to explore challenging pre conceptions and stereotypes through reading and discussion i.e. Imagine a Wolf book.</p>	<p>To recognise when they have done something wrong.</p> <p>To discuss how we know an apology is genuine.</p> <p>To understand that people sometimes need time to accept an apology.</p> <p>To discuss the difference between</p>	<p>To discuss which injuries I need to tell an adult about.</p> <p>To discuss how to treat minor injuries.</p> <p>To begin to manage minor injuries independently.</p>

		<p>means someone deliberately being mean over and over again.</p> <p>To know bullying can happen online and this is called cyber bullying.</p> <p>To continue to develop an understanding of the difference between actions done on purpose or accidentally.</p> <p>To describe why bullying is upsetting and hurtful</p> <p>To know that bullying is not acceptable.</p>			<p>if they are concerned about someone else.</p> <p>To identify their house captain and reading friends as someone who could help them or others.</p> <p>To understand and practise how to say stop when you don't like what someone is doing or saying.</p>		<p>forgiveness and forgetting.</p>	
<p>Spring 1</p>	<p>To recall that the internet is important and list some of its everyday use but is not all positive.</p> <p>To discuss how to be kind to our friends, our class mates, people in school, the wider community, online.</p>	<p>To know that people online can be unkind.</p> <p>To recall how we treat our friends and how we expect them to treat us and discuss how this is the same to the that the same principles apply to online.</p> <p>To discuss other strategies they could apply such as blocking the user, reporting the user, ignoring the comment.</p> <p>To look at online scenarios (YouTube comments) and discuss what they would do if this happened on their video and if they saw it on someone else's.</p> <p>To know that repetitive unkind behaviour online is cyber bullying.</p> <p>To know being unkind to others will make them feel negative emotions.</p> <p>To reflect on a time when someone has been unkind to them and how it made them feel.</p> <p>To discuss if these feelings passed straight away or took time and develop an</p>	<p>To discuss the importance of always being kind even when no one's watching (linking this to online.)</p> <p>To know that some people's behaviour changes when no one is watching (linking this to online.)</p> <p>To know mental health is about how we are feeling.</p> <p>To understand that all children have days when they feel happy and positive and some days when they don't and that this is okay.</p> <p>To know that just as things can negatively impact our physical health they can also impact our mental health.</p> <p>To know it is okay to feel unwell in your mental health and to seek help by talking to a trusted adult.</p> <p>To match emotions ZoR zones.</p> <p>To discuss how they are feeling might change</p>	<p>To know physical health is about your body.</p> <p>To name things that help their physical health such as healthy diet and exercise.</p> <p>To name things that can negatively impact our physical health e.g. injury, bad diet.</p>	<p>To recall they need to speak to an adult if they see something that upsets them online.</p> <p>To discuss articles from the internet and whether they believe them to be true.</p> <p>To discuss who can publish work online.</p> <p>To talk about who they trust to get their information from and why and apply this critical thinking to online.</p> <p>To recall that age restrictions determine the best age to interact with games and content.</p> <p>To know age restrictions change depending on the level of violence, language, images, romance in the content.</p> <p>To recall not to give out personal information online.</p> <p>To know to show an adult if they are hurt or upset by something that happens online.</p> <p>To practise using scenarios where they should tell a trusted adult about something they have seen i.e. adverts,</p>	<p>To learn that the internet can be accessed by anyone around the world and that this will impact the people they meet online.</p> <p>To recall why parents are the best to make this decision on what they are allowed to use and for how long.</p>	<p>To collaboratively create an online avatar for a game and discuss how any of them could use this avatar linking this to online anonymity.</p>	<p>To know that people take medicine when they are unwell.</p>

		<p>understanding of how it takes different people different amounts of time.</p> <p>To use scenarios to begin to build an awareness that different people will have different emotional reactions to certain situations.</p>	<p>how they behave and which zone they are in.</p> <p>To use scenarios to discuss whether actions are expected or unexpected and discuss whether zone makes a difference.</p>		<p>mean comments, warnings.</p> <p>To review what they should and should not click on online. i.e. YouTube and adverts and pop ups.</p>			
Spring 2	<p>To know who the people are who care for me.</p> <p>To know which zone I am in and how to tell what zone others are in.</p>	<p>To know that our actions can impact how others feel.</p>	<p>To recall that self-care is looking after ourselves and making ourselves happy.</p> <p>To know that one way to self-care is to do spend time with people we love and care for.</p> <p>To reflect on times we have spent with loved ones and the positive feelings linked to it.</p> <p>To know strategies for moving between the different coloured zones.</p> <p>To discuss how being online can take away from time with loved ones.</p> <p>To recall the risks of spending too much time online on their mental health.</p>	<p>To understand the value of money.</p> <p>To recognise the need to budget.</p> <p>To discuss the choices that need to be made when budgeting.</p> <p>To play a game involving budgeting.</p> <p>To know there are legal and illegal drugs.</p> <p>To know medicines are legal drugs.</p> <p>To know medicines are taken when someone is unwell.</p> <p>Discuss how we know we are unwell.</p> <p>To know what makes a healthy diet.</p> <p>To know the proportions of a healthy plate.</p> <p>To know the consequences of an unhealthy diet include weight gain, tiredness and tooth decay.</p>	<p>To know speaking to someone and having trusting relationships can help us feel better.</p> <p>To know when to seek support including which adults to speak to in school if they are worried about money.</p>	<p>To know that not all people have the same amount of money.</p> <p>To know that some people are treated differently because of the amount of money they have.</p>	<p>To describe how the people we care about make us feel.</p> <p>To know how we are feeling can become stronger when we feel lonely.</p> <p>To reflect on how our healthy relationships in and out of school make us feel.</p>	<p>To know we can prevent ourselves and other becoming unwell through personal hygiene.</p> <p>To focus on the importance of handwashing and stopping the spread of germs and bacteria.</p> <p>To practise washing our hands properly.</p> <p>To know when we should wash our hands.</p>
Summer 1	<p>To know our school family is there to support us through difficult times.</p> <p>To discuss what the term love means.</p> <p>To recall how we show love and how love is shown to us (age appropriate)</p> <p>To name the groups where we will see love.</p>	<p>To know that families can look different and this is okay.</p> <p>To know we should always be kind as we do not know some else's personal circumstance and adjust our behaviour accordingly.</p> <p>To describe how I would support a friend who was sad – including speaking to a trusted adult.</p>	<p>To name the emotions we feel when we spend time with family and review the ones that are always there (love) and the ones that come and go (anger, sadness)</p> <p>To know that families and trusted people support us in difficult times.</p>	<p>To be able to name body parts and know which parts should be private</p> <p>To know that grief and sadness can make us feel physically unwell as well as mentally.</p>	<p>To discuss why it is important to ask for help.</p> <p>To discuss whether asking once is enough and to know I may need to ask more than once if I feel nothing has changed.</p> <p>To recall how we respond to people we do not know (including online)</p> <p>To recall boundaries and how we all have the right</p>	<p>To know that all families have love on common.</p> <p>To show respect to everyone's family even if they are different to our own.</p> <p>To know that all families are different but all families have love.</p>	<p>To discuss what they believe a family is and what the word family means.</p> <p>To create a class definition of what a family is.</p> <p>To know a family should be made of the people who love me.</p> <p>To describe the other people who love me and name the people</p>	<p>To know that the ambulance, fire and police service are a part of our community.</p>

	To respond to different adults around school appropriately.		<p>To recognise that grief is the feeling of loss and sadness.</p> <p>To understand that grief may last longer than normal sadness.</p> <p>To know that we will all experience grief and that it is a difficult time for everyone.</p> <p>To learn strategies to help with grief including talking to a trusted adult.</p>		<p>to say no including things such as being touched by another person.</p> <p>To know if I say no someone should stop</p> <p>To know what to do if someone does not stop when I say no.</p> <p>To know why family is important including looking after us and providing for us.</p> <p>To name their trusted people in and out of school and that they can ask for help at any point.</p>		<p>who are 'like family' to me.</p> <p>To know that our families change as we grow older, some people may leave and some people may be added.</p> <p>To recall that marriage is formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>To know that two adults do not need to be married to start a family.</p> <p>To describe how they know they are loved and how they show others love.</p>	
Summer 2	<p>To learn who their new teacher and Teaching partner will be.</p> <p>To spend a morning with their new teacher.</p> <p>To reflect on the year they have had and what they have achieved.</p> <p>To discuss what they would like to achieve next year and how they will do this.</p> <p>To know what a government is and name our prime minister.</p> <p>To know the role of the Prime Minister.</p> <p>To know what a community is and relate this to our school family.</p>	<p>To know that being unkind to people who are different to ourselves because of their difference is unacceptable.</p> <p>To revisit how we are all unique.</p> <p>To know we should look after everyone our community.</p>	<p>To know that giving back to the community can help our mental health.</p> <p>To know that being parts of a community can help our mental health.</p> <p>To think of ways they could give back to the community over the summer break.</p> <p>To list what they have done they are proud of.</p> <p>To list what about their personality makes them proud.</p>		<p>To know their new teacher will become one of their trusted adults in school.</p> <p>To know their current teacher will remain a trusted adult.</p> <p>To know that their community is made of people they know and strangers.</p> <p>To recall how to behave with people they do not know in order to keep themselves safe.</p>	<p>To know we should accept everyone in our community.</p> <p>To recall what a refugee is and why a refugee leaves their country.</p> <p>To know that some people do not like refugees.</p> <p>To learn about a famous refugee: Mo Farah.</p> <p>To discuss what It means to a member of our local community.</p> <p>To learn the term mutual respect and apply this to our community.</p> <p>To learn that the UK is made up of many religions.</p> <p>To recall what it means to have pride in ourselves and who we are.</p> <p>To recall that government make decisions by voting.</p>	<p>Recall how we can make everyone feel welcome in our school.</p> <p>To know the importance of feeling welcome.</p> <p>To discuss how we can make everyone feel welcome in England.</p> <p>To name the communities they are a part of.</p>	

						<p>To know that everyone is unique To know that everyone's brains work differently and everyone thinks/sees the world differently</p>		
--	--	--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------	--	--