

Y1	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.</p> <p>To discuss when to say please and thank you and know this is an example of having good manners.</p> <p>To name the school values: compassion, respect, responsibility and perseverance.</p> <p>To discuss how to we talk to different members of our school family including TPs, Class Teacher, other Teachers, SLT.</p> <p>To know it is respectful to listen to teachers and do as they are told.</p> <p>To know expected and unexpected classroom behaviours.</p> <p>To know expected and unexpected behaviours on the playground.</p>	<p>To discuss why friendships are important.</p> <p>To discuss how healthy friendships make us feel.</p> <p>To be able to name respect, trustworthiness, kindness, sharing interests as characteristics of a healthy friendship.</p> <p>To name their friends.</p> <p>To know friendships have ups and downs.</p> <p>To know when we fall out with our friends we should not be unkind to them.</p> <p>To discuss how we treat our friends specifically kindness and supportiveness.</p> <p>To discuss how we can make everyone feel welcome.</p>	<p>To recall a time when a friend has made us happy when we were sad.</p> <p>To discuss how giving and receiving compliments makes us feel.</p> <p>To meet their reading friend and begin to build a friendship.</p> <p>To know they can discuss how they are feeling with their reading friend.</p> <p>To use a 0-10 scale to quantify their emotions when discussing their feelings.</p> <p>To speak about their feelings with a basic age appropriate vocabulary.</p>	<p>To know we are a healthy school and eat healthy snacks.</p> <p>To name a healthy snack.</p>	<p>To know the importance of verbalising when friendships aren't going well.</p> <p>To know the names of all the teachers and teaching partners in Year 1.</p> <p>To name who their trusted adults are in school and trusted friends.</p> <p>To know that we need to stop when we are asked.</p>	<p>To know we should treat everyone with respect and kindness.</p> <p>To show kindness to all members of our class.</p>	<p>To name the other people in the class and say something they like about them.</p> <p>To share positive comments with each other.</p> <p>To name their house and know the other children in their class in the same house.</p> <p>To name their Head of House and Deputy Head of House.</p>	<p>To know who to go to in the classroom if they are hurt.</p> <p>To know who to go to outside if they are hurt.</p>
Autumn 2	<p>To understand the meaning of unique.</p> <p>To be able explain why everyone has a right to be happy.</p> <p>To explore what compassion means to us and to our school.</p>	<p>To know expected and unexpected behaviours in friendships.</p> <p>To discuss differences between a healthy friendship.</p> <p>To begin to understand that 'bullying' means someone deliberately being mean over and over again.</p> <p>To discuss whether scenarios have happened on purpose or accidentally.</p>	<p>To list what makes them happy</p> <p>To explain what they do when they feel sad (including talking to a trusted adult) and know these are known as strategies.</p>	<p>To recognise fruit and vegetables as healthy food</p> <p>To list some of their favourite healthy foods.</p> <p>To understand they need to eat a variety of things.</p> <p>To list the negative effects of not eating healthily.</p>	<p>To name who their trusted adults are in school and trusted friends.</p> <p>To practise initiating the conversation with a trusted friend.</p> <p>To identify their house captain and reading friends as someone who could help them.</p> <p>To understand and practise how to say stop when you don't like what</p>	<p>To know that each of us is unique and special.</p> <p>To name what makes them unique.</p> <p>To know the things that make us different make us who we are.</p> <p>To know some people are treated differently because of their gender, race, sexuality or social class.</p>	<p>To know who is in their support system.</p> <p>To reflect on our positive relationships and recall why we appreciate our friends.</p> <p>To discuss when we should say sorry</p> <p>To discuss what an apology 'looks like.'</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>To begin to use this language to evaluate incidents which have happened to them.</p> <p>To know to speak to their trusted adults if they think someone is being bullied (including themselves.)</p> <p>To know bullying is upsetting and hurtful</p> <p>To know that bullying is not acceptable</p>			someone is doing or saying			
Spring 1	<p>To discuss the importance of the internet.</p> <p>To know that people didn't always have the internet.</p> <p>To know most people use the internet every day.</p> <p>To list what we use the internet for.</p> <p>To know not everything they see on the internet will be true.</p> <p>To talk about who they trust to get their information from.</p> <p>To revisit what kindness means and how we show it.</p> <p>To discuss whether the kindness rules only apply to our friends in school.</p> <p>To discuss actions that are never appropriate.</p>	<p>To know that people online can be unkind.</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 know bullying will hurt someone's feelings and that feeling can last a very long time.</p>	<p>To know that not everyone will choose to be kind.</p> <p>To discuss if we should be unkind because someone else is being unkind.</p> <p>To relate this conversation to people in person and online.</p> <p>To know mental health is about how we are feeling.</p> <p>To know the similarities between mental and physical 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 name a range of emotions.</p> <p>To match emotions to the ZoR coloured zones.</p> <p>To discuss emotions which will fall in similar places such as anger and happiness.</p> <p>To name some of their triggers.</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 discuss what to do if they see something that upsets them online.</p> <p>To know not everything online is true.</p> <p>To discuss what 'age restrictions' mean.</p> <p>To discuss that parents will make decision of what they are allowed to do and for how long – discuss why parents are the best to make this decision.</p> <p>To know to show an adult if they are hurt or upset by something that happens online.</p> <p>To discuss what they should and should not click on online. i.e. YouTube and adverts and pop ups.</p> <p>To learn about stranger danger and relate this to people online.</p> <p>To know talking to a trusted adult is a good way to help our mental health.</p> <p>To name who their trusted adults are in school.</p> <p>To know who they can talk to in and out of school.</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 know you may not know the person you are talking to online.</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 know that loneliness is the feeling of being a lone.</p> <p>To know that when they feel this way there are a lot of people who can help in and out of school.</p>	<p>To know that people take medicine when they are unwell.</p>	

Spring 2	<p>To name what my hobbies and interests are.</p> <p>To revisit the meaning of the Zones of Regulation zones.</p> <p>To know the coloured zones are about energy levels and not emotions.</p> <p>To know how to tell what zone someone else is in including facial expressions and body language.</p>	<p>To know that different people have different hobbies and interests.</p> <p>To discuss how differences are positive and we can learn from each other.</p> <p>To find someone who shares hobbies with them and someone who has differing hobbies and discuss similarities.</p> <p>To know that doing things for others can make us happy.</p> <p>To know my strategies for getting into the green zone.</p> <p>To participate in a community project and reflect on how it made them feel.</p>	<p>To know that self-care is looking after ourselves and making ourselves happy.</p> <p>To know that one way to self-care is to do something we enjoy.</p> <p>To describe how they feel when they do their hobbies or interest.</p> <p>To reflect on those who chose time outdoors or physical activities and why they chose them.</p> <p>To discuss the risks of spending too much time online.</p> <p>To name the strategies that help them move between zones.</p> <p>To recognise that we all have worries and fears.</p> <p>To talk about the strategies that help us when we are worried.</p>	<p>To know leaving an inactive lifestyle can cause weight gain.</p> <p>To explain when they know and how they feel when they are unwell.</p> <p>To discuss how they feel when they are in the blue zone.</p> <p>To discuss times when they have been in the blue zone and what these times have in common (focusing on tiredness.)</p> <p>To discuss how sleep is important to our health.</p> <p>To know that good quality sleep can make us feel happier, give us more energy and makes it easier to learn.</p>	<p>To know who to talk to if they do not feel well in school and at home.</p> <p>To recognise when they might need to share a secret and when it is alright to keep a secret to themselves.</p> <p>To know the scientific names of personal body parts.</p> <p>To know which parts of the body are private and what this means.</p>	<p>To know not everyone will have the same hobbies as us and this is okay.</p> <p>To identify who they trust and who they can ask for help</p>	<p>To learn that it is alright to talk about our feelings, whatever they are.</p> <p>I name the people who are important to me.</p> <p>I name the people who make me feel cared for and how they do this.</p> <p>I can name the people I love or care and discuss how to show this.</p> <p>To know who my trusted people are.</p>	<p>To know it is important to wash my hands.</p> <p>To build an awareness of germs and bacteria and how handwashing can help with this.</p> <p>To know which medicines cannot be taken without adult supervision.</p> <p>To know how to take medicine safely.</p>
Summer 1	<p>To revisit we are a part of a school family and define what this means.</p> <p>To know our school family is there to support us through difficult times.</p> <p>To recall how we respond to different adults around school.</p>	<p>To know that arguments and times of sadness may happen but a family is centred around love.</p> <p>To know that the differences in someone's family is not a reason to be unkind to them.</p> <p>To know we should always be kind as we do not know some else's personal circumstance.</p> <p>To describe how I would support a friend who was sad – including speaking to a trusted adult.</p>	<p>To recall and reflect on how spending time with our family can make us feel.</p> <p>To talk about times spent with our family that we have enjoyed and made us happy.</p> <p>To know that families can have arguments but these will pass.</p> <p>To know that families and trusted people support us in difficult times.</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 name their trusted people in and out of school and that they can ask for help at any point.</p> <p>To revisit boundaries.</p> <p>To recall that we should stop when we are asked.</p> <p>To review and practise how to say stop when you don't like what someone is doing or saying.</p> <p>To be able to name body parts and know which parts should be private.</p> <p>To know the difference between appropriate and inappropriate touch</p>	<p>To discuss what they believe a family is and what the word family means.</p> <p>To widen my understanding of what a family is.</p> <p>To discuss that love is the centre of a family.</p> <p>To know families may look difference and this difference is to be celebrated.</p> <p>To know we should respect everyone's family even if they are different to our own.</p>	<p>To name the people in my immediate family and my extended family.</p> <p>To know why your family is important as you grow up.</p> <p>To know that your family protect you and provide for you.</p> <p>To know that you family make decisions for you that you may not be ready to make for yourself.</p> <p>To describe how I feel about the members of my family and how they feel about me.</p> <p>To know that marriage is formal and legally recognised commitment of two people to each other</p>	

					<p>To understand the right to say no to unwanted touch. To know what to do if someone does not stop when I say no.</p> <p>To recall how we respond to people we do not know (including online)</p>		<p>which is intended to be lifelong. 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. To spend a morning with their new teacher. To reflect on the year they have had and what they have achieved. To discuss what they would like to achieve next year and how they will do this.</p> <p>To know what a government is. 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. 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. To know that being parts of a community can help our mental health.</p>		<p>To know their new teacher will become one of their trusted adults in school. 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. To learn how to behave with people they do not know in order to keep themselves safe.</p> <p>To know that everyone is unique To know that everyone's brains work differently and everyone thinks/sees the world differently</p>	<p>To know that historically people have been defined by difference. To know what a refugee is and why a refugee leaves their country.</p> <p>To discuss what It means to a member of our school family.</p> <p>To discuss what it means to have pride in ourselves and who we are.</p> <p>To know that government make decisions by voting.</p>	<p>To discuss the question: how we can make everyone feel welcome in our classroom? To discuss how to make everyone feel welcome in our school. To know the importance of feeling welcome.</p> <p>To name the communities they are a part of.</p>	<p>To know how to make a clear and efficient call to emergency services if necessary. To know that the ambulance, fire and police service are a part of our community.</p>