

	Half Term 1	Half Term 2
<b>Autumn</b>	<p style="text-align: center;"><b>Being Me in my World</b></p> <p>Know that some people are different from themselves.            Know that being kind is good and that hands can be used kindly and unkindly.  <b>Know that they have a right to learn and play, safely and happily.</b>            Know the names of some emotions such as happy, sad, frightened, angry            Play cooperatively with others.            Identify a range of emotions such as happiness and sadness.            Demonstrate responsibility and a consideration of others' feelings.</p>	<p style="text-align: center;"><b>Celebrating Differences</b></p> <p>Know what being unique means and that people can be good at and proud of different things.            Know that people have different homes and why they are important to them.  <b>Know different ways of making friends and identify why having friends is important.</b>  <b>Identify some ways they can be different and the same as others.</b>            Recognise similarities and differences between their family and other families.            Identify and use skills to stand up for themselves.            Recognise emotions when they or someone else is upset, frightened or angry.</p>
	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Home visits</li> <li>• British Values week</li> </ul>	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Anti-bullying week</li> </ul>
	<p><b>SMSC</b>            Identify feelings associated with belonging            Identify feelings of happiness and sadness            Skills to play cooperatively with others            Be able to consider others' feelings            Be responsible in the setting</p> <p><b>British Values</b>            Learning how to follow school rules (Rule of Law)            Learn how to play cooperatively (Democracy &amp; Tolerance)            Consider others' feelings (Tolerance and Mutual Respect)</p>	<p><b>SMSC</b>            Identify feelings associated with being proud            Identify things they are good at            Be able to vocalise success for themselves and about others successes            Identify some ways they can be different and the same as others            Recognise similarities and differences between their family and other families            Identify and use skills to make a friend            Identify and use skills to stand up for themselves            Recognise emotions when they or someone else is upset, frightened or angry.</p> <p><b>British Values</b>            Celebrating similarities and differences within families (Tolerance and Mutual Respect)            Learning the skills needed for developing positive friendships (Rule of Law, Tolerance and Mutual Respect)</p>

Spring	<p style="text-align: center;"><b>Dreams and Goals</b></p> <p>Know what a challenge is and the importance of perseverance.          Recognise some of the feelings linked to perseverance.          Show resilience when faced with a challenge.          Know some jobs that they might like to do when they are older.          Know that they must work hard now in order to be able to achieve the job they want when they are older.  <b>Know how to set goals, how to work towards them and know when they have achieved them.</b>          Talk about a time that they kept on trying and achieved a goal.</p>	<p style="text-align: center;"><b>Healthy Me</b></p> <p><b>Know what the word 'healthy' means including the need to exercise to keep healthy and the importance of sleep.</b>          Know when and how to wash their hands properly.          Know what to do if they get lost and how to say No to strangers.          Recognise how different foods and exercise can make them feel.          Explain what they need to do to stay healthy.          Give examples of healthy food.          Explain how they might feel if they don't get enough sleep.          Show what to do if a stranger approaches them.</p>
	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Commando Jo session</li> <li>• Use of Forest School for setting a challenge/ working in a team</li> </ul>	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Cooking</li> <li>• Police visit- stranger danger</li> </ul>
	<p><b>SMSC</b>          Understand that challenges can be difficult          Recognise some of the feelings linked to perseverance          Talk about a time that they kept on trying and achieved a goal          Be ambitious          Resilience          Recognise how kind words can encourage people          Feel proud          Celebrate success  <b>British Values</b>          Discuss jobs they would like to do when they are older (Individual Liberty)          Show kindness and respect when encouraging others (Mutual Respect)</p>	<p><b>SMSC</b>          Recognise how exercise makes them feel          Recognise how different foods can make them feel          Can explain what they need to do to stay healthy          Can give examples of healthy food          Can explain how they might feel if they don't get enough sleep  <b>British Values</b>          Make positive choices about staying healthy (Individual Liberty)</p>
Summer	<p style="text-align: center;"><b>Relationships</b></p> <p><b>Know some of the characteristics of healthy and safe friendships.</b>          Know what a family is and that different people in a family have different jobs and responsibilities.          Identify what jobs they do in their family and those carried out by parents/carers and siblings.          Know that friends sometimes fall out and know some ways to mend a friendship.          Suggest ways to make a friend or help someone who is lonely.          Use different ways to mend a friendship.</p>	<p style="text-align: center;"><b>Changing Me</b></p> <p><b>Know the names and functions of some parts of the body.</b>          Know that we grow from baby to adult.          Know who to talk to if they are feeling worried.          Know that sharing how they feel can help solve a worry.          Know that remembering happy times can help us move on.          Identify how they have changed from a baby.          Suggest what might change for them they get older.          Recognise that changing class can illicit happy and/or sad emotions.          Discuss how they feel about changing class/ growing up.</p>

<p>Know that unkind words can never be taken back and they can hurt.          Know some reasons why we might get angry, recognise what it feels like and identify ways to calm down.</p>	<p>Identify positive memories from the past in school/home.</p>
<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Parents with different jobs to visit the children</li> <li>• Commando Jo session</li> <li>• Relax &amp; Calm sessions</li> </ul>	<p><b>What can make this personal to Dovers Green?</b></p> <ul style="list-style-type: none"> <li>• Hold a 'gallery' to share positive memories from the children's past</li> </ul>
<p><b>SMSC</b>          Can identify what jobs they do in their family and those carried out by parents/carers and siblings          Can suggest ways to make a friend or help someone who is lonely          Can use different ways to mend a friendship          Can recognise what being angry feels like          Can use Calm Me when angry or upset</p> <p><b>British Values</b>          Learn ways to mend a friendship (Tolerance &amp; Mutual Respect)          Make positive choices about making friends and helping someone who is lonely (Individual Liberty)</p>	<p><b>SMSC</b>          Can identify how they have changed from a baby          Can say what might change for them they get older          Recognise that changing class can illicit happy and/or sad emotions          Can say how they feel about changing class/ growing up          Can identify positive memories from the past year in school/ home</p> <p><b>British Values</b>          Respect the views and beliefs of others when suggesting how they feel about growing up (Tolerance and Mutual Respect)</p>

## Tolerance of Different Cultures and Religions

*Together we are one community who care, respect and understand one another.*

Equity  
Equality

## Rule of Law

*We respect the rules of school and laws in society.*

Equity  
Solidarity

## Democracy

*We all have a say.*

Democracy  
Solidarity  
Equality



## Mutual Respect

*We respect others and expect them to show us respect.*

Equity  
Equality  
Solidarity

## Individual Liberty

*We know our human rights and exercise these in school life and beyond.*

Self-help  
Equality  
Self-Responsibility