

	Half Term 1	Half Term 2
Autumn	<p style="text-align: center;">Being Me in my World</p> <p>Know that it is important to listen to others and respect other people's views. Know about rewards and consequences and that these stem from choices. Compare choices made and express why some choices are better than others. Identify how helpful/unhelpful choices may have positive and negative consequences. Know that positive choices impact positively on self-learning, the learning of others. Justify the choices made to keep the class and school a safe and fair place.</p>	<p style="text-align: center;">Celebrating Differences</p> <p>Know that friends can be different and still be friends. Know the difference between a one-off incident and bullying. Know that sometimes people get bullied because they are seen to be different. Discuss why some people get bullied because they are seen to be different and justify why gender stereotypes are not always fair. Identify strategies which allow people to stand up for themselves and others.</p>
	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Commando Jo session • Mindfulness 	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Anti-bullying Week • Mindfulness
	<p>SMSC</p> <p>Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively</p> <p>British Values</p> <p>Develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>	<p>SMSC</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique</p> <p>British Values</p> <p>Develop an understanding of the importance of identifying and combatting discrimination (Mutual Respect & Tolerance)</p>
Spring	<p style="text-align: center;">Dreams and Goals</p> <p>Know what working together well in a group looks like and how different skills complement each other. Know that it is important to work together to create an end product and justify what was helpful and what wasn't. Recognise their own strengths as a learner and work effectively with a partner to create an end product. Recognise how it feels to be part of a group that succeeds and store this feeling.</p>	<p style="text-align: center;">Healthy Me</p> <p>Know the difference between healthy and unhealthy and how to make healthy lifestyle choices. Know how medicines work and how to use them safely. Know why healthy snacks are good for their bodies and know which foods give their bodies energy. Discuss how to use medicine safely. Demonstrate a healthy relationship with food including sharing healthy snacks with their friends.</p>

	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Commando Jo session • Use of Forest School for setting a challenge/ working in a team • Links with British Values especially Individual Liberty • Citizenship- work together to hold a Community Event. 	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Design, create and evaluate a healthy snack • Visit from canteen staff to discuss healthy choices. • Visit from nurse to discuss staying safe in the home. • Visit from Surrey Fire Brigade to discuss fire safety.
	<p>SMSC</p> <p>Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Recognise how it feels to be part of a group that succeeds and store this feeling</p> <p>British Values</p> <p>Demonstrate tolerance when working in a group Show mutual respect when listening to other people's opinions Decide on a final design when creating a product (Democracy) Show care and respect and understanding by holding a Community Event</p>	<p>SMSC</p> <p>Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Express how it feels to share healthy food with their friends</p> <p>British Values</p> <p>Making healthy lifestyle choices (Individual Liberty) Listening and following rules about how to stay safe (Rule of Law)</p>
<p>Summer</p>	<p style="text-align: center;">Relationships</p> <p>Know what makes people feel safe in a relationship and explain why some things might make people feel uncomfortable.</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets.</p> <p>Identify and discuss the types of physical contact which are acceptable and unacceptable.</p> <p>Know that everyone's family is different and that families function well when there is trust, respect, care, love and co-operation.</p> <p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods.</p> <p>Use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict.</p> <p>Identify who they can trust and identify negative feelings associated with keeping a worry secret.</p>	<p style="text-align: center;">Changing Me</p> <p>Know that boys and girls are different both physically (using correct terminology) and in personality and behaviour.</p> <p>Know that private body parts are special and explain why some types of touch feels OK and some does not.</p> <p>Know that life cycles exist in nature and bodies change as they age.</p> <p>Recognise the independence they have now compared to being a baby/toddler and suggest future responsibilities they may have in the future.</p> <p>Recap names for private body parts and discuss what types of touch they find comfortable and uncomfortable.</p> <p>Discuss a range of changes and emotions which can be controlled and those which cannot be controlled.</p>
	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Build relationships throughout the school by taking part in a whole school event where classes from different year groups pair up together. 	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • PANTS session/ assembly

<ul style="list-style-type: none"> Build relationships with feeder schools to support the children with the transition to their new schools. 	
<p>SMSC</p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>British Values</p> <p>Celebrate similarities and differences between relationships (Tolerance & Mutual Respect)</p> <p>To make positive choices for solving friendship conflict (Individual Liberty)</p>	<p>SMSC</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/ uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to in the next year</p> <p>British Values</p> <p>Respect the views and beliefs of others when discussing ways to deal with change (Tolerance & Mutual Respect)</p> <p>Discuss feelings about having greater responsibilities, independence and freedom as the children grow up (Rule of Law, Democracy, and Individual Liberty)</p>