

Year group	Term and topic overview	Lesson Titles and brief description	RHE links
EYFS	<p>Autumn term 1: Me and My Relationships</p> <p>Includes feelings, emotions, conflict resolution, friendships</p>	<p>All About Me- Children will introduce themselves and discuss things that they are good at, things they like to do, things they like to eat etc. Children will explore similarities and differences. They will also explore likes/ dislikes in the home corner through play.</p> <p>What makes me special- children to share a favourite toy, special book or favourite activity with the rest of the class. Children will explore similarities and differences between themselves and their peers.</p> <p>Me and my special people- children will talk about special people in their family e.g. parents, grandparents, pets, special friends. Children will then relate this to special people in our school.</p> <p>Who can help me? Children to discuss their 'helping 5'; children to use their hands to name 5 people who they can ask for help if something goes wrong or if they are unhappy.</p> <p>My Feelings- Teachers to share a range of stories linked to feelings (Can't you sleep little bear?, Elmer, The Rainbow Fish) and the children will be asked to identify how the</p>	<ul style="list-style-type: none"> ● Relationships Education-Families and people who care for me <ol style="list-style-type: none"> 1. That families are important for children growing up because they can give love, security and stability. ● Relationships Education-Families and people who care for me <ol style="list-style-type: none"> 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ● Relationships Education-Families and people who care for me <ol style="list-style-type: none"> 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. ● Relationships Education-Families and people who care for me <ol style="list-style-type: none"> 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. ● Relationships Education-Families and people who care for me <ol style="list-style-type: none"> 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ● Relationships Education- Caring friendships <ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. ● Relationships Education- Caring friendships <ol style="list-style-type: none"> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● Relationships Education- Caring friendships <ol style="list-style-type: none"> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ● Relationships Education- Caring friendships <ol style="list-style-type: none"> 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. ● Relationships Education- Respectful relationships <ol style="list-style-type: none"> 1. The importance of respecting others, even when they are very different from them (for

		<p>characters are feeling and what they could do to help themselves. Who might the characters turn to for help? Why?</p> <p>My Feelings 2- Children will discuss the meaning of happy and sad. They will then read a letter from a character Sam whose best friend is moving away- how is Sam feeling? Who could he talk to? How could he cheer himself up?</p> <p><i>Continuous Provision opportunities:</i></p> <p><i>The children will be able to explore the stories delivered in the sessions in the book corner. They will have opportunities to discuss similarities, differences, likes and dislikes through play throughout the school day.</i></p>	<p>example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <ul style="list-style-type: none"> • Relationships Education- Respectful relationships 4. The importance of self-respect and how this links to their own happiness. • Relationships Education- Respectful relationships 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. • Relationships Education Being safe 8. Where to get advice e.g. family, school and/or other sources. • Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
EYFS	<p>Autumn term 2: Valuing Difference</p> <p>Includes British Values focus</p>	<p>I'm special, you're special- listen to Harold the giraffe's song 'I'm special, you're special' and sing along. Children will look in mirrors at their faces- what makes them special? <i>Children may then choose to create self portraits or faces out of shapes, fruit etc as part of continuous provision.</i></p>	<ul style="list-style-type: none"> • Relationships Education-Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. • Relationships Education-Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • Relationships Education-Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

Same and different- Children will discuss:

- What things are the same about us? (e.g. how we look, things we like to do).
- What things are different about us? (e.g. how we look, things we like to do)
- What's good about not all being the same?

Read the story Harold Shares his Scarf about how Harold cheers up his friends and shares his scarf with them as he walks to school one day. Each friend is feeling sad because someone has been unkind to them. He shares his scarf with them and tells them it's good that we are all different. *Continuous provision: stories such as The Smartest Giant in Town, The Hueys to discuss kindness and differences.*

Different Families: Children will discuss:

- What did you have for breakfast?
- What time did you get up?
- Who helped you to get dressed? (If someone did)

Children will notice that there are lots of differences between their families. Children will be asked- are all families the same? Are the Foxes/ Badgers a family? *Continuous provision- opportunities to role play family*

- **Relationships Education Families and people who care for me**
 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- **Relationships Education- Respectful relationships**
 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- **Relationships Education Respectful relationships**
 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships
- **Relationships Education Caring friendships**
 1. How important friendships are in making us feel happy and secure, and how people
- **Relationships Education Caring friendships**
 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- **Relationships Education Caring friendships**
 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- **Relationships Education Caring friendships**
 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- **Relationships Education Respectful relationships**
 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- **Relationships Education Respectful relationships**
 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- **Relationships Education Respectful relationships**
 3. The conventions of courtesy and manners
- **Relationships Education Respectful relationships**
 4. The importance of self-respect and how this links to their own happiness.
- **Relationships Education Respectful relationships**
 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- **Relationships Education Respectful relationships**
 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

		<p><i>scenarios within the role play area, small world dolls house etc.</i></p> <p>Same and different homes: The children will look at 'Homes' by Carson Ellis. The children will talk about the different homes and talk about their own homes too. <i>Continuous provision-making their own homes out of construction toys.</i></p> <p>I am caring: The children will listen to 'Harold shares his scarf' again. The children will practise paying compliments to the class giraffe as they pass it around the circle e.g. you make me smile, you are kind.</p> <p>Kind and Caring: The children will be set the challenge of playing with someone new this week! They will then reflect on how it felt to play with someone new, how they made it fun etc.</p>	<ul style="list-style-type: none"> • Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard. • Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
EYFS	<p>Spring term 1: Keeping Myself Safe</p> <p>Includes aspects of Relationships Education</p>	<p>What is safe to go on to my body? Children will look at a body map and discuss the different things that go on to our bodies at different points in the day and why e.g. pyjamas, clothes, shoes, hats, coats, plasters, creams, soap, water, facepaint. They will discuss why these things are important for taking care of our</p>	<ul style="list-style-type: none"> • Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • Physical Health and Mental Wellbeing (Health Education) Physical health and fitness 4. How and when to seek support including which adults to speak to in school if they are worried about their health. • Physical Health and Mental Wellbeing (Health Education) Healthy eating 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

bodies and for keeping us well and safe.

What is safe to go into my body (including medicines)? Share the story of Hold on Harold along with some medicine bottles and pretend potions. Children will discuss the rules around medicines, why they are helpful but also who is allowed to give them to you.

Safe indoors and outdoors

The children will read 'Harold the safety detective' and discuss potential risks inside the home, including in the kitchen (boiling water, the oven etc) and the bathroom (deep baths, slippery floor). They will also discuss potential risks outside (nettles, brambles, insects etc). Children will talk about how to stay safe within the home and outside.

Listening to my feelings

The children will discuss how we stay safe in a range of scenarios e.g. hold an adult's hand to cross the road. They will talk about how it might feel if something is unsafe and what they can do in that scenario e.g. climbing a tree.

Keeping safe online

Children will watch 'Jessie and Friends' episode 1. They will then discuss the rules for staying safe online and how to tell a grown up if

- **Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco**
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- **Physical Health and Mental Wellbeing (Health Education) Health and prevention** 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- **Relationships Education-Families and people who care for me**
1. That families are important for children growing up because they can give love, security and stability.
- **Relationships Education-Families and people who care for me**
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- **Relationships Education-Families and people who care for me**
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- **Relationships Education Being safe**
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- **Relationships Education Being safe**
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- **Relationships Education Being safe**
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- **Relationships Education Being safe**
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- **Relationships Education Being safe**
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- **Relationships Education Being safe**
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- **Relationships Education Being safe**
8. Where to get advice e.g. family, school and/or other sources.
- **Relationships Education Respectful relationships** 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.
- **Relationships Education Online relationships**
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

		<p>they see something they don't like. https://www.youtube.com/watch?v=Yt0us2O3_Jk</p> <p>People who help to keep me safe Children will discuss who they can talk to if they are worried or feel unsafe. They will look at some pictures of familiar uniforms- fire service, paramedics etc. They will talk about their roles and how these people keep us safe.</p>	<ul style="list-style-type: none"> • Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. •
EYFS	<p>Spring term 2: Rights and Respect</p> <p>Includes money, living in the wider world, environment</p>	<p>Looking after my special people The children will share how their family takes care of them but also how they might help to take care of their family e.g. feed the cat, help to lay the table.</p> <p>Looking after my friends The children will share different ways that their friends help them and how they have helped their friends e.g. when they have fallen over, helping to do their coat up etc.</p> <p>Being helpful at home and caring for our classroom The children will talk about ways that they help their families and about how they could apply this to taking care of the classroom. Children may take on monitor roles e.g. tidy the book corner. Adults will celebrate those who they catch taking care of the classroom.</p>	<ul style="list-style-type: none"> • Relationships Education-Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. • Relationships Education-Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • Relationships Education-Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • Relationships Education Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people • Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

		<p>Looking after money- recognising, spending, using The children will have a variety of objects to look at- coins, notes, debit card, piggy bank etc. What do we know about money? Why do we need it? How do grown ups get money?</p> <p>Looking after money 2- saving money and keeping it safe Look at different ways we can keep money safe and why this is important. Discuss a fundraising project with the children- how could we raise money? What would we want to save up for? How would we keep the money safe?</p>	<ul style="list-style-type: none"> • Relationships Education Respectful relationships 3. The conventions of courtesy and manners •
EYFS	<p>Summer term 1: Being my best</p> <p>Includes keeping healthy, Growth Mindset, goal setting, achievement</p>	<p>Bouncing back when things go wrong The children will talk about times where things may have gone wrong for them and how they were able to bounce back. They will explore this concept through the story ‘Rosie Revere, Engineer’.</p> <p>Yes I can! Children will read the story of The Dot by Peter H. Reynolds. The children will think about something they find difficult but are going to try hard to do.</p> <p>Healthy Eating 1 The children will look at the different food groups and identify the foods they are familiar with. They will discuss why a varied diet is important</p>	<ul style="list-style-type: none"> • Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. • Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content). • Physical Health and Mental Wellbeing (Health Education) Healthy eating 2. The principles of planning and preparing a range of healthy meals. • Physical Health and Mental Wellbeing (Health Education) Physical health and fitness 2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

		<p>as each food group gives the human body something different.</p> <p>Healthy Eating 2 The children will look at Harold and discuss what makes him happy and healthy. They will then talk about a healthy breakfast and what they like to eat for breakfast.</p> <p>Move your body This will be an active lesson, moving in lots of different ways like our favourite animals. The children will learn how important exercise is for having a healthy body.</p> <p>A good night's sleep The children will share their bedtime routines and discuss why sleep is important.</p>	<ul style="list-style-type: none"> • Physical Health and Mental Wellbeing (Health Education) Health and prevention 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • Physical Health and Mental Wellbeing (Health Education) Health and prevention 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • Physical Health and Mental Wellbeing (Health Education) Health and prevention 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
EYFS	Summer term 2: Growing and Changing	<p>Seasons The children will explore the four seasons and changes that occur in the natural world as we move through the year.</p> <p>Life stages- plants, animals, humans The children will watch some video clips of tadpoles growing into frogs and caterpillars turning into butterflies. They will talk about the different stages of the life cycle.</p> <p>Life stages- human life stages, who will I be?</p>	<ul style="list-style-type: none"> • Relationships Education-Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. • Relationships Education-Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • Relationships Education-Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Relationships Education Respectful relationships 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. • Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

The children will hear the story Once There Were Giants by Martin Waddell. They will reflect on the story, sharing their views about what will definitely happen as they grow but other things that might not.

Babies

The children will talk about any babies they know. They will then share the story 'There's a house inside my mummy' by Giles Andreae.

<https://www.youtube.com>

/watch?v=egIS60CfWQQ

The children will then match baby animals to their parent animals.

Getting bigger

The children will discuss how they have changed since they were a baby and a toddler. They will talk about physical changes and things they can do now.

Me and My Body

The children will sing Head, Shoulders, Knees and Toes. They will then name other parts of the body they know. The children will then talk about private body parts and name them. The children will watch the NSCPCC Pantosaurus video about keeping private body parts private.

<https://www.youtube.com/watch?v=-IL07JOGU5o>

- **Relationships Education Being safe**
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- **Relationships Education Being safe**
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
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