

Reception	
Lesson Plan title & half-termly unit	Lesson Plan Learning Outcomes
Me and My Relationships	
	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Talk about similarities and differences;</li> <li>● Name special people in their lives;</li> <li>● Describe different feelings;</li> <li>● Identify who can help if they are sad, worried or scared;</li> <li>● Identify ways to help others or themselves if they are sad or worried.</li> </ul>
All about me	<ul style="list-style-type: none"> <li>● Talk about their own interests;</li> <li>● Talk about their families;</li> <li>● Talk about how they are the same or different to others.</li> </ul>
What makes me special	<ul style="list-style-type: none"> <li>● Share their favourite interests and objects;</li> <li>● Talk about themselves positively;</li> <li>● Listen to what others say and respond.</li> </ul>
Me and my special people	<ul style="list-style-type: none"> <li>● Talk about the important people in their lives;</li> <li>● Understand that we have different special people;</li> <li>● Name key people outside of families that care for them.</li> </ul>
Who can help me?	<ul style="list-style-type: none"> <li>● Talk about when they might feel unsafe or unhappy;</li> <li>● Name the people who will help them;</li> <li>● Notice when a friend is in need at school and help them.</li> </ul>
My feelings	<ul style="list-style-type: none"> <li>● Describe different emotions;</li> <li>● Explore how we feel at certain times or events;</li> <li>● Identify ways to change feelings and calm down.</li> </ul>

Reception	
My feelings (2)	<ul style="list-style-type: none"> <li>• Identify events that can make a person feel sad;</li> <li>• Suggest ways in which they can help a friend who is sad;</li> <li>• Choose ways to help themselves when they feel sad.</li> </ul>
Valuing Difference	
	<p><b>Overarching learning intentions across this unit</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Be sensitive towards others and celebrate what makes each person unique;</li> <li>• Recognise that we can have things in common with others;</li> <li>• Use speaking and listening skills to learn about the lives of their peers;</li> <li>• Know the importance of showing care and kindness towards others;</li> <li>• Demonstrate skills in building friendships and cooperation.</li> </ul>
I'm special, you're special	<ul style="list-style-type: none"> <li>• Describe their own positive attributes;</li> <li>• Share their likes and dislikes;</li> <li>• Listen to and respect the ideas of others.</li> </ul>
Same and different	<ul style="list-style-type: none"> <li>• Recognise the similarities and differences amongst their peers;</li> <li>• Discuss why differences should be celebrated;</li> <li>• Retell a story.</li> </ul>
Same and different families	<ul style="list-style-type: none"> <li>• Talk about their family, customs and traditions;</li> <li>• Listen to others talk about their experiences;</li> <li>• Compare their own experiences with those of others.</li> </ul>
Same and different homes	<ul style="list-style-type: none"> <li>• Recognise the similarities and differences between their home and those of others;</li> <li>• Talk about what makes their home feel special and safe;</li> <li>• Be sensitive towards others.</li> </ul>

Reception	
Kind and caring (1)	<ul style="list-style-type: none"> <li>• Suggest ways in which we can be kind towards others;</li> <li>• Demonstrate skills in cooperation with others.</li> </ul>
Kind and caring (2)	<ul style="list-style-type: none"> <li>• Show friendly behaviour towards a peer;</li> <li>• Build relationships with others.</li> </ul>
Keeping Safe	
	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about how to keep their bodies healthy and safe;</li> <li>• Name ways to stay safe around medicines;</li> <li>• Know how to stay safe in their home, classroom and outside;</li> <li>• Know age-appropriate ways to stay safe online;</li> <li>• Name adults in their lives and those in their community who keep them safe.</li> </ul>
What's safe to go onto my body	<ul style="list-style-type: none"> <li>• Name things that keep their bodies safe;</li> <li>• Name things that keep their bodies clean and protected;</li> <li>• Think about how to recognise things that might not be safe.</li> </ul>
Keeping myself safe - what's safe to go into my body (including medicines)	<ul style="list-style-type: none"> <li>• Make safe decisions about items they don't recognise;</li> <li>• Talk about what our bodies need to stay well;</li> <li>• Name the safe ways to store medicine and who can give it to children (adults).</li> </ul>
Safe indoors and outdoors	<ul style="list-style-type: none"> <li>• Name some hazards and ways to stay safe inside;</li> <li>• Name some hazards and ways to stay safe outside;</li> <li>• Show how to care for the safety of others.</li> </ul>
Listening to my feelings (1)	<ul style="list-style-type: none"> <li>• Name the adults who they can ask for help from, and will keep them safe;</li> </ul>

Reception	
	<ul style="list-style-type: none"> <li>● Recognise the feelings they have when they are unsafe;</li> <li>● Talk about keeping themselves safe, safe touches and consent.</li> </ul>
Keeping safe online	<ul style="list-style-type: none"> <li>● Share ideas about activities that are safe to do on electronic devices;</li> <li>● What to do and who to talk to if they feel unsafe online.</li> </ul>
People who help to keep me safe	<ul style="list-style-type: none"> <li>● Name the people in their lives who help to keep them safe;</li> <li>● Name people in their community who help to keep them safe;</li> <li>● Talk about ways to keep themselves safe in their environment.</li> </ul>
Rights and Respect	
	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Understand that they can make a difference;</li> <li>● Identify how they can care for their home, school and special people;</li> <li>● Talk about how they can make an impact on the natural world;</li> <li>● Talk about similarities and differences between themselves;</li> <li>● Demonstrate building relationships with friends.</li> </ul>
Looking after my special people	<ul style="list-style-type: none"> <li>● Name the special people in their lives;</li> <li>● Understand that our special people can be different to those of others.</li> </ul>
Looking after my friends	<ul style="list-style-type: none"> <li>● Talk about why friends are important and how they help us;</li> <li>● Identify ways to care for a friend in need;</li> <li>● Identify ways to help others in their community.</li> </ul>
Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> <li>● Identify ways in which they help at home;</li> <li>● Recognise the importance of taking care of a shared environment;</li> <li>● Name ways in which they can look after their learning environment.</li> </ul>

Reception	
Caring for our world	<ul style="list-style-type: none"> <li>• Think about what makes the world special and beautiful;</li> <li>• Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less;</li> <li>• Talk about what can happen to living things if the world is not cared for.</li> </ul>
Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> <li>• Recognise coins and other items relating to money;</li> <li>• Identify the uses of money.</li> </ul>
Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> <li>• Talk about why it's important to keep money safe;</li> <li>• Identify ways to save money;</li> <li>• Talk about why we save money.</li> </ul>
Being My Best	
	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Feel resilient and confident in their learning;</li> <li>• Name and discuss different types of feelings and emotions;</li> <li>• Learn and use strategies or skills in approaching challenges;</li> <li>• Understand that they can make healthy choices;</li> <li>• Name and recognise how healthy choices can keep us well.</li> </ul>
Bouncing back when things go wrong	<ul style="list-style-type: none"> <li>• Share an experience where they haven't achieved their goal;</li> <li>• Develop their confidence and resilience towards having a growth mindset;</li> <li>• Name a strategy to overcome a hurdle.</li> </ul>
Yes, I can!	<ul style="list-style-type: none"> <li>• Share an experience where they haven't achieved their goal.</li> <li>• Develop their confidence and resilience towards having a growth mindset.</li> <li>• Name a strategy to overcome a hurdle.</li> </ul>
Healthy eating (1)	<ul style="list-style-type: none"> <li>• Name and choose healthy foods and drink;</li> <li>• Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> </ul>

Reception	
	<ul style="list-style-type: none"> <li>• Explain the jobs of different food groups.</li> </ul>
Healthy eating (2)	<ul style="list-style-type: none"> <li>• Name and choose healthy foods and drink;</li> <li>• Understand there are some foods that are a “just sometimes” food or drink (eating in moderation);</li> <li>• Explain the jobs of different food groups.</li> </ul>
Move your body	<ul style="list-style-type: none"> <li>• Describe the changes in their body during exercise and what is happening to their body;</li> <li>• Explain how exercise can help us stay well - physically and mentally;</li> <li>• Name some ways to keep their body fit and well.</li> </ul>
A good night’s sleep	<ul style="list-style-type: none"> <li>• Understand why our body needs sleep;</li> <li>• Talk about their own bedtime routine;</li> <li>• Suggest ways to have a calm evening and bedtime routine.</li> </ul>
Growing and Changing	
	<p><b>Overarching learning intentions across this unit:</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Understand that there are changes in nature and humans;</li> <li>• Name the different stages in childhood and growing up;</li> <li>• Understand that babies are made by a man and a woman;</li> <li>• Use the correct vocabulary when naming the different parts of the body;</li> <li>• Know how to keep themselves safe.</li> </ul>
Seasons	<ul style="list-style-type: none"> <li>• Name the different seasons and describe their differences;</li> <li>• Explain the changes that occur as seasons change;</li> <li>• Talk about how they have grown in resilience.</li> </ul>
Life stages - plants, animals, humans	<ul style="list-style-type: none"> <li>• To understand that animals and humans change in appearance over time;</li> </ul>

Reception	
	<ul style="list-style-type: none"> <li>• Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</li> <li>• Make observations and ask questions about living things.</li> </ul>
	<ul style="list-style-type: none"> <li>• Retell a story and respond to questions about it.</li> <li>• Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>• Talk about their own experience of growing up.</li> </ul>
Where do babies come from?	<ul style="list-style-type: none"> <li>• Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</li> <li>• Understand that every family is different.</li> <li>• Talk about similarities and differences between themselves and others.</li> </ul>
Getting bigger	<ul style="list-style-type: none"> <li>• Talk about how they have changed as they have grown.</li> <li>• Explain the differences between babies, children, and adults.</li> <li>• Understand that we are all unique.</li> </ul>
Me and my body - girls and boys	<ul style="list-style-type: none"> <li>• Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>• Explain which parts of their body are kept private and safe and why.</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>