

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
YR	<u>Unit 1</u> Circle time rules/PATHS child of the day <u>RSE – Respectful Relationships</u>	<u>Unit 1</u> Compliments 1 / Meet Twigg the Turtle <u>RSE – Respectful Relationships</u>	<u>Unit 1</u> PATHS animals (Daphne, Duke and Henrietta) <u>RSE – Respectful Relationships</u>	<u>Unit 1</u> Basic feelings – what are feelings? Who has feelings? <u>RSE – Being safe</u>	<u>Unit 1</u> Happy – define, recognise happiness and empathise.	<u>Unit 1</u> Happy feeling cont.	<u>Unit 1</u> Sad – define, recognise sadness and empathise.	<u>Year 5 unit – Link to October Black History Month:</u> Stereotypes and Discrimination – taught through biography of famous people from multi-cultural backgrounds. <u>RSE – Families and people who care about me</u>	<u>Unit 1</u> Twigg makes friends – prosocial behaviours linked to friendship. <u>RSE – Caring Friendships</u>	<u>Unit 1</u> Compliments 2 – exploring compliments and feelings associated.	<u>Unit 2</u> Mad or Angry - define, recognise these feelings and empathise. <u>RSE – Being safe</u>	<u>Unit 2</u> Mad or Angry cont. <u>RSE – Being safe</u>
Y1	<u>Unit 6</u> Making choices – Twigg does turtle and when/how we make good choices. <u>RSE – Respectful Relationships</u>	<u>Unit 6</u> Solving problems – role play scenarios and discussion. <u>RSE – Caring Friendships</u>	<u>Unit 6</u> Solving problems with friends – choices and ability to solve problems. <u>RSE – Caring Friendships</u>	<u>Unit 7</u> Comfortable and Uncomfortable feelings – what are these? How do they make us feel? <u>RSE – Being safe</u>	<u>Unit 7</u> Different types of feelings – feelings are ok/experiencing different feelings from one another/feeling faces <u>RSE – Being safe</u>	<u>Unit 7</u> Excited – define, recognise and empathise.	<u>Year 5 unit – Link to October Black History Month:</u> Stereotypes and Discrimination – taught through biography of famous people from multi-cultural backgrounds. <u>RSE – Families and people who care about me</u>	<u>Unit 7</u> Tired – define, recognise and empathise.	<u>Unit 7</u> Tired cont.	<u>Unit 7</u> Frustrated – define, recognise and empathise. <u>RSE – Being safe</u>	<u>Unit 7</u> Frustrated cont. <u>RSE – Being safe</u>	<u>Unit 7</u> Proud – define, recognise and empathise.
Y2	<u>Unit 1</u> Formulating classroom rules – introducing	<u>Unit 1</u> PATHS pupil of the day – Complimenting – choosing	<u>Unit 1</u> PATHS readiness – creating fun and special atmosphere/role	<u>Unit 2</u> Introduction to feelings – exploring feeling	<u>Unit 2</u> Happy, Sad, Private – how we feel inside/body	<u>Unit 2</u> Activities on happy and Sad – feelings as signals to tell	<u>Unit 2</u> Fine, excited, tired - how we feel inside/body	<u>Link to October Black History Month:</u>	<u>Unit 3</u> Scared, Afraid, Safe – changes in	<u>Unit 3</u> Activities on scared, safe, afraid – feelings and situations.	<u>Unit 3</u> Cross or angry – feelings vs behaviours.	<u>Unit 3</u> PATHS review lesson.

	PATHS/rules and why we need them/class participation with creating rules. <u>RSE – Respectful Relationships</u>	child of the day and giving compliments. <u>RSE – Respectful Relationships</u>	playing and paying attention to others.	faces/making key ring. <u>RSE – Being safe</u>	language/facial expressions. <u>RSE – Being safe</u>	us what is going on around us. <u>RSE – Being safe</u>	language/facial expressions.	Stereotypes and Discrimination – taught through biography of famous people from multi-cultural backgrounds. <u>RSE – Families and people who care about me</u>	feelings/feelings opposites. <u>RSE – Being safe</u>	<u>RSE – Being safe</u>	<u>RSE – Being safe</u>	
Y3	<u>Unit 1</u> Classroom rules: Mr Jones' class- Internalising why we need rules/active listening and evaluating the subtleties in following rules <u>RSE – Respectful Relationships</u>	<u>Unit 1</u> PATHS pupil of the day – Complimenting – choosing child of the day and giving compliments. <u>RSE – Respectful Relationships</u>	<u>Unit 2</u> Introduction to feelings – happy, sad, private – defining emotions/expanding feelings vocabulary. <u>RSE – Being safe</u>	<u>Unit 2</u> Fine, excited, tired - how we feel inside/body language/facial expressions- REVIEW <u>RSE – Being safe</u>	<u>Unit 2</u> Scared, Afraid, Safe – changes in feelings/feelings opposites – REVIEW <u>RSE – Being safe</u>	<u>Unit 2</u> Cross/Angry 1 – feelings can change/feelings have opposites – REVIEW <u>RSE – Being safe</u>	<u>Link to October Black History Month:</u> Stereotypes and Discrimination – taught through biography of famous people from multi-cultural backgrounds. <u>RSE – Families and people who care about me</u>	<u>Unit 2</u> Cross/Angry 2 – feelings are ok/behaviours that are OK or NOT OK/personal examples from own lives. <u>RSE – Caring Friendships</u>	<u>Unit 2</u> Calm, relaxed, worried – methods for calming down/abstract feeling concepts to personal experiences. <u>RSE – Being safe</u>	<u>Unit 3</u> Self-control 1: steps for calming down – different ways of self-control/specific methods for calming down. <u>RSE – Respectful Relationships</u>	<u>Unit 3</u> Self-control 2: Learning self-control – learning self-control as internalised process/thinking to control behaviour <u>RSE – Respectful Relationships</u>	<u>Unit 3</u> Control signals poster- Anger Management – teaching process for self-control/incorporate into problem solving. <u>RSE – Respectful Relationships</u>
Y4	<u>Unit 1</u> Formulating classroom rules - Internalising why we need rules/active listening and evaluating the subtleties in following rules	<u>Unit 1</u> PATHS pupil of the day – Complimenting – choosing child of the day and giving compliments. <u>RSE – Respectful Relationships</u>	<u>Unit 1</u> Cooperative learning skills – how to work together/active listening/taking on a role in a group. <u>RSE – Respectful Relationships</u>	<u>Unit 1</u> The Golden Rule – why rules are important/adapt rules to fit own classroom. <u>RSE – Respectful Relationships</u>	<u>Unit 1</u> Listening to others – emphasise communication skills/help children take perspective of others. <u>RSE – Caring Friendships</u>	<u>Unit 2</u> Introduction to feelings – comfortable, uncomfortable feelings/ feeling labels and emotional expressions. <u>RSE – Being safe</u>	<u>Unit 2</u> Recognising and controlling Anger – awareness of body/facial clues/ways to gain self-control. <u>RSE – Being safe</u>	<u>Link to October Black History Month:</u> Stereotypes and Discrimination – taught through biography of famous people from multi-cultural backgrounds.	<u>Unit 2</u> Controls Signal Poster 1 – Process for self-control AND Controls signal poster 2 – cont. processes for self-control <u>RSE – Being safe</u>	<u>Unit 2</u> PATHS feeling dictionary – increase understanding of emotional concepts/techniques for using emotional concepts throughout classroom day. <u>RSE – Being safe</u>	<u>Unit 2</u> Feelings intensity – we don't all have the same feelings/having more than one feeling at a time. <u>RSE – Being safe</u>	<u>Unit 2</u> My own feelings story – using PATHS feelings dictionary.

	<u>RSE – Respectful Relationships</u>							<u>RSE – Families and people who care about me</u>				
								<u>RSE – Respectful Relationships</u>				