

# Respect Curriculum Long-Term Planning

## Curriculum Driver: Be Brave

Subject	Autumn Week 1	Autumn Week 2	Autumn Week 3	Autumn Week 4	Autumn Week 5	Autumn Week 6	Autumn Week 7	Autumn Week 8	Autumn Week 9	Autumn Week 10	Autumn Week 11	Autumn Week 12
F2	<b>AREP</b> It's OK to be Different	<b>AREP</b> It's OK to be Different	<b>ZR</b> To understand the Zones of Regulation and recognise what each colour represents (happy, sad, angry, worried)	<b>Resilience</b> To know what is meant by resilience - being brave, having a go, and understanding that mistakes help our brains grow.	<b>AREP</b> Elmer	<b>AREP</b> Elmer	<b>Rules</b> To understand why rules are important, including boundaries and consent.	<b>Resolving Conflicts</b> To develop strategies for resolving conflicts through talking and compromise.	<b>Bullying</b> To understand what bullying is and who to speak to for help.	<b>Working Together</b> To recognise the importance of working together and understanding our roles in a shared event (Nativity).	<b>AREP</b> I am Brown	<b>AREP</b> I am Brown
	<b>Interception</b> Understanding my brain	<b>Interception</b> Understanding my stomach	<b>Interception</b> Understanding my body and signals it gives me	<b>Interception</b> Understanding my body and the links with emotions	<b>Interception</b> Emotions have body signals. What do they feel like? What do they mean?	<b>Interception</b> Emotions have body signals. What is the cause?	<b>Interception</b> What is my body telling me?	<b>Interception</b> Feeling comfortable/ feeling uncomfortable	<b>Interception</b> Changing the way my body feels	<b>Interception</b> How to change the way my body feels when I feel uncomfortable	<b>Interception</b> What feels good for my body?	<b>Interception</b> Understanding my body and the link to emotions. Body check chart.
Y1	<b>ZR</b> To understand how to use the Zones of Regulation display in our new classroom, including how to use the zones and the Worry Monster to share our feelings.	<b>AREP</b> Shine: a heart-warming and uplifting story	<b>AREP</b> Shine: a heart-warming and uplifting story	<b>Friendships</b> To understand what friendship means, how to build and maintain positive friendships, and why consent is important in our relationships.	<b>Online Safety</b> Copyright & Ownership  To know how to name my work so others know it belongs to me.	<b>Online Safety</b> Self-image & identity  Know that I can talk to a trusted adult when things upset me.	<b>Bullying</b> To identify bullying and hurtful behaviour, understand the impact on others, learn how to be an upstander.	<b>Families</b> To understand that families can look different and to recognise the features of a healthy family life, including love, care, protection, and stability.	<b>Trusted Adults</b> To identify trusted adults and understand the difference between familiar and unfamiliar people, knowing who to talk to if we feel upset or worried.	<b>Personal Hygiene</b> To understand healthy personal hygiene routines, including brushing teeth and washing hands, and why these are important for preventing germs.	<b>Online Safety</b> Online relationships  Know why it is important to be kind and considerate to others online.	<b>Online Safety</b> Privacy & Security  To understand the importance of keeping personal information private.
Y2	<b>ZR</b> To understand the Zones of Regulation display, including where it is located, how it is used, and to recap the zones: green (happy & calm), blue (sad & tired), yellow (frustrated & worried), and red (angry & terrified).	<b>AREP</b> Say Something	<b>AREP</b> Say Something	<b>Friendships</b> To identify the traits of good and not-so-good friendships, recognise when friendships change, and understand what consent looks like in relationships.	<b>Online Safety</b> Copyright & Ownership  Know that content and information on the internet may belong to other people.	<b>Online Safety</b> Self-image & identity  Know that other people may look and act differently online and offline.	<b>Bullying</b> To identify different types of bullying—online, physical, verbal, emotional—understand why people might bully and recognise the influence of peer pressure.	<b>Families</b> To understand why love, care, protection, and stability are important in families, compare different family setups, and know what to do if a family relationship makes someone feel unhappy or unsafe.	<b>Trusted Adults</b> To recognise familiar and unfamiliar people and know who to talk to if someone's actions make us feel uncomfortable or upset.	<b>Rules</b> To understand the consequences of not following healthy hygiene routines and the purpose of vaccinations and immunisations.	<b>Online Safety</b> Online relationships  Know why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	<b>Online Safety</b> Privacy & Security  Know what is meant by 'private' and 'keeping things private'

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Subject	Spring Week 1	Spring Week 2	Spring Week 3	Spring Week 4	Spring Week 5	Spring Week 6	Spring Week 7	Spring Week 8	Spring Week 9	Spring Week 10	Spring Week 11	Spring Week 12
F2	<b>Balanced Diet</b> To understand how to make balanced food choices, enjoying a variety of foods in moderation and not having too much of one thing.	<b>Exercise</b> To recognise the benefits of daily exercise and physical activity, including limiting too much time on devices.	<b>Personal Hygiene</b> To understand the importance of brushing teeth for two minutes with supervision and the consequences of not maintaining good oral hygiene.	<b>Sleep Habits</b> To understand the importance of a good sleep routine and the benefits of healthy sleep habits.	<b>Road Safety</b> To learn and apply road safety rules: stop, look, listen, and think.	<b>Resilient</b> To learn how to be resilient by continuing to try when facing a challenge.	<b>ZR</b> To develop self-regulation strategies to stay in, or return to, the green zone.	<b>ZR</b> To develop emotional regulation strategies to help others stay in, or return to, the green zone.	<b>Rules</b> To understand that rules may not always be the same for everyone and to explore when and why they might need to be different, linking this to consequences and strategies to return to green.	<b>Trusted Adults</b> To identify special and trusted adults and know who to speak to if we have a problem.	<b>Bodies Safe</b> To understand the NSPCC Talk PANTS message and learn about consent and keeping our bodies safe.	<b>Bodies Safe</b> To recall and apply the NSPCC Talk PANTS rules to help keep ourselves safe.
	<b>ZR</b> To understand the Zones of Regulation display, including where it is kept, what it is for, when it can be used, and why it is helpful.	<b>ZR</b> To recognise the green zone as the zone we aim to be in for learning, linked to feeling happy, and to identify what happy feelings and behaviours look like.	<b>ZR</b> To recognise the blue zone as linked to feeling sad and to identify what sad feelings and behaviours look like.	<b>ZR</b> To recognise the yellow zone as linked to feeling frustrated or silly and to identify what these feelings and behaviours look like.	<b>ZR</b> To recognise the red zone as linked to feeling angry and to identify what angry feelings and behaviours look like.	<b>ZR</b> To recall the four zones and identify facial expressions and body language linked to each colour.	<b>ZR</b> To explain how to use the Zones of Regulation display and where it is located in the classroom.	<b>ZR</b> To describe what each of the four zones means and how behaviour may look in each zone.	<b>ZR</b> To match emotions to the correct zone and recognise them in facial expressions and scenarios.	<b>ZR</b> To understand the difference between expected and unexpected behaviours and identify which zones they may be in.	<b>ZR</b> To understand that all zones are okay and to recognise times when we might experience different zones.	<b>ZR</b> To identify trusted adults and strategies that can help us return to the green zone.
Y1	<b>ZR</b> To introduce and understand the words calm, tired, worried, and terrified, linking each to a Zones of Regulation colour, and to learn what mental health means.	<b>AREP</b> Standing Up to Racism: a lift-the-flap book about standing together	<b>AREP</b> Standing Up to Racism: a lift-the-flap book about standing together	<b>Environment</b> To understand the impact of littering and poor recycling on wildlife and the environment.	<b>Relationships</b> To understand the importance of relationships, how special relationships make us feel, and how we can support others who may not have these relationships yet.	<b>Online Safety</b> Online Bullying  Know there may be people online who could make me feel sad or embarrassed	<b>People Who Help Us</b> To identify who can help us in emergencies, such as fire, accidents, or burglaries, and to know basic actions we could take.	<b>Environment</b> To recognise ways, we can look after our environment, including picking up litter, and to understand the roles of people who help keep our environment clean.	<b>Special People</b> To appreciate and celebrate special people in our lives, recognising that families can look different.	<b>AREP</b> I am Julian	<b>AREP</b> I am Julian	<b>Online Safety</b> Health, wellbeing & Lifestyle  Know the rules I can follow to keep myself safe when using technology at home and beyond.
Y2	<b>ZR</b> To introduce and understand the words focused, silly, sick, and mad (linking to ZR colours), and to recap what mental health is and why it is important to look after it.	<b>AREP</b> Amazing Grace	<b>AREP</b> Amazing Grace	<b>Environment</b> To explore climate change, including its causes and impacts on people and the world.	<b>Relationships</b> To recognise appropriate behaviour within friendships, understand boundaries and consent, and identify what types of touch are acceptable or unacceptable, including that "no means no."	<b>Online Safety</b> Online Bullying  Know what bullying is and how this might look online.	<b>People Who Help Us</b> To identify who can help us in emergencies, how to contact them, and understand what information we need to provide when calling for help.	<b>Safety at Home</b> To understand how to stay safe at home when using appliances and household products, particularly in kitchens and bathrooms.	<b>Special People</b> To recognise ways to show appreciation to mothers or other special people in our lives and understand how this can make both us and them feel valued.	<b>AREP</b> Our Skin: a first conversation about race	<b>AREP</b> Our Skin: a first conversation about race	<b>Online Safety</b> Health, wellbeing & Lifestyle  Know how rules/guides help me accessing online technology.

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Subject	Summer Week 1	Summer Week 2	Summer Week 3	Summer Week 4	Summer Week 5	Summer Week 6	Summer Week 7	Summer Week 8	Summer Week 9	Summer Week 10	Summer Week 11	Summer Week 12
<b>F2</b>	<b>Upstander</b> To understand what it means to be an upstander by speaking out or acting when something is wrong, including understanding boundaries and consent.	<b>Role Model</b> To recognise our role within the school community and how we can contribute positively to it.	<b>Sun Safety</b> To understand the importance of sun safety and how to protect ourselves in sunny weather.	<b>Adults in School</b> To identify the adults in school who can help us, especially when preparing for transition.	<b>Rules</b> To understand rules and actions that help keep us safe, including what to do if we get lost or need first aid.	<b>Staying Safe</b> To recognise when taking risks is safe and appropriate and when it is not.	<b>Brave</b> To develop bravery by trying new things and embracing change in preparation for transition.	<b>Transition</b> To recognise and talk about our excitements and worries about transition.	<b>First Aid</b> To learn the basics of first aid, including how to respond to simple injuries and how to call 999 in an emergency.	<b>Transition</b> To share thoughts and feelings about moving to a new class through stories and circle time.	<b>Transition</b> To build confidence in transition by participating in story and circle time with our new class group.	<b>Reflect</b> To reflect on the year and celebrate our achievements and personal growth.
<b>Y1</b>	<b>ZR</b> To recall the Zones of Regulation and earn what a "trigger" is. Understand why it is important to look after both our mental and physical health.	<b>Road Safety</b> To explain how to apply road safety knowledge in our local area.	<b>Keeping Healthy</b> To recognise daily routines that keep us healthy, including exercise, teeth brushing, and handwashing, and to explore additional ways to care for our bodies. To understand sun safety, ways to stay safe in the sun, and taking personal responsibility for this.	<b>Trusted Adults</b> To identify different people we may encounter and understand how to know if someone is trustworthy, with examples from clubs, school, and family.	<b>Upstander</b> To understand how being an upstander can help keep others safe by speaking up and telling a trusted adult if someone is being unkind or bullying, including the meaning of "no" and consent.	<b>Online Safety</b> Online reputation  Know the information I should not share online without asking a trusted adult.	<b>Transition</b> To recognise and discuss our feelings during transition, linking them to Zones of Regulation colours, normalising different emotions, and exploring strategies to support ourselves.	<b>Feelings</b> To reflect on times we may feel different at home and school, discuss situations that can cause negative feelings, and explore strategies and trusted people to talk to.	<b>First Aid</b> To learn basic first aid skills, including sit, chop, chew for choking, and recognising and helping a friend who is choking.	<b>Environment</b> To understand ways we can look after our world and explore what part we can play in caring for the environment.	<b>Online Safety</b> Managing Online Information  Know that we can encounter a range of things online including things we do and do not like.	<b>Class Family</b> To understand our classroom as a "class family," recognising it is built on love, care, protection, and stability, and to share memories and feelings about our class community.
<b>Y2</b>	<b>ZR</b> To recap how to use the Zones of Regulation area, including strategies to return to green and ways to look after our mental health.	<b>Road Safety</b> To identify who helps us stay safe in different contexts, including on the roads, at home, and at school, using examples to reinforce safety strategies.	<b>Keeping Healthy</b> To understand immunisations and vaccinations, including their purpose and examples such as COVID, and recognise that some people may choose not to have them.	<b>Safety at Home</b> To recognise potential hazards at home, including cleaning products and medicines, and understand the importance of adult supervision and checking before use, including where these items might be kept.	<b>Upstander</b> To explore examples of being an upstander, including historical figures like Rosa Parks, and understand how standing up for what is right can help others.	<b>Online Safety</b> Online Reputation  Know who I can talk to if something has been put online without consent or if it is incorrect.	<b>Transition</b> To recognise that transition can bring mixed emotions, including excitement and worry, understand that friendships may change, and explore strategies for supporting someone who feels lonely or left out.	<b>Feelings</b> To identify trusted adults in our lives, understand what trust means, and know what to do if someone's actions make us feel uncomfortable, upset, or unsafe. To reflect on relationships at home, recognising who makes us feel safe.	<b>First Aid</b> To learn basic first aid skills, including calling 999, understanding the purpose of blood, recovery position, and how to deal with burns.	<b>Environment</b> To understand the impact of not caring for our Earth, including pollution and climate change, and explore ways we can help.	<b>Online Safety</b> Managing Online Information  Know the difference between things that are 'made up' and things that are 'true' online.	<b>Class Family</b> To explore our classroom as a "class family," recognising similarities and differences with our own families, and to share memories and feelings about this community.