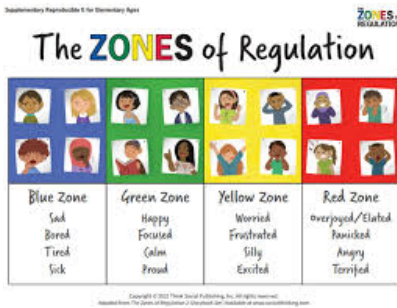
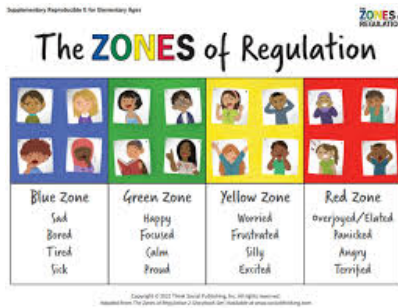


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Zones of Regulation	Zones of Regulation	Diverse Britain	Safety First	Think Positive	Aiming High
						
Year 1 and Year 2	- gain insight about how sensory tools can help regulate Zones. - understand that sensory support tools should be used in all Zones in order to self-regulate. - learn how to access and use sensory support tools. - learn about calming techniques that can be utilised to calm bodies and minds. - reflect on which tools are effective in regulating themselves. - provide examples of big, medium and small problems. - analyse a situation and rationalise how big a problem is. - understand how use of Size of the Problem can help to regulate their Zone. - give examples of positive and negative talk. - understand how use of the Inner Coach can help regulate their Zone. - identify the difference between rigid thinking and super flexible thinking. - understand that changing their thinking pattern can help to regulate their Zone. - understand that they can engage in different strategies to change their Zone and regulate. - Review what their Yellow Zone looks like. - recognise when to regulate and what type of tool they need. - understand that the more	- recognise opportunities in their day to use Zone tools. - select an appropriate tool based on their Zone. - increase their use of tools to aid in self-regulation. - generalise the use of their tools to a variety of settings. - increase their problem solving and planning abilities. - decrease impulsive/reactive behaviours. - improve their ability to regulate. - work together as a team. - celebrate their achievements in using tools to regulate their Zones. - generalise their use of tools across environments. (same as Years 3-6, as whole school are completing the same curriculum)	-understand that I belong to the school community. -identify things that are helpful and not helpful to the school community. -talk about my local community. -identify ways that I can help my community. -talk about what might happen if I made unhelpful choices. -describe things that make an environment a nice place. -describe things that harm an environment. -identify Britain on a map. -draw pictures about living in Britain. -say what I like best about Britain and why. -understand that it is important to treat all people with kindness and respect. -identify what makes Britain a diverse country. -consider why it is important to have differences. -discuss why it is important to show respect to others. -record how I can make all people feel happy and welcome -explain what it means to me to be British. -identify what makes me feel proud to live in the British Isles	-identify some everyday dangers. -understand that many rules are there to keep us safe. - know what to do if I feel unsafe. -identify dangers in the home. -understand that household products, including medicines, can be harmful. -identify ways to stay safe at home. -understand how to stay safe around roads and other busy areas. -identify other dangers I might face when I am outside. -know who can help me if I am in danger. -identify risks in different situations. -know what to do if I feel uncomfortable in a situation. -understand ways that I can stay safe from strangers online. -know that some secrets and surprises are safe. -list things I should keep private to keep myself and others safe. -explain what to do if I feel unsafe or uncomfortable. -identify different people who help to keep me safe. -know how those people keep me safe. -know how to help those people keep me safe.	-describe different emotions and consider how to deal with different feelings. -identify positive and negative thoughts. -think of different, more positive ways, to think about things -understand that I can't choose what happens. -understand that I can choose how I respond to things that happen. -understand that the choices I make can affect how I feel. -understand that positive thoughts can help me achieve my goals. -understand that resilience means trying again and not giving up. -think of things I would like to learn, get better at or achieve. -identify comfortable and uncomfortable feeling -discuss what causes uncomfortable emotions. -name some strategies to cope with difficult feelings. -name things for which I am thankful. -show my gratitude to others in different ways. -understand that being thankful is a type of positive thinking, which can help to make us happy -understand what the mind is.	-talk about my star qualities. -talk about star qualities in others. -think about how I could develop certain qualities. -talk about what a positive learning attitude is. -share the kinds of learning I enjoy the most. -complete a challenge with a positive learning attitude. -think about how I felt when I have found something challenging and then succeeded -talk about different jobs that people do. -think about what skills and interests help people do their jobs. -explore through role play what different jobs involve. -think about what I might need to do to achieve my goal. -sort jobs into different groups. -share what I think and explain why I think that. -know which skills are needed to do different jobs -talk about my goals for the future. -explain why they are important to me. -think about how I can achieve my goals. -show respect to people who have different goals to me. -identify things I have enjoyed during this school year. -talk about things that might be different during next school year.

	you are able to regulate, the more successful they are socially and academically. (same as Years 3-6, as whole school are completing the same curriculum)					-share how I am feeling about the changes. -identify things I am looking forward to during the next school year. -offer advice to others who might be feeling worried about change
Vocabulary	Self-regulation, Zones, Blue Zone, Green Zone, Yellow Zone, Red Zone, toolbox, tools or strategies, trigger, STOP, OPT, GO, expected behaviours, unexpected behaviours, size of the problem, big problems, medium problems, small problems, inner critic, inner coach, Superflex thinking, rigid thinking, Rock Brain thinking	Self-regulation, Zones, Blue Zone, Green Zone, Yellow Zone, Red Zone, toolbox, tools or strategies, trigger, STOP, OPT, GO, expected behaviours, unexpected behaviours, size of the problem, big problems, medium problems, small problems, inner critic, inner coach, Superflex thinking, rigid thinking, Rock Brain thinking	community, belong, help, respect, share, listen local area, neighbour, helpful, choice, choose, consequence, neighbourhood, environment, harm, responsibility, natural, built Britain, United Kingdom, town, countryside, island, coast, mountain, lakes, river, celebrations, diverse, diversity, different, same, celebrate, kindness, respect, difference, similarity, similar different, celebrate, respect, accepting, believe, beliefs, live, dress, right, happy, safe, British, famous, proud, multicultural, diverse, community, British Isles	safe, unsafe, danger, rules, hurt, protect, help, trusted adult, hazard, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, emergency, protect, road, traffic, fire, water, rail, stranger, risk, danger, harm, unfamiliar, uniform, badge, e-Safety, online, internet, rules, trusted grown-up secret, surprise, private, comfortable, uncomfortable, share, private, respect, privacy, body, underwear, pants, touch, pressure, permission, consent, special, people, emergency services, support, rules, 999	positive, negative, good, bad, happy, sad, grumpy, complain, best, better, bright, feelings, emotions, attitude, thinking, thoughts, consequences, experiences choice, decision, like, dislike, prefer, impact, affect, respond, good, bad, healthy, safe, helpful, unhelpful, challenging, new, difficult, goal, achieve, achievement, thoughts, persevere, perseverance, quit, resilient, resilience, emotions, sad, cross, worried, angry, confused, frightened, nervous, anxious, anxiety, upset, embarrassed, lonely, bored, fed up, frustrated, shocked, grumpy, annoyed thankful, grateful, gratitude, appreciation, positive, thoughts, thinking, value, valued, fortunate mind, mindful, mindfulness, focus, concentrate, present, past, future, aware, thoughts, calm, relaxed, rest, worries, fears	star qualities, strength, skill, happy, value, positive, learning, attitude, develop, learn, improve, strength, build, resilience, achievement, grow, help, job, ambition, future, determined, achieve, goal, training, gender, men, women, attributes, communication, determined, hard-working, creative, goals, future, aims, success, happiness, family, partnership, qualifications, house, achievements change, different, progress, improve, routine, achievements, success
Year 3 and Year 4	- gain insight about how sensory tools can help regulate Zones. - understand that sensory support tools should be used in all Zones in order to self-regulate. - learn how to access and use sensory support tools. - learn about calming techniques that can be utilised to calm bodies and minds. - reflect on which tools are effective in regulating themselves. - provide examples of big, medium and small problems. - analyse a situation and rationalise how big a problem is. - understand how use of Size of the Problem can help to regulate their Zone. - give examples of positive and negative talk. - understand how use of the Inner Coach can help	- recognise opportunities in their day to use Zone tools. - select an appropriate tool based on their Zone. - increase their use of tools to aid in self-regulation. - generalise the use of their tools to a variety of settings. - increase their problem solving and planning abilities. - decrease impulsive/reactive behaviours. - improve their ability to regulate. - work together as a team. - celebrate their achievements in using tools to regulate their Zones. - generalise their use of tools across environments.	-talk about the range of identities in the British Isles. -describe the benefits of living in a diverse and multicultural society. -understand the importance of showing kindness and respect to all people and celebrating differences. -identify that humans are equal in terms of the rights they have to live happy, safe, healthy and fulfilling lives. -recognise we all have a responsibility to help the rights of others be met. -appreciate that everyone has human rights. -show empathy for situations where people are not living in a democracy. -identify how individuals and groups contribute to the community -explore why and how rules and laws are made. -discuss how British laws are enforced.	-name some things I can now do independently. -discuss my responsibilities. -identify who is responsible for helping to keep me safe and healthy -understand that in life we need to take some risks but that other risks are dangerous. -understand the terms 'risk', 'hazard' and 'danger'. -explain how to get help in a risky or dangerous situation. -explain what a dare is. -recognise when I am being pressured into doing something. -know how to get help if I am being pressured into doing something I don't feel comfortable with -know the dangers we might encounter when out and about. -list things we have in place to keep us safe in the local environment.	-explain what having a positive attitude means. -know lots of things I can do to increase my levels of happiness -understand how having a positive attitude can make a difference to our lives. -identify helpful and unhelpful thoughts. -understand the effect these thoughts have on the way we feel. -have strategies to cope with unhelpful thoughts. -name some big changes that happen in people's lives. -understand how these big changes can make us feel. -name some strategies to help deal with difficult feelings. -recognise and talk about different emotions. -understand why it is important to relax and be calm.	-identify opportunities for achievement. -discuss my own personal achievements and how they make me feel. -identify steps I have taken to achieve some goals -identify actions and behaviours that help to achieve goals. -identify my own personal goals for the future. -discuss ways that I can achieve my goal -explain what a positive learning attitude is. -approach new tasks with a positive attitude. -use positive statements to help me achieve -talk about types of jobs that I know. -identify some skills that would be important for each job. -discuss things that might influence people's career choices.

	regulate their Zone. - identify the difference between rigid thinking and super flexible thinking. - understand that changing their thinking pattern can help to regulate their Zone. - understand that they can engage in different strategies to change their Zone and regulate. - Review what their Yellow Zone looks like. - recognise when to regulate and what type of tool they need. - understand that the more you are able to regulate, the more successful they are socially and academically.		-think about what society would be like without rules and laws. -reflect on the relationship between rights and responsibilities. -explore human rights and share my thoughts about them. -understand that human rights protect all people. -identify that all people should be treated politely and with respect, including myself -explain what stereotypes are, how they negatively impact people and how they can be challenged -interpret a diversity data table. -write a poem to explain and celebrate diversity. -identify ways to show respect to others. -discuss why showing respect and being tolerant is important. -explain what discrimination is -describe behaviour which is prejudiced and know what to do if I see it happening -express my ideas and opinions through words and drawings. -respect ideas and opinions that are different from my own. -explain what the benefits of living in a diverse community are. -reflect on how I can show care and concern for others	-advise others on how to keep safe in unfamiliar places. -understand what drugs, cigarettes and alcohol are. -understand the impact drugs, cigarettes and alcohol have on the body. -understand the dangers of drugs, cigarettes and alcohol. -identify hazards and dangers in emergency situations. -know ways to make myself and others safe in emergency situations. -advise others on how to give first aid	-know some ways to be mindful -understand why we experience uncomfortable emotions. -name some strategies to use to cope with these emotions. -understand that I am the boss of my brain and can take responsibility for how I act and behave. -understand that mistakes are part of learning. -have strategies I can use when something is challenging. -know what it takes to be a good learner	-identify the skills and attributes a person needs in order to do a job. -identify and challenge stereotypes relating to jobs people do. -understand how applying a growth mindset can help achieve goals. -talk about my strengths and how I might use these in the future. -set goals for myself to help me to succeed.
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Vocabulary	Self-regulation, Zones, Blue Zone, Green Zone, Yellow Zone, Red Zone, toolbox, tools or strategies, trigger, STOP, OPT, GO, expected behaviours, unexpected behaviours, size of the problem, big problems, medium problems, small problems, inner critic, inner coach, Superflex thinking, rigid thinking, Rock Brain thinking	Self-regulation, Zones, Blue Zone, Green Zone, Yellow Zone, Red Zone, toolbox, tools or strategies, trigger, STOP, OPT, GO, expected behaviours, unexpected behaviours, size of the problem, big problems, medium problems, small problems, inner critic, inner coach, Superflex thinking, rigid thinking, Rock Brain thinking	multicultural, society, difference, diverse, richness, religious, ethnic, identity, culture, region, county, value, respect, belief, tradition, democracy, equality, society, human rights, freedom, government rules, law, enforce, protect, help, safe, parliament, rights, responsibilities, human rights, society, protect, liberty, freedom, respect, polite, stereotype, challenge, Rights-respecting, similarity, difference, tolerance, respect, religious, ethnic, national, regional, United Kingdom, diversity, society, discrimination, prejudice, celebrate, kindness, values, customs, discuss, debate, citizen, common rights, diversity, celebrate, respect, care, concern	independent, responsible, decisions, choices, safe, healthy, consequences, instructions, rules, advice, help, risk, danger, hazard, outcome, peer pressure, choices, dare, family, friends, media, comfortable, uncomfortable, right, wrong, feelings, dangerous, local environment, unfamiliar place, road safety, pedestrian crossing, zebra crossing, traffic, cycling, water safety, swim, dive, depth, railway, train, danger, electricity, cables, responsibility, independence, dangerous, drugs, medication, medicine, pill, vaccine, inhaler, insulin, injection, alcohol, cigarettes, e-cigarettes, lungs, body, physical, health, wellbeing, impact, affect, hazard, danger, harm, hurt, casualty, injury, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scald, choking, shock, harm, hurt, casualty, injury, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scald, choking, shock	positive, negative, attitude, mental health, feelings, emotions, mind, brain, happy, happiness, chemicals, dopamine, serotonin, oxytocin, endorphins, helpful, unhelpful, mental health, feelings, unpleasant, changes, difficult, sudden, exciting, small, experience, different, feelings, uncomfortable, deal, cope, manage, strategies, prepare, mindful, mindfulness, calm, peace, relax, techniques, strategies, present, aware, breathing, focus, occupy, distract, healthy, control, weather, symbol, represent, emotion, feeling, feelings, joy, happiness, sadness, anger, jealousy, worry, nervous, anxious, guilt, shame, embarrassment, grief, manage, cope, challenge, resilience, perseverance, success, failure, mistakes, determination, practise, goals, effort, achievements, strengths, weaknesses, brave, flexible, curious, problem	achievements, aims, success, goal, behaviour, action, accomplish, determined, effort, resilience, behaviour, aim, success, strive, target, improve, positive, learning, attitude, develop, learn, improve, strength, build, strengthen, Resilience, job, role, skill, attribute, strength, CV, Curriculum Vitae, information, employer, qualifications, experience, responsibilities, success, ambition, goal, challenge, stereotype, gender, skills, effort, equal, fair, opportunities, background, race, goal, achieve, future, target, effort, growth mindset, obstacles, set-backs, strengths, resilience, determination, skills, learn, succeed, success
Year 5 and Year 6	- gain insight about how sensory tools can help regulate Zones. - understand that sensory support tools should be used in all Zones in order to self-regulate. - learn how to access and use sensory support tools. - learn about calming techniques that can be utilised to calm bodies and minds. - reflect on which tools are effective in regulating themselves. - provide examples of big, medium and small problems. - analyse a situation and rationalise how big a problem is. - understand how use of Size of the Problem can help to regulate their Zone. - give examples of positive and negative talk. - understand how use of the Inner Coach can help regulate their Zone. - identify the difference between rigid thinking and super flexible thinking.	- recognise opportunities in their day to use Zone tools. - select an appropriate tool based on their Zone. - increase their use of tools to aid in self-regulation. - generalise the use of their tools to a variety of settings. - increase their problem solving and planning abilities. - decrease impulsive/reactive behaviours. - improve their ability to regulate. - work together as a team. - celebrate their achievements in using tools to regulate their Zones. - generalise their use of tools across environments.	-explore national statistics. -discuss how to show respect to others who are different to me and why this is important. -talk about how I feel in different situations. -understand what diversity is and the importance of respecting and celebrating it. -explain that human rights are there to protect all people -talk about what a community is. -identify who makes a community. -discuss how the actions of people affect the community they are a part of. -think of ways I can make a positive contribution to my community -explain what laws are. -talk about how laws help me. -understand that there are consequences to breaking laws. -explain what democracy	-identify safe and unsafe situations. -consider the possible consequences of decisions or actions. -understand what being responsible means -assess a situation to see whether it might be dangerous. -understand that my own decisions and actions can help when I am in risky situations. -identify when and how to get help from others -identify and assess risky situations. -name sources of pressure that entice me to behave in risky ways. -understand what a dare is and know how to handle being dared to do something -understand and follow rules in school to stay safe and healthy. -identify an emergency and know how to give first aid. -identify where and how to get help in an emergency	-discuss and describe a range of thoughts, feelings and behaviours. -discuss the impact negative thoughts can have on ourselves and others. -turn negative thoughts into positive thoughts. -identify helpful and unhelpful thoughts. -name some strategies to deal with unhelpful thoughts. -generate positive affirmations. -describe and discuss a range of emotions. -understand how our feelings can impact on our thoughts and actions. -suggest strategies to cope with uncomfortable emotions -identify when a choice or decision needs to be made. -consider the consequences of different choices. -understand what it means to make an 'informed decision'. -recognise when different mindfulness techniques	-identify things I have learnt or achieved since starting school. -identify attitudes and behaviours which help us learn new things. -identify how I learn best and apply this knowledge to learning new things or acquiring new skills. -identify helpful and unhelpful attitudes towards learning. -learn about others who have successfully overcome challenges. -identify learning strategies that can help us to succeed -discuss opportunities available to me now and how they might benefit me. -discuss educational and career opportunities that may be available to me in the future. -discuss how gender equality has improved over the years. -understand the negative impact stereotypes can have on people. -reflect on how the impact of

	- understand that changing their thinking pattern can help to regulate their Zone. - understand that they can engage in different strategies to change their Zone and regulate. - Review what their Yellow Zone looks like. - recognise when to regulate and what type of tool they need. - understand that the more you are able to regulate, the more successful they are socially and academically.		means and reflect on actions which discriminate and show prejudice, identifying what I can do if I experience or witness this -talk about what local government is. -talk about what local government does. -explain how local government works. -think about how local government affects me and how I could become involved in it -talk about what the national government is. -talk about what the national government does. -explain how national government works -explore the roles of different community charities and voluntary groups. -recognise that people in my community might have different needs to me. -think about how I could support local charities and voluntary groups.	-identify hazards in the home. -explain how to reduce risks at home. -understand how to take responsibility to keep myself and others safe. -identify hazards in outdoor environments. -predict and assess different risks. -explain different strategies for keeping safe outdoors	might be useful. -understand how mindfulness can be linked to happiness -recognise when different mindfulness techniques might be useful. -understand how mindfulness can be linked to happiness -identify challenge as a positive thing. -overcome difficulties using a range of strategies. -understand the impact a positive attitude can have on my learning	stereotypes makes me feel -state positive things that I have achieved in my life so far. -select areas of work that interest me -understand and explain the different routes into careers -identify my personal goals. -appreciate that different people have different goals. -take responsibility for working towards my personal goals
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Vocabulary	Self-regulation, Zones, Blue Zone, Green Zone, Yellow Zone, Red Zone, toolbox, tools or strategies, trigger, STOP, OPT, GO, expected behaviours, unexpected behaviours, size of the problem, big problems, medium problems, small problems, inner critic, inner coach, Superflex thinking, rigid thinking, Rock Brain thinking	Self-regulation, Zones, Blue Zone, Green Zone, Yellow Zone, Red Zone, toolbox, tools or strategies, trigger, STOP, OPT, GO, expected behaviours, unexpected behaviours, size of the problem, big problems, medium problems, small problems, inner critic, inner coach, Superflex thinking, rigid thinking, Rock Brain thinking	faith, ethnicity, respect, similar, different, consequence, right, equal, responsibility, diversity, diverse, difference, community, society community, community spirit, impact, positive, negative, human rights, shared responsibility, respect, protect, environment, laws, protect, parliament, enforce, police, society, democracy, discrimination, prejudice, local government, discrimination, prejudice, stereotypes, challenge, active citizenship national government, roles, responsibilities, prime minister, politicians, members of parliament, discrimination, prejudice, charity, voluntary, community, needs, support, compassion, shared responsibility, care, concern, contribute,	safe, risk, danger, hazard, harm, responsible, independent, informed, decision, choice, consequence, action, situation, support,dare, peer pressure, media, social media,advice, smart, brave, mature,unsafe, hazard, independent, responsibility, fire, harm, injury, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, trusted adult, unfamiliar, road safety, pedestrian crossing, zebra crossing, traffic, cycling, pedestrian, driver, passenger, cyclist, railway, train, platform, electricity, cables, water safety, swim, dive, depth, fireworks, sparklers, burn, responsibility, independence	thoughts, feelings, behaviour, cognitive, influence, impact, affect, link, reaction, positive, negative, comfortable, uncomfortable, anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance,thoughts, helpful, unhelpful, comfortable, emotions, behaviour, coping, strategies, techniques choices, decisions, behaviour, actions, consequences, impact, independent, responsible, safe, morals, pros, cons thankful, grateful, gratitude, appreciation, thoughts, thinking, happy, value, valued, fortunate mindset, attitude, learning, mistakes, opportunities, challenge, difficulties, goals, success, failure, achievements, progress, strategies, techniques	achievements, aims, success, goal, learn, behaviour, action, accomplish, skills, strengths, interests, attributes, attitudes, mindset, feedback, improve, perseverance, determination, practise, effort, resilience, self-worth challenges, barriers, obstacles, strategies, mindset, positive, helpful, unhelpful, attitudes, behaviours, failure, mistakes, learning, feedback, privilege, power opportunities, future, goals, fortunate, jobs, benefit, careers stereotypes, equal, fair, gender, challenge, criteria, opportunities, rights, future, goals, ambition, discrimination, law, race, prejudice, social class, innovation, enterprise, business, employer, employee, ideas, original, inventions, creativity, positivity, products, decisions, teamwork, collaborate, problem solving, listening, presenting, advertisement, college, further education, routes, apprenticeship, university future, goals, ambition, targets,focus, practise, personal, individual, strengths, responsible
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