

Thurgoland CE Primary

PSHE & RSE Curriculum

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Our PSHE & RSE Intent

PSHE/RSE Intent

Personal, Social, Heath and Economic education (PSHE) alongside Relationship and Sex Education (RSE) is a crucial part of a child's education here at Thurgoland C of E Primary School. Our intention is that when pupils leave Thurgoland Primary, they do so with knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our pupils to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE/RSE curriculum develops learning and results in the acquisition of knowledge and skills which will enable pupils to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. The British values of respect, rule of law, democracy, tolerance and individual liberty are also an integral part of our PSHE curriculum. Our Relationships and Sex Education enables our pupils to learn how to be safe and understand and develop healthy relationships, both now and in the future.

Here at Thurgoland Primary School, we strive to provide a specifically tailored curriculum that is both broad and balanced using all different learning styles to capture the individual, and meets the unique ethos of our school (Be Your Best Self). Therefore, all our pupil's will develop an understanding of becoming a healthy, independent and responsible member of society

At Thurgoland we intend to:

- Encourage our pupils to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.
- Show children that in an ever-changing world, it is important that they are aware, to an appropriate age-related level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.
- Develops learning and results in the acquisition of knowledge and skills which will enable pupils to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life.
- The British values of respect, rule of law, democracy, tolerance and individual liberty are also an integral part of our PSHE curriculum.
- Strive to provide a specifically tailored curriculum that is both broad and balanced using all different learning styles to capture the individual, and meets the unique ethos of our school (Be Your Best Self). Therefore, all our pupil's will develop an understanding of becoming a healthy, independent and responsible member of society.



PSHE & RSE Implementation

At Thurgoland Primary school, we follow One Decision for our PSHE and RSE curriculum and follow a consistent teaching sequence in each year group, as shown below.

	PSHE & RSE at Thurgoland
Recap	Revisit key knowledge from previous related unit or previous lesson.
Vocabulary	Recap previously used vocabulary. Introduce new vocabulary.
Learning Objective	Share and discuss the learning objective for the lesson.
Initial stimulus	Teaching slides using 1Decision website.
Learning Activities	Oracy, written, practical group, paired or individual work including drama. All written work to be completed in 1Decision booklets (Other work to be collected and stored)
Assessment	Targeted questioning, self and teacher assessment, live marking and observation.



PSHE Concepts

At Key Stage 1 and 2, PHSE/RSE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover Health and Well-Being, Relationships and Living in the Wider World learning opportunities set out in the PHSE Association's Programme of Study, which comprehensively cover the statutory Health Education a understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

At Thurgoland C of E Primary, in addition to Relationship Education, we also teach aspects of Sex Education that is also covered in our Science Curriculum. The aspect can be an option of which parents/guardians can opt out, for our Year 6 pupils only.

Concept	Coverage of Concept
Keeping/Staying Safe	All year groups
Keeping/Staying Healthy	All year groups
Relationship/Sex Education	Understanding of relationships is taught in Year 1, Year 2 and Year 3.
	Relationship and sex education is taught in Year 4, Year 5 and Year 6.
Being responsible	All year groups
Feelings and Emotions	All year groups
Computer Safety	All year groups
Our World	Year 1, Year 2, Year 3
The Working World	Year 4, Year 5, Year 6
Fire Safety	Year 1, Year 2, Year 3
First Aid	Year 4, Year 5, Year 6



PSHE and RSE Curriculum Overview

PHSE is taught within the six half terms and each year group studies the same unit at the same time, unless teachers feel that a certain unit needs to be visited earlier, to meet the needs of the class. All of our units of teaching are taught in such a way as to reflect the overall aims, values and ethos of our school and use a variety of learning styles.

	Block 1	Block 2	Block 3	Block 4	Block5	Block 6
		RSE				
EYFS	development and Understandin Language, are interwoven withi reflective discussion to build pu PSHE is not just one dedicated le Making Relationships Self-confidence and self Managing feelings and le	ng the World have close links to the name of the pupils' experience through pil's knowledge, skills, attitudes a sesson but it is a prime area of lead-		study. Learning and developme oleplay areas, quality children's	ent opportunities for these areas	
Year 1	Keeping/Staying Safe Keeping/Staying Healthy	Relationships	Being Responsible Feelings and Emotions	Computer Safety	Our World	Hazard Watch/Fire Safet
Year 2	Keeping/Staying Healthy Keeping/Staying Healthy	Relationships	Being Responsible Feelings and Emotions	Computer Safety	Our World	Hazard Watch/Fire Safety
Year 3	Keeping/Staying Safe Keeping/Staying Healthy	Relationships	Being Responsible Feelings and Emotions	Computer Safety	Our World	Hazard Watch/Fire Safety
Year 4	Keeping/Staying Safe Keeping/Staying Healthy	Growing and Changing	Being Responsible Feelings and Emotions	Computer Safety	The Working World A World Without Judgement	First Aid
Year 5	Keeping/Staying Safe Keeping/Staying Healthy	Growing and Changing	Being Responsible Feelings and Emotions	Computer Safety	The Working World A World Without Judgement	First Aid
Year 6	Keeping/Staying Safe Keeping/Staying Healthy	Growing and Changing	Being Responsible Feelings and Emotions	Computer Safety	The Working World A World Without Judgement	First Aid



PSHE and RSE Curriculum Knowledge and Skills Progression

	EYFS	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Keeping and	Road safety-Rainbow drop	-I know what I need to	-I Know the reasons to make sure	-I know ways to keep myself and	-I know how to identify	-I know how to identify	-I know a range of danger
Staying Safe	story	keep safe from.	your laces are tied.	others safe.	strategies we can use to keep	strategies we can use to	signs.
		-I know what may put me or	-I know how to tie up laces	-I know how to recognise risky	ourselves and others safe.	keep ourselves and others	-I know and can name
Knowledge	Crossing patrol person	others at risk.	properly.	situations.	-I know the impact and possible	safe.	strategies that can help keep
	visitor	-I know why it is important to	-I Know rules to keep yourself	-I know how to identify trusted	consequences of an accident or	-I know the ways to	ourselves and others safe.
Skills	Factor through stories	stay safe when crossing the road.	and others safe.	adults around you.	incident.	manage peer pressure.	-I know the impact and
	E safety-through stories: Hashtag Goldilocks	-I know a range of safe places to cross the road.	-I know the differences between safe and risky choices.	-I know and understand the differences between safe and	-I know what is a risky choiceI know how create a set of	-I know explain the potential outcomes that	possible consequences of an accident or incident.
	Clicking chicken	-I know the differences between	Sale and risky choices.	risky choices.	rules for and identify ways of	may happen when we take	accident of incident.
	Troll stinks	safe and risky choices.	So that I can prevent accidents	-I know how to recognise a	keeping safe.	risks.	So that I understand
	Tron stinks	-I know different ways to help us	that are often caused when	range of warning signs.	Recping sure.	-I know and can recognise	trespassing and the dangers
		stay safe.	rushing around.	-I know how to spot the dangers	So that I can identify	the impact and possible	of swimming in open or
		,		we may find at home.	distractions on the road and	consequences of an	unknown waters.
		So that I can stay safe when		-I know the importance of	how our actions can cause	accident or incident.	
		crossing the road and travelling in		listening to our trusted adults.	others harm.		
		a vehicle.		-I know how to understand ways		So that I can understand	
				we can keep ourselves and		how I may be influenced	
				others safe at home.		and pressured to make	
				-I know the differences between safe and risky choices.		unsafe choices.	
				safe and risky choices.			
				So that I can identify the dangers			
				of venturing off with people I			
				don't know very well.			
				So that I can identify the dangers			
				of heights and various dangers I			
				may find in my home and			
	Dontal husiana	Lhanna da ta la an	Lline and the state of the stat	community.	The second state of second by a	Livery serves of the viole	The accordant is a sight.
Keeping and	Dental hygiene (visitor from Penistone	-I know what we can do to keep healthy.	-I know that food is needed for our bodies to be healthy and to	-I know, understand, and be able to practise simple safety rules	-I know what is meant by a balanced diet and plan a	-I know some of the risks associated with smoking	-I know what is a risky choice.
Staying	Dental practice)	-I know why we need to wash our	7	about medicine.	balanced meal.	(physical, social, and legal)	
Healthy	Demai praetice,	hands.	-I know that some foods are	-I know when it is safe to take	-I know and can recognise how	and name the addictive	with alcohol.
Knowledge	Pink drop visits the dentist	-I know how germs are spread	better for good health than	medicine.	too much sugar, salt, and	ingredient found in	-I know how alcohol can
Knowledge	i i	and how they can affect our	others.	-I know who we can accept	saturated fat in our food and	cigarettes, e-cigs, etc.	affect your immediate and
Chille	Components for keeping	health.	-I know how to list different types	l e e e e e e e e e e e e e e e e e e e	drink can affect us now and	-I know how smoking can	future health.
Skills	healthy	-I know how to practise washing	of healthy food.	-I know the differences between	when we are older.	affect your immediate and	-I know and recognise skills
	Green drop eats his greens	your hands.	-I know how to keep yourself and	healthy and unhealthy choices.	-I know nutritional information	future health and	and strategies to keep safe.
	story	-I know the differences between	others healthy.		on packaged food and explain	wellbeing.	
	Other stories	healthy and unhealthy choices.	-I know the differences between	So that I can identify why we	what it means.	-I know reasons why	So that I understand the
	Cooking/baking healthy	Co that I understand when I should	healthy and unhealthy choices.	take medicine and the dangers	-I know different ways to	someone might start and	dangers of alcohol and how
	food (eg vegetable soup,	So that I understand why I should wash my hands and the potential	So that I can look at how I can	of taking medicine without a	maintain a healthy lifestyle.	continue to smoke. -I know and use skills and	people can be affected by alcohol in different ways.
	smoothies, fruit kebabs)	consequences of not washing my	make healthy food choices and	trusted adult's permission.	So that I understand how	strategies to resist any	alconorm unferent ways.
		hands.	what might happen if I choose to		certain types of food can affect	pressure to smoke.	
		Tidilas.	eat too much unhealthy food.		certain types of food can affect	pressure to silloke.	
			cat too mach annearing rood.	l .			



					our performance in a sports	So that I can understand	
			-I know why we need to brush		event.	the ways in which someone	
			our teeth.			maybe pressured into	
			-I know how to practise brushing			smoking.	
			your teeth.				
			-I know how to develop strategies				
			to help you remember to brush				
			your teeth when you forget, are				
			tired, or too busy.				
			,				
			So that I can look at why I should				
			brush our teeth and the potential				
			consequences of not brushing				
			our teeth often enough.				
Relationships	3+ Skills	-I know different types of	-I know how to name a range of	-I know the difference between	-I know what different types of	-I know what puberty	-I know the terms
Class R-3	I respond to the feelings of	relationships.	feelings.	appropriate and inappropriate	relationships we can have and	means.	'conception' and
	others.	-I know how to be a good friend.	-I know why we should care	touch.	describe how these can change	-I know the changes that	'reproduction'.
Growing and	• I take on a role and	-I know how to recognise kind	about other people's feelings.	-I know why it is important to	as we grow.	boys and girls may go	-I know the function of the
Changing	'become' another person or	and thoughtful behaviours.	-I know how to see and	care about other people's	-I know how our families	through during puberty.	female and male
Class 4-6	thing using	-I know the importance of caring	understand bullying behaviours.	feelings.	support us and how we can	-I know why our bodies go	reproductive systems.
	early 'projection' skills,	about other people's feelings.	-I know how to cope with these	-I know and understand	support our families.	through puberty.	-I know the various ways
Knowledge	putting myself in another's	-I know how to see a situation	bullying behaviours.	personal boundaries.	-I know what can make a	-I know how to develop	adults can have a child.
	shoes. • I accept the needs of others	from another person's point of		-I know who and how to ask for	relationship healthy or	coping strategies to help	-I know various different
Skills	with support.	view.	So that I can look at how my	help.	unhealthy.	with the different stages of	stages of pregnancy.
	• I seek out others for help.	view.	actions and words can affect	-I know and am able to name	-I know how to ask for help and	puberty.	-I know the laws around
	I form friendships with	So that I can behave within my	others, and it enables me to	human body parts.	identify who can help us if a	-I know who and what can	consent.
	other children.	friendships and know how these	explore kind and positive	naman body parts.	relationship makes us feel	help us during puberty.	consent.
		behaviours affect others.	behaviours.	So that I can understand	uncomfortable.	Tierp us during puberty.	So that I understand how a
	4+ Skills	benaviours arrect others.	Schaviours.	appropriate and inappropriate	uncomortable.	So that I can understand	baby is conceived and
	I accept the needs of others		-I know how to recognise and	touch and also know who I can	So that I understand how	different changes boys and	various stages of pregnancy.
	with less support and identify		name a range of feelings.	talk to if I feel uncomfortable in	relationships can be unhealthy	girls go through during	various stages of pregnancy.
	when another		-I know that feelings can be	a relationship.	and uncomfortable.	puberty.	
	child is being 'unkind.' • I talk about home, other		shown without words.	a relationship.	und uncommortable.	publity.	
	people in my world and		-I know to see a situation from				
	characters in familiar stories.		another person's point of view.				
	I talk about things from		-I know why it is important to				
	another's point of view in a		care about other people's				
	simple way e.g.		feelings.				
	"What might they see?" or		l cemigs.				
	"What might they do?"		So that I can recognise how other				
	I talk about feelings and can link the acquirity asserts and		people may be feeling and				
	link these with events or		explore different ways I can				
	people.		express my emotions.				
	4+ Skills						
	I accept the needs of others						
	with less support and identify						
	when another						
	child is being 'unkind.'						
	• I talk about home, other						
	people in my world and						
	characters in familiar stories.						



	I talk about things from						
	another's point of view in a						
	simple way e.g.						
	"What might they see?" or						
	"What might they do?"						
	I talk about feelings and can						
	link these with events or						
	people.						
	I know how to ask when I						
	need help or when I want a						
	turn.						
	I express my needs and						
	feelings using words as well						
	as non-verbally.						
	I form good relationships						
	with adults and peers.						
	5 61 111						
	5+ Skills						
	I talk about things from						
	another person's point of						
	view in a more complex way						
	including prediction and						
	empathy e.g. "What might they do next?" or "How might						
	they feel?"						
	I offer enough information						
	but not too much to meet my						
	listener's needs.						
	I talk about the feelings of						
	others and the impact I have						
	on this. I also think about						
	what I could do to improve						
	the feelings of another.						
Being	Three and Four-Year-Olds	-I know what we are responsible	-I know how to name ways you	-I know and understand the	-I know the importance of	-I know why we should take	-I know what consent
Responsible	will be learning to	for.	can improve in an activity or	differences between borrowing	behaving in a responsible	action when someone is	means.
пеоропологе	Develop their sense of	-I know how responsibilities will	sport.	and stealing.	manner in a range of situations.	being unkind.	-I know the importance of
V. a. dadaa	responsibility and	change as we grow.	-I know the importance of trying	-I know and able to describe	-I know a range of situations	-I know how to describe	being honest and not
Knowledge	membership of a	-I know how you can help people	hard and not giving up.	how you might feel if something	where being on time is	caring and considerate	stealing.
	community.	around you.	-I know the benefits of practising	of yours is borrowed and not	important.	behaviour, including the	-I know why it is important
Skills	Show more confidence in	-I know the types of things you	an activity or sport.	returned.	-I know the importance of	importance of looking out	to have a trusting
	new social situations.	are responsible for.	-I know how to learn ways to set	-I know why it is wrong to steal.	having rules in the home.	for others.	relationship between friends
	Increasingly follow rules,	-I know how and understand the	goals and work to reach them.	-I know and am able to	-I know ways that behaviour can	-I know and can	and family.
	understanding why they	importance of preventing	goals and work to reach them.	understand the differences	be seen to be sensible and	demonstrate why it is	-I know how making some
			Co that I can practice setting			1	
	are important.	accidents.	So that I can practice setting	between being responsible and	responsible.	important to behave in an	choices can impact others'
	Remember rules without	-I know how to recognise the	goals and developing skills and	irresponsible.	Control of the state of	appropriate and	lives in a negative way.
	needing an adult to remind	differences between being	strategies to achieve my goals.		So that I understand the rules	responsible way.	
	them.	responsible and being		So that I can understand the	and guidelines why being on	-I know how making some	So that I understand that
		irresponsible.	1		time is important.	· ·	
	•		people.			lives in a negative way.	
	be learning to	So that I can identify the different	-I know how to recognise kind	-			asking.
	See themselves as a	ways we can cause accidents and	and thoughtful behaviours and	with losing a special possession.		So that I can be responsible	
	valuable individual.	how we can prevent accidents	actions.			if I witness someone being	
		from happening.				bullied.	
	• See themselves as a	irresponsible. So that I can identify the different ways we can cause accidents and how we can prevent accidents	-I know how to recognise kind and thoughtful behaviours and	differences between stealing and borrowing and enables me to identify emotions associated with losing a special possession.	time is important.	choices can impact others' lives in a negative way. So that I can be responsible if I witness someone being	stealing is taking something from someone without asking.



	Show resilience and		-I know the risks of talking to				
	perseverance in the face of		people you don't know very well				
	challenge.		in the community.				
	Manage their own needs.		-I know how to identify the				
			differences between being				
	ELG - Children at the		responsible and being				
	expected level of		irresponsible.				
	development will:						
	Be confident to try new		So that I can help others at home				
	activities and show		and in the community even if I				
	independence, resilience,		don't know very well.				
	and perseverance in the						
	face of challenge.						
	Explain the reasons for						
	rules, know right from						
	wrong and try to behave						
	accordingly.						
	Manage their own basic						
	hygiene and personal						
	needs, including dressing,						
	going to the toilet, and						
	understanding the						
	importance of healthy food						
	choices.						
Feelings and	Three and Four-Year-Olds	-I know a range of emotions and	-I know how to recognise and	-I know and am able to	-I know thoughts, feelings, and	-I know that everyone	-I know my thoughts,
Emotions	will be learning to	how they make us feel physically	name emotions and their physical	recognise and name emotions	emotions, and identify the	experiences emotions and	feelings, and emotions.
Lillotions	Select and use activities	and mentally.	effects.	and their physical effects.	differences between those that	that these can have	-I know how we can reduce
War Inda	and resources, with help	-I know how to recognise and	-I know the difference between	-I know the difference between	feel good and those that feel	physical effects on our	our feeling of worry.
Knowledge	when needed. This helps	name emotions and their physical	pleasant and unpleasant	pleasant and unpleasant	not so good.	body, both pleasant and	-I know how we can support
	them to achieve a goal	effects.	emotions.	emotions.	-I know how we can support	unpleasant.	others who feel worried.
Skills	they have chosen, or one	-I know the difference between	-I know a range of skills for	-I know a range of skills for	others who feel lonely, jealous,	-I know how feelings can be	-I know that we can choose
	which is suggested to	pleasant and unpleasant	coping with	coping with	or upset.	communicated with or	how we act on our emotions
	them.	emotions.	unpleasant/uncomfortable	unpleasant/uncomfortable	-I know that we can choose how	without words.	and that our choices and
	Talk about their feelings	-I know a range of skills for	emotions.	emotions.	we act on our emotions and	-I know that we can choose	actions can affect ourselves
	using words like 'happy',	coping with	-I know that feelings can be	-I know and understand that	understand that our choices	how we act on our	and other people.
	'sad', 'angry' or 'worried'.	unpleasant/uncomfortable	communicated with and without	feelings can be communicated	and actions can affect ourselves	emotions and that our	
	Understand gradually	emotions.	words.	with and without words.	and other people.	choices and actions can	So that I can understand the
	how others might be	-I know that feelings can be			-I know a range of strategies to	affect ourselves and other	feelings around transitioning
	feeling.	communicated with and without	So that I can identify what I can	So that I can understand the	help control and manage	people.	to a new school.
		words.	do and who I can talk to if I feel	different feelings I can	unpleasant/ uncomfortable	-I know a range of	
	Children in Reception will		worried about something.	experience when I lose someone	emotions, such as loneliness	strategies to help control	
	be learning to			or something I loved dearly and	and jealousy.	and manage unpleasant/	
	Express their feelings and	So that I can recognise strengths	So that I can identify between	enables me to identify ways I		uncomfortable emotions,	
	consider the feelings of	of my own and of those around	healthy and unhealthy anger and	can cope when grieving.	So that I understand how to	such as anger.	
	others.	us and how to deal with feelings	enables me to identify ways I can		deal with the feeling of being		
	Identify and moderate	of jealousy.	manage my anger.		jealous like if a new friend is	So that I can manage my	
	their own feelings socially				introduced to a group.	emotions when we are	
	and emotionally.					unable to do something we	
	· ·	1				wanted to.	



	ELG - Children at the						
	expected level of						
	development will:						
	Show an understanding						
	of their own feelings and						
	those of others and begin						
	to regulate their behaviour						
	accordingly.						
	Set and work towards						
	simple goals, being able to wait for what they want						
	and control their						
	immediate impulses when						
	appropriate.						
	Give focused attention to						
	what the teacher says,						
	responding appropriately						
	even when engaged in						
	activity, and show an						
	ability to follow						
	instructions involving						
	several ideas or actions.						
Computer		-I know computers, the internet,	-I know how your online actions	-I know and am able to identify	-I know the key values that are	-I know a list reasons for	-I know how to list the key
Safety		and rules to keep safe.	can affect others.	possible dangers and	important in positive online	sharing images online.	applications that we may
		-I know how your online activity	-I know how to name the positive	consequences of talking to	relationships.	-I know how to identify	use now and in the future.
Knowledge		can affect others.	and negative ways you can use	strangers online.	-I know the feelings and	rules to follow when	-I know and understand why
Miowicage		-I know how to identify the	technology.	-I know how to keep safe in	emotions that may arise from	sharing images online.	some applications have age
Skills		positives and negatives of using	-I know the risks of sharing	online chatrooms.	online bullying.	-I know the positive and	restrictions.
SKIIIS		technology.	images without permission.	-I know and am able to name	-I know the coping strategies to	negative consequences of	-I know ways to keep
		-I know who and how to ask for	-I know the types of images that	the positives and negatives of	use if we or someone we know	sharing images online.	yourself and others safe in a
		help.	you should and should not post	using technology.	is being bullied online.	-I know the possible	range of situations online
		-I know how to recognise kind	online.	-I know and understand the	-I know how and who to ask for	influences and pressures to	and offline.
		and unkind comments.		difference between safe and	help.	share images online.	-I know that people may not
			So that I can identify the types of	risky choices online.			always be who they say they
			images I shouldn't share online		So that I understand what to do	So that I can manage how	are online.
		So that I know how to be kind	and how quickly an image can be	So that I can identify the steps I	if I feel I am being bullied	to respond if I am	Coulout to a constitution
		and thoughtful online and in real	shared.	should take to keep myself safe	online.	pressured in to sending	So that I am aware of the
		life and allows me to explore what they can do if I feel bullied	-I know how your online activity	and the dangers of meeting someone from the internet in		images.	dangers of meeting people
		online.	can affect others.	real life.			we have only spoken to online.
		Offilite.	-I know how to identify the	rearine.			onine.
			positives and negatives of using				
			technology.				
			-I know who and how to ask for				
			help.				
			-I know how to list rules for				
			keeping and staying safe.				
			, , , , , ,				
			So that I can recap all of the				
			learning points from the topics				



			and identify more ways to keep				
	-		ourselves safe online.	 			
Our World	Three and Four-Year-Olds	-I know how we care for others.	-I know why we should look after	-I know how to explain the	The Working World	The Working World	The Working World
	will be learning to	-I know the needs of a baby.	living things.	meaning of reduce, reuse, and	-I know ways in which we can	-I know, understand and	-I know and understand
Knowledge	Become more outgoing With unfamiliar populations	-I know how to recognise what	-I know how to identify how we	recycle.	help those who look after us.	explain why people might	various money-related
	with unfamiliar people, in the safe context of their	you can do for yourself now you are older.	can look after living things both inside and outside of the home.	-I know how we can help look	-I know the positive impact of our actions.	want to save money.	terms.
Skills		-I know and am able to describe		after our planet. -I know how to identify how to	-I know the ways in which we	-I know ways in which you can help out at home.	-I know some of the ways in
	setting. • Play with one or more		-I know why it is important to	reduce the amount of water and	can contribute to our home,	-I know how to budget for	which we can spend money via technology.
	other children, extending	the common features of family life.	keep our communities and countryside clean.	electricity we use.	school, and community.	items you would like to	-I know the potential impact
	and elaborating play ideas.	-I know how to recognise the	-I know how to encourage others	-I know how we can reduce our	-I know the skills we may need	buy.	of spending money without
	Find solutions to conflicts	ways in which your family is	to help keep their communities	carbon footprint.	in our future job roles.	-I know ways to make	permission.
	and rivalries. For example,	special and unique.	and countryside clean.	carbon tootprint.	in our ruture job roles.	money and the early stages	-I know how to identify
	accepting that not	special and unique.	-I know different ways we can	So that I can identify ways in	So that I understand the	of enterprise.	strategies to save money.
	everyone can be Spider-		receive money.	which we can help look after	responsibilities I may have now	or enterprise.	strategies to save money.
	Man in the game, and	So that I understand the human	receive money.	and protect our planet.	and in the future.	So that I understand how to	So that I understand what
	suggesting other ideas.	cycle and how our families are	So that I can Living in Our World	and protest our planet.		pay for items that I would	debt is and looks at paying
	Develop appropriate	special and unique.	explores how humans can help		A World without Judgement	like.	for items through apps or
	ways of being assertive.	apara a sa	take care of living things both		-I know and can recognise		games.
	Talk with others to solve		inside and outside of the home.		positive attributes in others.	A World without	
	conflicts.				-I know why being different is	Judgement	A World without Judgement
			-I know how to keep money safe.		okay.	-I know some of the ways in	-I know that there are a
	Children in Reception will		-I know how to describe the skills		-I know my own strengths and	which we are different and	wide range of religions and
	be learning to		you may need in a future job or		goals, and understand that	unique.	beliefs in the UK.
	Build constructive and		career.		these may be different from	-I know some of the	-I know and can explain each
	respectful relationships.		-I know how to recognise the		those around you.	elements which help us to	of the British values.
	Think about the		differences between wants and		-I know some of the ways we	have a diverse community.	-I know how to create a
	perspectives of others.		needs.		can overcome barriers and	-I know strategies to	range of values for my
					promote equality.	overcome barriers and	educational setting.
	ELG - Children at the		So that I can look at why humans			promote diversity and	-I know how all religions can
	expected level of		need money and the ways in		So that I understand how I can	inclusion.	live in cohesion.
	development will:		which money can be used and		remove barriers and support		
	Work and play		received.		others who have physical	So that I can understand	So that I can be inclusive and
	cooperatively and take				disabilities.	that some families have the	ensure everyone's beliefs
	turns with others. • Form positive					same sex parents.	and needs are respected.
	attachments to adults and						
	friendships with peers.						
	Show sensitivity to their						
	own and to others' needs.						
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So that I can support						anaphylactic shock.	emergency help.	medical help.
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		-I know the correct steps for	So that I can give basic life	a casualty with a head
		seeking immediate emergency	support techniques, such as	injury, severe bleeding, and
		help.	the recovery position, CPR	minor burns. Also
		-I know how to provide first aid	and DRs ABC.	understand what fractures,
		treatment to someone who is		heart
		struggling to breathe.		attacks, and seizures are.
		So that I can identify someone		
		with breathing difficulties and		
		how I can support a casualty		
		struggling with asthma,		
		anaphylaxis and choking.		