



THURGOLAND
CHURCH OF ENGLAND PRIMARY SCHOOL



Thurgoland CE Primary

PSHE & RSE Curriculum

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Our PSHE & RSE Intent

PSHE/RSE Intent

Personal, Social, Health 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 pupils 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 pupils 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 RSE	Block 3	Block 4	Block5	Block 6
EYFS	<p>There is no programme of study for EYFS as PSHE is not a discrete curriculum subject within the EYFS framework. The EYFS statutory framework areas of Personal, Social and Emotional development and Understanding the World have close links to the PSHE education programme of study. Learning and development opportunities for these areas, as well as Communication and Language, are interwoven within the pupils' experience through daily EYFS play- based activities, roleplay areas, quality children's fiction and reflective discussion to build pupil's knowledge, skills, attitudes and attributes related to PHSE elements of education.</p> <p>PSHE is not just one dedicated lesson but it is a prime area of learning that includes:</p> <ul style="list-style-type: none"> • Making Relationships • -Self-confidence and self- awareness • -Managing feelings and behaviours • -Health and well-being links with Physical development, Health and Self- Care 					
Year 1	Keeping/Staying Safe Keeping/Staying Healthy	Relationships	Being Responsible Feelings and Emotions	Computer Safety	Our World	Hazard Watch/Fire Safety
Year 2	Keeping/Staying Safe 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 Staying Safe Knowledge Skills	Road safety-Rainbow drop story Crossing patrol person visitor E safety-through stories: Hashtag Goldilocks Clicking chicken Troll stinks	-I know what I need to keep safe from. -I know what may put me or others at risk. -I know why it is important to stay safe when crossing the road. -I know a range of safe places to cross the road. -I know the differences between safe and risky choices. -I know different ways to help us stay safe. <i>So that I can stay safe when crossing the road and travelling in a vehicle.</i>	-I know the reasons to make sure your laces are tied. -I know how to tie up laces properly. -I know rules to keep yourself and others safe. -I know the differences between safe and risky choices. <i>So that I can prevent accidents that are often caused when rushing around.</i>	-I know ways to keep myself and others safe. -I know how to recognise risky situations. -I know how to identify trusted adults around you. -I know and understand the differences between safe and risky choices. -I know how to recognise a range of warning signs. -I know how to spot the dangers we may find at home. -I know the importance of listening to our trusted adults. -I know how to understand ways we can keep ourselves and others safe at home. -I know the differences between safe and risky choices. <i>So that I can identify the dangers of venturing off with people I don't know very well.</i> <i>So that I can identify the dangers of heights and various dangers I may find in my home and community.</i>	-I know how to identify strategies we can use to keep ourselves and others safe. -I know the impact and possible consequences of an accident or incident. -I know what is a risky choice. -I know how create a set of rules for and identify ways of keeping safe. <i>So that I can identify distractions on the road and how our actions can cause others harm.</i>	-I know how to identify strategies we can use to keep ourselves and others safe. -I know the ways to manage peer pressure. -I know explain the potential outcomes that may happen when we take risks. -I know and can recognise the impact and possible consequences of an accident or incident. <i>So that I can understand how I may be influenced and pressured to make unsafe choices.</i>	-I know a range of danger signs. -I know and can name strategies that can help keep ourselves and others safe. -I know the impact and possible consequences of an accident or incident. <i>So that I understand trespassing and the dangers of swimming in open or unknown waters.</i>
Keeping and Staying Healthy Knowledge Skills	Dental hygiene (visitor from Penistone Dental practice) Pink drop visits the dentist Components for keeping healthy Green drop eats his greens story Other stories Cooking/baking healthy food (eg vegetable soup, smoothies, fruit kebabs)	-I know what we can do to keep healthy. -I know why we need to wash our hands. -I know how germs are spread and how they can affect our health. -I know how to practise washing your hands. -I know the differences between healthy and unhealthy choices. <i>So that I understand why I should wash my hands and the potential consequences of not washing my hands.</i>	-I know that food is needed for our bodies to be healthy and to grow. -I know that some foods are better for good health than others. -I know how to list different types of healthy food. -I know how to keep yourself and others healthy. -I know the differences between healthy and unhealthy choices. <i>So that I can look at how I can make healthy food choices and what might happen if I choose to eat too much unhealthy food.</i>	-I know, understand, and be able to practise simple safety rules about medicine. -I know when it is safe to take medicine. -I know who we can accept medicine from. -I know the differences between healthy and unhealthy choices. <i>So that I can identify why we take medicine and the dangers of taking medicine without a trusted adult's permission.</i>	-I know what is meant by a balanced diet and plan a balanced meal. -I know and can recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older. -I know nutritional information on packaged food and explain what it means. -I know different ways to maintain a healthy lifestyle. <i>So that I understand how certain types of food can affect</i>	-I know some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. -I know how smoking can affect your immediate and future health and wellbeing. -I know reasons why someone might start and continue to smoke. -I know and use skills and strategies to resist any pressure to smoke.	-I know what is a risky choice. -I know the risks associated with alcohol. -I know how alcohol can affect your immediate and future health. -I know and recognise skills and strategies to keep safe. <i>So that I understand the dangers of alcohol and how people can be affected by alcohol in different ways.</i>



			<p>-I know why we need to brush our teeth. -I know how to practise brushing your teeth. -I know how to develop strategies to help you remember to brush your teeth when you forget, are tired, or too busy.</p> <p>So that I can look at why I should brush our teeth and the potential consequences of not brushing our teeth often enough.</p>		our performance in a sports event.	So that I can understand the ways in which someone maybe pressured into smoking.	
<p>Relationships Class R-3 Growing and Changing Class 4-6</p> <p>Knowledge</p> <p>Skills</p>	<p>3+ Skills</p> <ul style="list-style-type: none">• I respond to the feelings of others.• I take on a role and ‘become’ another person or thing using early ‘projection’ skills, putting myself in another’s shoes.• I accept the needs of others with support.• I seek out others for help.• I form friendships with other children. <p>4+ Skills</p> <ul style="list-style-type: none">• 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. <p>4+ Skills</p> <ul style="list-style-type: none">• 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.	<p>-I know different types of relationships. -I know how to be a good friend. -I know how to recognise kind and thoughtful behaviours. -I know the importance of caring about other people’s feelings. -I know how to see a situation from another person’s point of view.</p> <p>So that I can behave within my friendships and know how these behaviours affect others.</p>	<p>-I know how to name a range of feelings. -I know why we should care about other people’s feelings. -I know how to see and understand bullying behaviours. -I know how to cope with these bullying behaviours.</p> <p>So that I can look at how my actions and words can affect others, and it enables me to explore kind and positive behaviours.</p> <p>-I know how to recognise and name a range of feelings. -I know that feelings can be shown without words. -I know to see a situation from another person’s point of view. -I know why it is important to care about other people’s feelings.</p> <p>So that I can recognise how other people may be feeling and explore different ways I can express my emotions.</p>	<p>-I know the difference between appropriate and inappropriate touch. -I know why it is important to care about other people’s feelings. -I know and understand personal boundaries. -I know who and how to ask for help. -I know and am able to name human body parts.</p> <p>So that I can understand appropriate and inappropriate touch and also know who I can talk to if I feel uncomfortable in a relationship.</p>	<p>-I know what different types of relationships we can have and describe how these can change as we grow. -I know how our families support us and how we can support our families. -I know what can make a relationship healthy or unhealthy. -I know how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.</p> <p>So that I understand how relationships can be unhealthy and uncomfortable.</p>	<p>-I know what puberty means. -I know the changes that boys and girls may go through during puberty. -I know why our bodies go through puberty. -I know how to develop coping strategies to help with the different stages of puberty. -I know who and what can help us during puberty.</p> <p>So that I can understand different changes boys and girls go through during puberty.</p>	<p>-I know the terms ‘conception’ and ‘reproduction’. -I know the function of the female and male reproductive systems. -I know the various ways adults can have a child. -I know various different stages of pregnancy. -I know the laws around consent.</p> <p>So that I understand how a baby is conceived and various stages of pregnancy.</p>



	<ul style="list-style-type: none">• 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. <p>I know how to ask when I need help or when I want a turn.</p> <ul style="list-style-type: none">• I express my needs and feelings using words as well as non-verbally.• I form good relationships with adults and peers. <p>5+ Skills</p> <ul style="list-style-type: none">• 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. <p>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.</p>						
Being Responsible Knowledge Skills	<p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.• Show more confidence in new social situations.• Increasingly follow rules, understanding why they are important.• Remember rules without needing an adult to remind them. <p>Children in Reception will be learning to</p> <ul style="list-style-type: none">• See themselves as a valuable individual.	<p>-I know what we are responsible for.</p> <p>-I know how responsibilities will change as we grow.</p> <p>-I know how you can help people around you.</p> <p>-I know the types of things you are responsible for.</p> <p>-I know how and understand the importance of preventing accidents.</p> <p>-I know how to recognise the differences between being responsible and being irresponsible.</p> <p><i>So that I can identify the different ways we can cause accidents and how we can prevent accidents from happening.</i></p>	<p>-I know how to name ways you can improve in an activity or sport.</p> <p>-I know the importance of trying hard and not giving up.</p> <p>-I know the benefits of practising an activity or sport.</p> <p>-I know how to learn ways to set goals and work to reach them.</p> <p>So that I can practice setting goals and developing skills and strategies to achieve my goals.</p> <p>-I know how you can help other people.</p> <p>-I know how to recognise kind and thoughtful behaviours and actions.</p>	<p>-I know and understand the differences between borrowing and stealing.</p> <p>-I know and able to describe how you might feel if something of yours is borrowed and not returned.</p> <p>-I know why it is wrong to steal.</p> <p>-I know and am able to understand the differences between being responsible and irresponsible.</p> <p><i>So that I can understand the differences between stealing and borrowing and enables me to identify emotions associated with losing a special possession.</i></p>	<p>-I know the importance of behaving in a responsible manner in a range of situations.</p> <p>-I know a range of situations where being on time is important.</p> <p>-I know the importance of having rules in the home.</p> <p>-I know ways that behaviour can be seen to be sensible and responsible.</p> <p><i>So that I understand the rules and guidelines why being on time is important.</i></p>	<p>-I know why we should take action when someone is being unkind.</p> <p>-I know how to describe caring and considerate behaviour, including the importance of looking out for others.</p> <p>-I know and can demonstrate why it is important to behave in an appropriate and responsible way.</p> <p>-I know how making some choices can impact others' lives in a negative way.</p> <p><i>So that I can be responsible if I witness someone being bullied.</i></p>	<p>-I know what consent means.</p> <p>-I know the importance of being honest and not stealing.</p> <p>-I know why it is important to have a trusting relationship between friends and family.</p> <p>-I know how making some choices can impact others' lives in a negative way.</p> <p><i>So that I understand that stealing is taking something from someone without asking.</i></p>



	<ul style="list-style-type: none">• Show resilience and perseverance in the face of challenge.• Manage their own needs. <p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience, 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.		<p>-I know the risks of talking to people you don't know very well in the community.</p> <p>-I know how to identify the differences between being responsible and being irresponsible.</p> <p><i>So that I can help others at home and in the community even if I don't know very well.</i></p>				
Feelings and Emotions Knowledge Skills	<p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none">• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.• Understand gradually how others might be feeling. <p>Children in Reception will be learning to</p> <ul style="list-style-type: none">• Express their feelings and consider the feelings of others.• Identify and moderate their own feelings socially and emotionally.	<p>-I know a range of emotions and how they make us feel physically and mentally.</p> <p>-I know how to recognise and name emotions and their physical effects.</p> <p>-I know the difference between pleasant and unpleasant emotions.</p> <p>-I know a range of skills for coping with unpleasant/uncomfortable emotions.</p> <p>-I know that feelings can be communicated with and without words.</p> <p><i>So that I can recognise strengths of my own and of those around us and how to deal with feelings of jealousy.</i></p>	<p>-I know how to recognise and name emotions and their physical effects.</p> <p>-I know the difference between pleasant and unpleasant emotions.</p> <p>-I know a range of skills for coping with unpleasant/uncomfortable emotions.</p> <p>-I know that feelings can be communicated with and without words.</p> <p><i>So that I can identify what I can do and who I can talk to if I feel worried about something.</i></p> <p><i>So that I can identify between healthy and unhealthy anger and enables me to identify ways I can manage my anger.</i></p>	<p>-I know and am able to recognise and name emotions and their physical effects.</p> <p>-I know the difference between pleasant and unpleasant emotions.</p> <p>-I know a range of skills for coping with unpleasant/uncomfortable emotions.</p> <p>-I know and understand that feelings can be communicated with and without words.</p> <p><i>So that I can understand the different feelings I can experience when I lose someone or something I loved dearly and enables me to identify ways I can cope when grieving.</i></p>	<p>-I know thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good.</p> <p>-I know how we can support others who feel lonely, jealous, or upset.</p> <p>-I know that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people.</p> <p>-I know a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealousy.</p> <p><i>So that I understand how to deal with the feeling of being jealous like if a new friend is introduced to a group.</i></p>	<p>-I know that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant.</p> <p>-I know how feelings can be communicated with or without words.</p> <p>-I know that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.</p> <p>-I know a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger.</p> <p><i>So that I can manage my emotions when we are unable to do something we wanted to.</i></p>	<p>-I know my thoughts, feelings, and emotions.</p> <p>-I know how we can reduce our feeling of worry.</p> <p>-I know how we can support others who feel worried.</p> <p>-I know that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.</p> <p><i>So that I can understand the feelings around transitioning to a new school.</i></p>



	<p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.						
<p>Computer Safety</p> <p>Knowledge</p> <p>Skills</p>		<p>-I know computers, the internet, and rules to keep safe.</p> <p>-I know how your online activity can affect others.</p> <p>-I know how to identify the positives and negatives of using technology.</p> <p>-I know who and how to ask for help.</p> <p>-I know how to recognise kind and unkind comments.</p> <p>So that I know how to be kind and thoughtful online and in real life and allows me to explore what they can do if I feel bullied online.</p>	<p>-I know how your online actions can affect others.</p> <p>-I know how to name the positive and negative ways you can use technology.</p> <p>-I know the risks of sharing images without permission.</p> <p>-I know the types of images that you should and should not post online.</p> <p>So that I can identify the types of images I shouldn't share online and how quickly an image can be shared.</p> <p>-I know how your online activity can affect others.</p> <p>-I know how to identify the positives and negatives of using technology.</p> <p>-I know who and how to ask for help.</p> <p>-I know how to list rules for keeping and staying safe.</p> <p>So that I can recap all of the learning points from the topics</p>	<p>-I know and am able to identify possible dangers and consequences of talking to strangers online.</p> <p>-I know how to keep safe in online chatrooms.</p> <p>-I know and am able to name the positives and negatives of using technology.</p> <p>-I know and understand the difference between safe and risky choices online.</p> <p>So that I can identify the steps I should take to keep myself safe and the dangers of meeting someone from the internet in real life.</p>	<p>-I know the key values that are important in positive online relationships.</p> <p>-I know the feelings and emotions that may arise from online bullying.</p> <p>-I know the coping strategies to use if we or someone we know is being bullied online.</p> <p>-I know how and who to ask for help.</p> <p>So that I understand what to do if I feel I am being bullied online.</p>	<p>-I know a list reasons for sharing images online.</p> <p>-I know how to identify rules to follow when sharing images online.</p> <p>-I know the positive and negative consequences of sharing images online.</p> <p>-I know the possible influences and pressures to share images online.</p> <p>So that I can manage how to respond if I am pressured in to sending images.</p>	<p>-I know how to list the key applications that we may use now and in the future.</p> <p>-I know and understand why some applications have age restrictions.</p> <p>-I know ways to keep yourself and others safe in a range of situations online and offline.</p> <p>-I know that people may not always be who they say they are online.</p> <p>So that I am aware of the dangers of meeting people we have only spoken to online.</p>



			and identify more ways to keep ourselves safe online.				
Our World Knowledge Skills	<p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none">• Become more outgoing with unfamiliar people, in the safe context of their setting.• Play with one or more other children, extending and elaborating play ideas.• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.• Develop appropriate ways of being assertive.• Talk with others to solve conflicts. <p>Children in Reception will be learning to</p> <ul style="list-style-type: none">• Build constructive and respectful relationships.• Think about the perspectives of others. <p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none">• Work and play cooperatively and take turns with others.• Form positive attachments to adults and friendships with peers.• Show sensitivity to their own and to others' needs.	<p>-I know how we care for others.</p> <p>-I know the needs of a baby.</p> <p>-I know how to recognise what you can do for yourself now you are older.</p> <p>-I know and am able to describe the common features of family life.</p> <p>-I know how to recognise the ways in which your family is special and unique.</p> <p>So that I understand the human cycle and how our families are special and unique.</p>	<p>-I know why we should look after living things.</p> <p>-I know how to identify how we can look after living things both inside and outside of the home.</p> <p>-I know why it is important to keep our communities and countryside clean.</p> <p>-I know how to encourage others to help keep their communities and countryside clean.</p> <p>-I know different ways we can receive money.</p> <p>So that I can Living in Our World explores how humans can help take care of living things both inside and outside of the home.</p> <p>-I know how to keep money safe.</p> <p>-I know how to describe the skills you may need in a future job or career.</p> <p>-I know how to recognise the differences between wants and needs.</p> <p>So that I can look at why humans need money and the ways in which money can be used and received.</p>	<p>-I know how to explain the meaning of reduce, reuse, and recycle.</p> <p>-I know how we can help look after our planet.</p> <p>-I know how to identify how to reduce the amount of water and electricity we use.</p> <p>-I know how we can reduce our carbon footprint.</p> <p>So that I can identify ways in which we can help look after and protect our planet.</p>	<p>The Working World</p> <p>-I know ways in which we can help those who look after us.</p> <p>-I know the positive impact of our actions.</p> <p>-I know the ways in which we can contribute to our home, school, and community.</p> <p>-I know the skills we may need in our future job roles.</p> <p>So that I understand the responsibilities I may have now and in the future.</p> <p>A World without Judgement</p> <p>-I know and can recognise positive attributes in others.</p> <p>-I know why being different is okay.</p> <p>-I know my own strengths and goals, and understand that these may be different from those around you.</p> <p>-I know some of the ways we can overcome barriers and promote equality.</p> <p>So that I understand how I can remove barriers and support others who have physical disabilities.</p>	<p>The Working World</p> <p>-I know, understand and explain why people might want to save money.</p> <p>-I know ways in which you can help out at home.</p> <p>-I know how to budget for items you would like to buy.</p> <p>-I know ways to make money and the early stages of enterprise.</p> <p>So that I understand how to pay for items that I would like.</p> <p>A World without Judgement</p> <p>-I know some of the ways in which we are different and unique.</p> <p>-I know some of the elements which help us to have a diverse community.</p> <p>-I know strategies to overcome barriers and promote diversity and inclusion.</p> <p>So that I can understand that some families have the same sex parents.</p>	<p>The Working World</p> <p>-I know and understand various money-related terms.</p> <p>-I know some of the ways in which we can spend money via technology.</p> <p>-I know the potential impact of spending money without permission.</p> <p>-I know how to identify strategies to save money.</p> <p>So that I understand what debt is and looks at paying for items through apps or games.</p> <p>A World without Judgement</p> <p>-I know that there are a wide range of religions and beliefs in the UK.</p> <p>-I know and can explain each of the British values.</p> <p>-I know how to create a range of values for my educational setting.</p> <p>-I know how all religions can live in cohesion.</p> <p>So that I can be inclusive and ensure everyone's beliefs and needs are respected.</p>



Hazard Watch Knowledge Skills		<p>-I know what items are safe to play with and what items are unsafe to play with.</p> <p>-I know how to name potential dangers in different environments.</p> <p>-I know which food and drinks items are safe or unsafe to eat or drink.</p> <p>-I know how to name dangers that can affect others, for example younger siblings.</p> <p>So that I can identify what items may be safe or unsafe to eat or drink.</p> <p>So that I can identify what items may be safe or unsafe to play with.</p>	<p>-I know what items are safe to play with and what items are unsafe to play with.</p> <p>-I know how to name potential dangers in different environments.</p> <p>-I know which food and drinks items are safe or unsafe to eat or drink.</p> <p>-I know how to name dangers that can affect others, for example younger siblings.</p> <p>So that I can identify what items may be safe or unsafe to eat or drink.</p> <p>So that I can identify what items may be safe or unsafe to play with.</p>	<p>-I know what items are safe to play with and what items are unsafe to play with.</p> <p>-I know how to name potential dangers in different environments.</p> <p>-I know which food and drinks items are safe or unsafe to eat or drink.</p> <p>-I know how to name dangers that can affect others, for example younger siblings.</p> <p>So that I can identify what items may be safe or unsafe to eat or drink.</p> <p>So that I can identify what items may be safe or unsafe to play with.</p>			
Fire Safety Knowledge Skills		<p>-I know what a 'hoax call' is and why it can be risky.</p> <p>-I know and understand why our emergency services are an important part of our community.</p> <p>So that I can identify the risks of making a hoax call to the emergency services and how our actions can affect others.</p>	<p>-I know how to show my knowledge of fire safety to others.</p> <p>-I know simple ways of staying safe and finding help.</p> <p>So that I can identify the dangers of playing with lighters and the risk of causing fires.</p> <p>-I know and am able to recognise how drivers can be distracted.</p> <p>So that I can identify the different types of actions that could distract a driver and how I can influence an adult's decision.</p>	<p>-I know and understand the importance of being responsible and how our actions/choice can affect others.</p> <p>So that I can prevent fires and know what I should do if a fire starts in my home.</p>			
First Aid Knowledge Skills					<p>-I know how to identify and name situations that may require first aid.</p> <p>-I know why someone may struggle to breathe.</p> <p>-I know how to identify the signs of an asthma attack or choking.</p> <p>-I know how to identify the signs of an allergic reaction and anaphylactic shock.</p>	<p>-I know how to demonstrate the recovery position for an unresponsive breathing casualty.</p> <p>-I know when to deliver CPR.</p> <p>-I know how to demonstrate CPR.</p> <p>-I know when to call for emergency help.</p>	<p>-I know how to identify a range of situations that may require first aid.</p> <p>-I know how to support someone with a minor or serious head injury.</p> <p>-I know how to support someone who is having a seizure.</p> <p>-I know when to call for medical help.</p> <p>So that I can support</p>



					<p>-I know the correct steps for seeking immediate emergency help.</p> <p>-I know how to provide first aid treatment to someone who is struggling to breathe.</p> <p>So that I can identify someone with breathing difficulties and how I can support a casualty struggling with asthma, anaphylaxis and choking.</p>	<p>So that I can give basic life support techniques, such as the recovery position, CPR and DRs ABC.</p>	<p>a casualty with a head injury, severe bleeding, and minor burns. Also understand what fractures, heart attacks, and seizures are.</p>
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