



**THURGOLAND**  
CHURCH OF ENGLAND PRIMARY SCHOOL



# Thurgoland CE Primary

## PSHE & RSE Curriculum

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**THURGOLAND**  
CHURCH OF ENGLAND PRIMARY SCHOOL



## Our PSHE & RSE Intent

At Thurgoland C of E Primary School, we believe that Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE), is fundamental to every child's personal development, wellbeing and future success. Our aim is to nurture confident, resilient and compassionate individuals who are equipped with the knowledge, skills and values to thrive in an ever-changing world.

We intend that every pupil leaves Thurgoland as a happy, healthy and responsible individual, with the confidence to make informed decisions, build positive relationships and contribute positively to their communities. Rooted in our school vision of '**Be Your Best Self**' and our Christian values, we encourage pupils to develop high aspirations, believe in their own potential and understand that perseverance, kindness and respect enable them to achieve their goals.

Our carefully sequenced PSHE and RSE curriculum provides pupils with the knowledge, understanding and practical skills needed to support their emotional, social, physical and mental wellbeing. Through meaningful and progressive learning experiences, pupils develop the confidence to recognise and manage their emotions, build healthy and respectful relationships, keep themselves safe, celebrate diversity, respect others and understand the importance of positive physical and emotional wellbeing. They also learn how to respond positively to the opportunities and challenges they may encounter throughout their lives.

As pupils progress through school, they revisit and build upon key concepts, enabling them to deepen their understanding and apply their learning in different contexts. This includes developing the knowledge, understanding and confidence to keep themselves safe through age-appropriate learning about personal safety, including road safety, water safety, online safety and assessing risk, empowering children to make safe and responsible choices.

Our PSHE and RSE curriculum promotes the spiritual, moral, social, cultural, mental and physical development of every child and prepares them for the opportunities, responsibilities and experiences of later life. It also actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, helping pupils become active, informed and respectful citizens within modern Britain and the wider global community.

By providing a broad, balanced and inclusive curriculum that reflects the needs of our pupils and the unique ethos of our school, we aspire to ensure that every child develops into a healthy, independent and responsible individual who is ready to flourish both now and in the future.



## 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                        |                                                                                                                                                                        |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Recap</b>                                    | Revisit key knowledge from previous related unit or previous lesson.                                                                                                   |
| <b>Vocabulary<br/>Learning Objective</b>        | Recap previously used vocabulary. Introduce new vocabulary.                                                                                                            |
|                                                 | Share and discuss the learning objective for the lesson.                                                                                                               |
| <b>Initial stimulus<br/>Learning Activities</b> | Teaching slides using 1Decision website.                                                                                                                               |
|                                                 | Oracy, written, practical group, paired or individual work including drama.<br>All written work to be completed in Floor books (Other work to be collected and stored) |
| <b>Assessment</b>                               | 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/Growing and Changing | Understanding of relationships is taught in Year 1, Year 2 and Year 3.<br>Understanding of growing and changing is taught in Year 4, Year 5 and Year 6. |
| Being responsible                 | All year groups                                                                                                                                         |
| Feelings and Emotions             | All year groups                                                                                                                                         |
| Computer/Online Safety            | All year groups                                                                                                                                         |
| Our World/The Working World       | All year groups                                                                                                                                         |
| A World Without Judgement         | All year groups                                                                                                                                         |
| 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<br>RSE              | Block 3                                        | Block 4         | Block5                                             | Block 6     |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------|-----------------|----------------------------------------------------|-------------|
| <b>EYFS</b>   | <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"> <li>• Making Relationships</li> <li>• -Self-confidence and self- awareness</li> <li>• -Managing feelings and behaviours</li> <li>• -Health and well-being links with Physical development, Health and Self- Care</li> </ul> |                             |                                                |                 |                                                    |             |
| <b>Year 1</b> | Keeping/Staying Safe<br><br>Keeping/Staying Healthy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Relationships</b>        | Being Responsible<br><br>Feelings and Emotions | Computer Safety | Our World<br><br>A World Without Judgement         | Fire Safety |
| <b>Year 2</b> | Keeping/Staying Safe<br><br>Keeping/Staying Healthy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Relationships</b>        | Being Responsible<br><br>Feelings and Emotions | Computer Safety | Our World<br><br>A World Without Judgement         | Fire Safety |
| <b>Year 3</b> | Keeping/Staying Safe<br><br>Keeping/Staying Healthy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Relationships</b>        | Being Responsible<br><br>Feelings and Emotions | Computer Safety | Our World<br><br>A World Without Judgement         | Fire Safety |
| <b>Year 4</b> | Keeping/Staying Safe<br><br>Keeping/Staying Healthy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Growing and Changing</b> | Being Responsible<br><br>Feelings and Emotions | Computer Safety | The Working World<br><br>A World Without Judgement | First Aid   |
| <b>Year 5</b> | Keeping/Staying Safe<br><br>Keeping/Staying Healthy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Growing and Changing</b> | Being Responsible<br><br>Feelings and Emotions | Computer Safety | The Working World                                  | First Aid   |



|               |                                                     |                             |                                                |                 |                                                    |           |
|---------------|-----------------------------------------------------|-----------------------------|------------------------------------------------|-----------------|----------------------------------------------------|-----------|
|               |                                                     |                             |                                                |                 | A World Without Judgement                          |           |
| <b>Year 6</b> | Keeping/Staying Safe<br><br>Keeping/Staying Healthy | <b>Growing and Changing</b> | Being Responsible<br><br>Feelings and Emotions | Computer Safety | The Working World<br><br>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                                                                                                                                                                                                                                                                                            |
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| <b>Keeping and Staying Safe</b> | Road safety-Rainbow drop story                                                   | <b>Road Safety</b><br>-I know why it is important to stay safe when crossing the road.<br>-I know a range of safe places to cross the road.<br>-I know difference between safe and risky choices.<br>-I know different ways to help keep myself safe.                                                                                                                      | <b>Tying shoelaces</b><br>-I know why it is important to keep my shoelaces tied.<br>-I know how to tie my shoelaces properly.<br>-I know rules to help keep myself and others safe.<br>-I know the differences between safe and risky choices.<br><br><b>Staying Safe</b><br>- I know ways to keep myself and others safe.<br>-I know how to recognise risky situations.<br>-I know who my trusted adults are.<br>-I know the differences between safe and risky choices. | <b>Leaning Out of Windows</b><br>-I know what different warning signs mean.<br>-I know how to spot dangers at home.<br>-I know why it is important to listen to trusted adults.<br>-I know ways to keep myself and others safe at home.<br>-I know the differences between safe and risky choices. | <b>Cycle safety</b><br>-I know strategies to help keep myself and others safe.<br>-I know that accidents and incidents can have consequences.<br>-I know how to recognise a risky choice.<br>-I know how to create and follow rules that help keep people safe.       | <b>Peer Pressure</b><br>-I know strategies we can use to keep ourselves and others safe.<br>-I know ways to manage peer pressure.<br>-I know the potential outcomes that may happen when we take risks.<br>-I know the impact and possible consequences of an accident or incident. | <b>Water Safety</b><br>-I know a range of danger signs.<br>-I know strategies that can help keep myself and others safe.<br>-I know the impact and possible consequences of an accident or incident.                                                                                               |
| <b>Knowledge</b>                | Crossing patrol person visitor                                                   |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                    |
| <b>Skills</b>                   | E safety-through stories: Hashtag Goldilocks<br>Clicking chicken<br>Troll stinks | So that I can build an early understanding of how to stay safe in everyday situations. I learn how to recognise safe and unsafe choices, understand risks in familiar places, and use simple strategies to keep myself and others safe. I know how to ask a trusted adult for help and understand the importance of staying safe as a road user, passenger and pedestrian. | So that children develop an understanding of personal safety, responsibility and risk by learning how everyday choices and actions can help prevent accidents and keep themselves and others safe.                                                                                                                                                                                                                                                                        | So that children broaden their understanding of safety by recognising warning signs and hazards, making safe choices, listening to trusted adults, and applying their knowledge to keep themselves and others safe at home and in other familiar environments.                                     | So that children build on their understanding of safety by recognising risks, using strategies to keep themselves and others safe, understanding the consequences of unsafe choices, and appreciating the importance of cycle safety and listening to trusted adults. | So that children understand how choices, influences and peer pressure affect decision-making, identify strategies for staying safe, recognise the consequences of risky behaviour, and reflect on others' perspectives to deepen their understanding of safety.                     | So that children consolidate and extend their understanding of how to keep themselves and others safe by recognising risks and warning signs, preventing accidents, making and justifying responsible choices, identifying trusted people who can help, and preparing for increasing independence. |





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| <b>Keeping and Staying Healthy</b><br><br><b>Knowledge</b><br><br><b>Skills</b>                            | Dental hygiene (visitor from Penistone Dental practice)                                                                                                                                                                                                                                                                                                                                                                                  | <b>Washing Hands</b><br>-I know why it is important to wash my hands.<br>-I know how germs spread and how they can affect my health.<br>-I know how to wash my hands correctly.<br>-I know how to identify healthy and unhealthy choices.                                                                                                                                                                                                                           | <b>Healthy Eating</b><br>-I know that different foods help my body stay healthy and grow strong.<br>-I know why some foods are healthier choices than others.<br>-I know to keep myself healthy.<br>-I know how to make healthy choices.                                                                                                                                                                              | <b>Medicine</b><br>-I know the simple safety rules for medicines.<br>-I know when it is safe to take medicine and why.<br>-I know who it is safe to accept medicine from.<br>-I know how to make healthy and safe choices.                                                                                                                                                                                                       | <b>Healthy Living</b><br>-I know what a balanced diet is and how to plan a balanced meal.<br>-I know how sugar, salt and saturated fat can affect my health.<br>-I know how to read simple nutritional information on food packaging.<br>-I know ways to maintain a healthy lifestyle.                                                                                                                                                                                                   | <b>Smoking</b><br>-I know some of the physical, social and legal risks associated with smoking and that nicotine is the addictive ingredient in cigarette and e-cigarettes.<br>-I know hoe smoking can affect my health and wellbeing now and in the future.<br>-I know some of the reasons why people might start and continue to smoke.<br>-I know skills and strategies to resist pressure to smoke.           | <b>Alcohol</b><br>-I know what a risky choice is.<br>-I know the risks associated with alcohol.<br>-I know how alcohol can affect my immediate and future health.<br>-I know strategies and skills that can help keep me safe.<br>-I know the difference between legal and illegal drugs.<br>-I know the risks associated with using cannabis.                                                                      |
|                                                                                                            | Components for keeping healthy<br>Green drop eats his greens story<br>Other stories<br>Cooking/baking healthy food (eg vegetable soup, smoothies, fruit kebabs)                                                                                                                                                                                                                                                                          | <b>So that I can develop an early understanding of how to stay healthy in everyday life. I learn to make healthy choices, develop habits that keep my body and mind well, and understand how good hygiene and healthy routines help prevent illness.</b>                                                                                                                                                                                                            | <b>Brushing Teeth</b><br>-I know why brushing my teeth is important.<br>I know how to brush my teeth properly.<br>-I know ways to remember to brush my teeth.<br>-I know that brushing my teeth is part of making healthy choices.<br><br><b>So that children develop an understanding of how healthy choices, including eating well and caring for their teeth, help keep their bodies healthy.</b>                  | <b>So that children broaden their understanding of staying healthy by learning how to use medicines safely, making healthy choices, and developing routines that support their health and wellbeing.</b>                                                                                                                                                                                                                         | <b>So that children build on their understanding of healthy lifestyles by exploring balanced diets, making informed food choices, understanding how nutrition affects health, and recognising how everyday choices support long-term wellbeing.</b>                                                                                                                                                                                                                                      | <b>So that children understand how choices and influences affect health and wellbeing, recognise the risks of smoking and vaping, consider why people may start or continue, and reflect on others' perspectives to make healthy choices.</b>                                                                                                                                                                     | <b>So that children consolidate and extend their understanding of healthy lifestyles by exploring the risks of alcohol and drugs, recognising risky choices, evaluating influences on decision making, and developing the knowledge and strategies to make responsible choices that support their own wellbeing and that of others.</b>                                                                             |
| <b>Relationships Class R-3 Growing and Changing Class 4-6</b><br><br><b>Knowledge</b><br><br><b>Skills</b> | 3+ Skills<br>• I respond to the feelings of others.<br>• I take on a role and ‘become’ another person or thing using early ‘projection’ skills, putting myself in another’s shoes.<br>• I accept the needs of others with support.<br>• I seek out others for help.<br>• I form friendships with other children.<br><br>4+ Skills<br>• I accept the needs of others with less support and identify when another child is being ‘unkind.’ | <b>Friendships</b><br>-I know how to be a good friend.<br>-I know how to recognise kind and thoughtful behaviours.<br>-I know why it is important to care about other people's feelings.<br>-I know that other people may think and feel differently from me.<br><br><b>So that I can develop an early understanding of positive relationships. I learn how to build positive relationships by showing kindness, care and respect, understanding other people's</b> | <b>Bullying</b><br>-I know a range of different feelings and emotions.<br>-I know why it is important to care about other people’s feelings.<br>-I know what bullying behaviours can look like.<br>-I know ways to respond to and cope with bullying behaviours.<br><br><b>Body Language</b><br>-I know that feelings can be shown in different ways.<br>- I know that body language can show how someone is feeling. | <b>Touch</b><br>-I know the difference between appropriate and inappropriate touch.<br>-I know why it is important to care about other people's feelings.<br>-I know that everyone has personal boundaries that should be respected.<br>-I know who I can ask for help and how to ask if I am worried.<br>-I know the names of the main human body parts.<br><br><b>So that children broaden their understanding of positive</b> | <b>Relationships</b><br>-I know the different types of relationships and how they can change as I grow.<br>-I know how families support each other.<br>-I know the difference between healthy and unhealthy relationships.<br>-I know how to ask for help and who to talk to if a relationship makes me feel uncomfortable.<br><br><b>So that children build on their understanding of positive relationships by exploring different types of relationships, recognising healthy and</b> | <b>Puberty</b><br>-I know what puberty is.<br>-I know the changes that boys and girls may go through during puberty.<br>-I know why our bodies go through puberty.<br>-I know strategies that can help me cope with the changes of puberty.<br>-I know who and what can help me during puberty.<br><br><b>So that children understand the changes of puberty, the importance of respect, privacy and personal</b> | <b>Conception</b><br>-I know the meaning of the term’s conception and reproduction.<br>-I know the functions of the female and male reproductive systems.<br>-I know the different ways adults can have a child.<br>-I know the different stages of pregnancy.<br>-I know the laws around consent.<br><br><b>So that children build on their understanding of respectful and healthy relationships, prepare for</b> |



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|  | <ul style="list-style-type: none"><li>• I talk about home, other people in my world and characters in familiar stories.</li><li>• 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?"</li><li>• I talk about feelings and can link these with events or people.</li></ul> <p>4+ Skills</p> <ul style="list-style-type: none"><li>• I accept the needs of others with less support and identify when another child is being 'unkind.'</li><li>• I talk about home, other people in my world and characters in familiar stories.</li><li>• 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?"</li><li>• I talk about feelings and can link these with events or people.</li></ul> <p>I know how to ask when I need help or when I want a turn.</p> <ul style="list-style-type: none"><li>• I express my needs and feelings using words as well as non-verbally.</li><li>• I form good relationships with adults and peers.</li></ul> <p>5+ Skills</p> <ul style="list-style-type: none"><li>• 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?"</li><li>• I offer enough information but not too much to meet my listener's needs.</li></ul> <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> | feelings, and knowing when to ask a trusted adult for help with friendships or worries. | <p>-I know how to think about situations from another person's point of view.</p> <p>-I know why it is important to care about other people's feelings.</p> <p>So that children develop an understanding of emotions, empathy and positive relationships by recognising feelings, caring for others, identifying bullying behaviours, and knowing how to seek help.</p> | relationships by respecting others' feelings and personal boundaries, recognising appropriate and inappropriate touch, understanding body autonomy, and knowing who to ask for help if they feel worried or uncomfortable. | unhealthy behaviours, understanding how relationships change over time, and knowing when and how to ask for help. | boundaries, and reflect on others' perspectives to develop healthy relationships. | greater independence, recognise positive and unhealthy behaviours, respond responsibly to relationship situations, know when to seek support, and, where taught, understand human reproduction and conception. |
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| Being Responsible     | Knowledge | Skills | Three and Four-Year-Olds will be learning to | • 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.                 | Children in Reception will be learning to                                                                                                                                                                                                                                                      | • See themselves as a valuable individual. | • Show resilience and perseverance in the face of challenge.       | • Manage their own needs.                                                                                                        | ELG - Children at the expected level of development will:              | • 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. |                         |                                                        |                                                                                              |                                                                                     |
|                       |           |        | Water Spillage                               | -I know how I can help people around me.                                     | -I know the types of things I am responsible for. | -I know how to prevent accidents and why preventing accidents is important. | -I know the difference between being responsible and being irresponsible. | So that children develop an understanding of responsibility by recognising what they can do for themselves, how they can help others at home and school, the responsibilities they have, simple ways to prevent accidents, and the difference between responsible and irresponsible behaviour. | Practice Makes Perfect                     | -I know that practice helps me get better at an activity or sport. | -I know different ways to improve my skills, such as practising regularly, listening to advice, and trying again after mistakes. | -I know that trying hard and not giving up helps me learn and improve. | -I know that making mistakes is part of learning.                                                                  | -I know the benefits of practising, such as becoming more confident, stronger, and more skilled. | -I know how to set a goal and work step by step to achieve it.                                                                                          | Helping Someone in Need | -I know what kind and thoughtful behaviour looks like. | -I know that I should be careful when talking to people I do not know well in the community. | -I know how to stay safe by talking to a trusted adult if I feel worried or unsure. |
| Feelings and Emotions | Knowledge |        | Three and Four-Year-Olds will be learning to | • Select and use activities and resources, with help when needed. This helps |                                                   |                                                                             |                                                                           |                                                                                                                                                                                                                                                                                                |                                            |                                                                    |                                                                                                                                  |                                                                        |                                                                                                                    |                                                                                                  |                                                                                                                                                         |                         |                                                        |                                                                                              |                                                                                     |
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| <b>Skills</b>                                                       | <p>them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"><li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li><li>• Understand gradually how others might be feeling.</li></ul> <p>Children in Reception will be learning to</p> <ul style="list-style-type: none"><li>• Express their feelings and consider the feelings of others.</li><li>• Identify and moderate their own feelings socially and emotionally.</li></ul> <p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• 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.</li></ul> | <p>-I know that difficult feelings, such as jealousy, are normal.</p> <p>-I know helpful ways to express and manage difficult feelings.</p> <p>-I know that feelings can be shown through my words, actions and body language.</p> <p><b>So that children develop an understanding of feelings by recognising different emotions, understanding how feelings affect their bodies and behaviour, and learning simple ways to express and manage their emotions positively.</b></p> | <p>-I know that worry is a normal feeling and can identify things that might make someone feel worried.</p> <p>-I know ways to help manage feelings of worry in a positive way. -I know that worry can be shown through words, actions and body language.</p> <p><b>Anger</b></p> <p>-I know what anger feels like and can describe some signs my body shows when I am angry.</p> <p>-I know what anger feels like and can describe some signs my body shows when I am angry.</p> <p>-I know that anger is a normal feeling and understand the difference between helpful and unhelpful ways of expressing it.</p> <p>-I know ways to help manage feelings of anger in a positive way. -I know that anger can be shown through words, actions and body language.</p> <p><b>So that children deepen their understanding of emotions by recognising how feelings such as anger and worry affect their thoughts, behaviour and bodies, communicating emotions appropriately, and using positive strategies to manage and express their feelings.</b></p> | <p>-I know that grief is a natural response to loss and can identify situations that may cause these feelings.</p> <p>-I know healthy ways to cope with feelings of loss and grief.</p> <p>-I know that feelings of loss and grief can be shown through words, actions and body language.</p> <p><b>So that children broaden their understanding of feelings and emotions by recognising how loss and grief can affect thoughts, behaviour and the body, understanding that these feelings are natural, and using positive strategies to manage and express emotions.</b></p> | <p>-I know that difficult emotions are a normal part of life.</p> <p>-I know positive ways to manage difficult emotions.</p> <p>-I know that emotions can be shown through words, actions and body language.</p> <p><b>So that children build on their understanding of feelings and emotions by recognising how different situations can cause a range of emotions, including more challenging feelings, understanding how emotions affect the body and behaviour, and using positive strategies to manage and express them.</b></p> | <p>anger can affect my thoughts, behaviour and physical reactions.</p> <p>-I know how anger can influence my actions and relationships, and I know the difference between helpful and unhelpful ways of responding to anger.</p> <p>-I know a range of positive and responsible strategies that I can use to manage feelings of anger.</p> <p>-I know how anger can be communicated appropriately through my words and actions, and I know how self-control can help me manage my emotions effectively.</p> <p><b>So that children further develop their understanding of feelings and emotions by exploring anger, its triggers and its effects on thoughts, behaviour and physical reactions. They learn how anger can influence actions and relationships, evaluate helpful and unhelpful responses, practise positive strategies for managing strong emotions, and build their understanding through discussion and the views of adults and children beyond the school setting.</b></p> | <p>-I know how worry can affect my thoughts, behaviour, and body, and that it is a normal emotion during times of change.</p> <p>-I know a range of positive strategies to help manage feelings of worry.</p> <p>-I know how to communicate my worries and seek support from trusted adults and others when facing new experiences, such as starting secondary school.</p> <p><b>So that children deepen their understanding of emotions during times of change, recognise how worry can affect them, develop positive strategies to manage their feelings, communicate worries, seek support, and prepare confidently for greater independence.</b></p> |
| <b>Computer Safety</b><br><br><b>Knowledge</b><br><br><b>Skills</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Online Bullying</b></p> <p>-I know that my actions online can affect other people.</p> <p>-I know that using technology has both positive and negative aspects.</p>                                                                                                                                                                                                                                                                                                         | <p><b>Image Sharing</b></p> <p>-I know that technology can have both positive and negative effects.</p> <p>-I know who I can ask for help and how to ask if something online worries me.</p>                                                                                                                                                                                                        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                                                                                                                                                                                         | <p><b>Online Bullying</b></p> <p>-I know the values that help create positive online relationships.</p> <p>-I know how online bullying can affect people's feelings and emotions.</p>                                                                                                                                                                                                                                                                                                                                                 | <p><b>Image Sharing</b></p> <p>-I know why people choose to share images online.</p> <p>-I know the rules I should follow when sharing images online.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Making Friends Online</b></p> <p>-I know the possible dangers and consequences of talking to strangers online.</p> <p>-I know how to keep myself safe in online chatrooms.</p>                                                                                                                                                             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|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>-I know who I can ask for help and how to get support if something online worries me.</p> <p>-I know the difference between kind and unkind comments online.</p> <p>So that children develop an understanding of technology, how it is used in everyday life, the importance of being kind and respectful online, and who they can ask for help if they have concerns.</p>                                                                                                           | <p>-I know the rules for keeping myself and others safe online.</p> <p>-I know that my online actions can affect other people.</p> <p><b>Computer Safety Documentary</b></p> <p>-I know that I should not share personal information online.</p> <p>-I know that I should be kind and respectful when using technology.</p> <p>-I know when I should ask a trusted adult before downloading apps or sharing images.</p> <p>-I know that people online may not always be who they say they are.</p> <p>So that children deepen their understanding of using technology safely and responsibly by recognising its benefits and risks, understanding how their online actions affect others, following simple safety rules, and knowing who to ask for help if they are worried.</p> | <p>-I know the difference between safe and risky choices online.</p> <p>So that children broaden their understanding of online safety by recognising the risks of communicating online, making safe choices when using technology, understanding its benefits and risks, and knowing how to stay safe in online spaces.</p>                                                                                                                                                                              | <p>-I know strategies to help if I or someone I know is being bullied online.</p> <p>-I know how and who to ask for help if I am worried about online bullying.</p> <p>So that children build on their understanding of online safety by recognising online risks, developing positive online relationships, responding to online bullying, and knowing how and where to seek help.</p>                                                                                                                                                                             | <p>-I know the positive and negative consequences of sharing images online.</p> <p>-I know that people can experience influences and pressures to share images online, and I know how to recognise them.</p> <p>So that children further develop their understanding of using technology safely and responsibly by exploring how choices, influences and peer pressure affect online decision-making. They learn about sharing images safely, understand the possible consequences, recognise pressure to share, and build their understanding through discussion and the views of adults and children beyond the school setting.</p> | <p>-I know the positives and negatives of using technology.</p> <p>-I know the difference between safe and risky choices online.</p> <p>So that children deepen their understanding of using technology safely and responsibly, recognise online risks and age restrictions, know that people online may not be who they claim to be, and develop strategies to stay safe online and offline as they prepare for greater independence.</p>          |
| <p><b>Our World/The Working World</b></p> <p><b>Knowledge</b></p> <p><b>Skills</b></p> | <p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none"><li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li><li>• Develop appropriate ways of being assertive.</li><li>• Talk with others to solve conflicts.</li></ul> | <p><b>Growing in Our World</b></p> <p>-I know what babies need to grow and stay healthy.</p> <p>-I know things I can do for myself now that I am older.</p> <p>-I know that families can be different and special in their own ways.</p> <p>-I know what makes my family unique.</p> <p>So that children develop an understanding of how living things grow and are cared for, recognise their own growing independence, and explore how families support and care for one another.</p> | <p><b>Living in Our World</b></p> <p>-I know why it is important to look after living things.</p> <p>-I know how to care for living things at home and in nature.</p> <p>-I know why it is important to keep my community and countryside clean.</p> <p>-I know how to encourage others to help care for our community and the environment.</p> <p><b>Working in Our World</b></p> <p>-I know different ways that people can receive money.</p> <p>-I know how to keep money safe.</p> <p>-I know some of the skills I might need for a future job or career.</p> <p>-I know the difference between wants and needs.</p>                                                                                                                                                          | <p><b>Looking After Our World</b></p> <p>-I know what reduce, re-use and recycle mean.</p> <p>-I know ways to help look after our planet.</p> <p>-I know how to use less water and electricity.</p> <p>-I know ways to reduce my carbon footprint.</p> <p>So that children broaden their understanding of caring for the world by recognising how their choices affect the environment, reducing waste, saving water and energy, and taking positive action to protect living things and the planet.</p> | <p><b>Chores at Home</b></p> <p>-I know ways to help the people who look after me.</p> <p>-I know how my actions can have a positive impact on others.</p> <p>-I know how I can contribute at home, at school and in my community.</p> <p>-I know some of the skills I may need for future jobs.</p> <p>So that children build on their understanding of contributing to family and community life by recognising how their actions support others, taking responsibility at home and school, and developing an awareness of the skills needed for future jobs.</p> | <p><b>Enterprise</b></p> <p>-I know why people save money and why saving is important.</p> <p>-I know ways that I can help out at home.</p> <p>-I know how to budget for something I would like to buy.</p> <p>-I know different ways to earn money and the basic ideas of enterprise.</p> <p>So that children further develop their understanding of how people contribute to family life, work and the wider economy. They learn about the skills and responsibilities involved in different jobs, why people earn and save money, how to look after it, and build their understanding through discussion and the views of</p>      | <p><b>In-app purchases</b></p> <p>-I know the meaning of a range of money-related terms.</p> <p>-I know some of the ways money can be spent using technology.</p> <p>-I know the potential consequences of spending money without permission.</p> <p>-I know strategies for saving money.</p> <p>So that children deepen their understanding of money and financial responsibility, recognise safe ways to spend and save money, understand the</p> |





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|                                                                                      | <p>Children in Reception will be learning to</p> <ul style="list-style-type: none"><li>• Build constructive and respectful relationships.</li><li>• Think about the perspectives of others.</li></ul> <p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>So that children deepen their understanding of caring for the world around them by looking after living things and the environment, keeping their community clean, and developing an early understanding of money and jobs in the community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>adults and children beyond the school setting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>consequences of spending without permission, and make responsible choices at home, school, and in the community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>A World Without Judgement</b></p> <p><b>Knowledge</b></p> <p><b>Skills</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b><u>Democracy</u></b></p> <p>-I know what democracy means.<br/>-I know that people can vote or make choices together.<br/>-I know that people may have different opinions.<br/>-I know ways to make fair decisions when people disagree.</p> <p>So that children develop an understanding of fairness, choice and respect by learning how decisions are made together, everyone's voice matters, and people can make fair choices when they have different opinions.</p> | <p><b><u>Individual Liberty</u></b></p> <p>-I know that people can make different choices.<br/>-I know why it is important for everyone to make safe choices.<br/>-I know how to respect other people's choices while making responsible choices myself.<br/>-I know my own strengths, interests and goals, and that these may be different from other people's.</p> <p><b><u>Rule of Law</u></b></p> <p>-I know how rules help people work and learn together at home, at school and in the community.<br/>-I know why rules are important for keeping people safe and treating everyone fairly.<br/>-I know examples of rules that people follow in everyday life.<br/>-I know that rules apply to everyone and help us make fair and responsible choices.</p> <p>So that children deepen their understanding of fairness, choice and responsibility by respecting different choices, recognising their own strengths and goals, and understanding how rules</p> | <p><b><u>Tolerance</u></b></p> <p>-I know that people can have different beliefs, opinions and ways of living.<br/>-I know why it is important to respect and value differences between people.<br/>-I know ways to show kindness and respect to people who are different from me.<br/>-I know how respectful behaviour helps create a fair and inclusive community</p> <p>So that children broaden their understanding of tolerance and respect by valuing different beliefs, opinions and ways of living, showing kindness and fairness, and helping to create inclusive communities.</p> | <p><b><u>Breaking Down Barriers</u></b></p> <p>-I know how to recognise positive qualities in other people.<br/>-I know why being different is a positive thing.<br/>-I know my own strengths and goals, and that these may be different from other people's.<br/>-I know ways to overcome barriers and promote equality.</p> <p>So that children build on their understanding of respect, fairness and inclusion by valuing differences, recognising the strengths of others, understanding barriers to equality, and promoting fairness within their communities.</p> | <p><b><u>Inclusion and acceptance</u></b></p> <p>-I know that everyone is different and unique in their own way.<br/>-I know what helps to create a diverse community.<br/>-I know strategies that can help overcome barriers and promote diversity and inclusion.<br/>-I know why inclusion and acceptance are important, and I know ways to help others feel valued and respected.</p> <p>So that children further develop their understanding of diversity, inclusion and acceptance by exploring how people are different and unique. They learn what helps create diverse communities, explore strategies to promote fairness and inclusion, recognise the importance of respecting differences, and build their understanding through</p> | <p><b><u>British Values</u></b></p> <p>-I know that there is a wide range of religions and beliefs in the UK.<br/>-I know the British values and what each one means. –<br/>-I know the values that are important in my school or educational setting.<br/>-I know how people of different religions and beliefs can live together respectfully and in harmony.</p> <p>So that children deepen their understanding of respect, equality, British values, and the diversity of religions and beliefs in the UK, recognising how shared values help people live together respectfully and contribute positively to their school community.</p> |



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|                                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | help people stay safe, treat others fairly, and support communities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                          | discussion and the views of adults and children beyond the school setting.                                                                                                                                                                       |                                                                                                                                                                                                                                                                                    |
| <b>Fire Safety</b><br><br><b>Knowledge</b><br><br><b>Skills</b> |  | <b>Hoax Calling</b><br>-I know that my choices and actions can affect other people.<br>-I know what a 'hoax call' is and why it can be dangerous.<br>-I know why emergency services are an important.<br>-I know ways to stay safe around fire and share fire safety messages with others.<br><br>So that children develop an understanding of how emergency services help keep communities safe, the impact of their choices, and simple ways to prevent risks and stay safe. | <b>Petty Arson</b><br>-I know why it is important to be responsible and how my actions can affect others.<br>-I know simple ways to stay safe and where to find help.<br>-I know that even small fires can be very dangerous.<br>-I know the difference between safe and risky choices.<br><br><b>Texting whilst driving</b><br>-I know why it is important to be responsible and how my actions and choices can affect others.<br>-I know how to share what I have learned about fire safety with others.<br>-I know simple ways to stay.<br><br>So that children deepen their understanding of fire safety and personal responsibility by recognising safe and risky choices, practising ways to stay safe and seek help, and understanding how their actions affect themselves and others. | <b>Texting whilst Driving</b><br>-I know how my actions and choices can affect other people.<br>-I know some things that can distract drivers.<br>-I know ways to help keep myself and others safe.<br>-I know the difference between safe and risky choices.<br><br>So that children broaden their understanding of safety by recognising how their actions affect others, identifying risks such as driver distraction, making safe choices, and helping to keep people safe in different situations. |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                    |
| <b>First Aid</b><br><br><b>Knowledge</b><br><br><b>Skills</b>   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>First Aid</b><br>-I know situations where someone may need first aid.<br>-I know some reasons why a person may struggle to breathe.<br>-I know the signs of an asthma attack and choking.<br>-I know the signs of an allergic reaction and anaphylaxis.<br>-I know how to get emergency help quickly. | <b>First Aid Part 1</b><br>-I know how to carry out a primary survey in a first aid emergency.<br>-I know how to place an unresponsive person who is breathing into recovery position.<br>-I know when CPR is needed.<br>-I know to perform CPR. | <b>First Aid</b><br>-I know a range of situations that may require first aid.<br>-I know how to support someone with a minor burn or scald.<br>-I know how to support someone who may be having a heart attack.<br>-I know how to support someone with a suspected fractured bone. |





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|  |  |  |  |  | <p>-I know simple first aid steps to help someone who is struggling to breathe.</p> <p>So that children build on their understanding of first aid by recognising when someone needs emergency help, identifying signs of breathing difficulties, knowing how to seek help, and using simple first aid actions until support arrives.</p> | <p>-I know when to call the emergency services for help.</p> <p><b>Part 2</b></p> <p>-I know a range of situations where first aid may be needed.</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 how to support someone with a severe bleed.</p> <p>-I know when to call for medical help.</p> <p>So that children further develop their understanding of responding to emergency situations by learning essential first aid skills. They learn how to carry out a primary survey, recognise when to call the emergency services, and practise techniques such as the recovery position, CPR and supporting someone with a head injury, seizure or severe bleed until help arrives.</p> | <p>-I know when to call for medical help.</p> <p>So that children deepen their understanding of first aid, recognise when and how to respond safely to common emergencies, know when to seek medical help, and develop the confidence to act calmly and responsibly.</p> |
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