



Bowerham Primary and Nursery School



PSHEE Curriculum – 1decision

EYFS

Subject specific focus from Statutory Framework for Early Years Foundation Stage 2021:

In the Early Years, children engage in foundational learning that supports their personal, social, and emotional development, which is central to the PSHE (Personal, Social, Health, and Economic education) framework. Children develop key skills in personal, social, and emotional development, learning how to manage their feelings, build positive relationships, and develop self-confidence. Through play, stories, and group activities, they begin to understand concepts like sharing, taking turns, and respecting others. They also learn about basic health and self-care practices, such as washing hands, eating healthily, and staying safe. These experiences help children develop the social and emotional skills necessary for their future learning and life in modern Britain.

Key Stage 1 National Curriculum

	Autumn	Spring	Summer
Y1	<ul style="list-style-type: none"> • <i>Keeping/Staying Safe – Road Safety</i> • <i>Keeping/Staying Healthy – Washing Hands</i> • <i>Relationships – Friendship</i> 	<ul style="list-style-type: none"> • <i>Being Responsible – Water Spillage</i> • <i>Feelings and Emotions – Jealousy</i> • <i>Computer Safety – Online Bullying</i> 	<ul style="list-style-type: none"> • <i>Our World – Growing in our World</i> • <i>Hazard Watch – Is it safe to eat or drink? Is it safe to play with?</i> • <i>Fire Safety – Hoax Calling</i>
Key Knowledge	<p>Road Safety:</p> <ul style="list-style-type: none"> • What do you need to keep safe from? • Who keeps us safe? • How can we keep ourselves and others safe? • How can we stay safe from sun rays? • Can you list some road safety rules? • How can you cross a road safely? • How can you stay safe in a vehicle? <p>Washing Hands:</p> <ul style="list-style-type: none"> • What does a healthy person look like? • What does an unhealthy person look like? • How can you stay healthy? • When should we wash our hands? • Why is important to wash our hands? • What are germs? What can they do? <p>Friendships:</p> <ul style="list-style-type: none"> • What types of relationships are there? • How can you show that you care about special people/things? • What makes a good friend? • What kind of things can friends fall out over or disagree about? • What can we do if we fall out with our friends? 	<p>Water Spillage:</p> <ul style="list-style-type: none"> • What are you responsible for? • What new things may you be responsible for as you grow? • How can we prevent accidents? • How can we be responsible in the classroom? <p>Jealousy:</p> <ul style="list-style-type: none"> • How do we experience feelings and emotions in our bodies? • Who can support us with our feelings/emotions? • How can we reduce the unpleasant effects of negative emotions? • Can you describe the feeling of jealousy? <p>Online Bullying:</p> <ul style="list-style-type: none"> • What are the positives and negatives of being online? • Who could you talk to if you experience someone being unkind to you? 	<p>Growing in our World:</p> <ul style="list-style-type: none"> • What things grow on Earth? • What does a baby need to grow? • What can you do for yourself now, that you couldn't do as a baby? • What do all families have in common? <p>Is it safe to eat or drink? Is it safe to play with?:</p> <ul style="list-style-type: none"> • How do our special adults keep us safe? • What kind of objects or items do adults keep us safe from? • What could you do if you spot a potential danger or hazard at home, at school, or in the community? <p>Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary:</p> <ul style="list-style-type: none"> • Who can help keep us safe? • What is an emergency? • When might the Fire Service be needed? • Why should you not distract a driver?

Key Vocabulary	<p>Road Safety: Community A group of people living in the same place or sharing a common interest. Discuss To talk about something with another person or group. Choice To pick or choose between two or more possibilities. Pedestrian A person walking rather than travelling in a vehicle, such as a car. Zebra Crossing A black and white road crossing where drivers should stop to let any pedestrians cross. Pelican Crossing A road crossing controlled by traffic lights. Puffin Crossing A road crossing with sensors that can detect when a pedestrian is still on the crossing. Toucan Crossing A road crossing which both pedestrians and cyclists can use. Avoid To keep away from. Situation What is happening now. Risk The possibility that something unpleasant or dangerous will happen. Safe Not likely to cause or lead to harm or injury. Imaginary Something that only exists in your mind or imagination.</p> <p>Washing Hands: Healthy In good physical or mental condition. Unhealthy Not in good physical or mental condition. Germs Tiny organisms that can cause disease.</p> <p>Friendships: Relationship A connection between two or more people or things. Love Strong feelings of affection for another person, activity, or object. Security Feeling safe and free from fear or danger. Stability Reliable or unlikely to change suddenly. Disagree To have a different opinion. The opposite of agree.</p>	<p>Water Spillage: Responsibility Something you are expected to do. Responsible To have control or be in charge of something. Capable of being trusted. Accident Something that is unplanned. It happens by chance and is often a negative event. Honesty To speak the truth. Dishonest To not tell the truth or to tell lies.</p> <p>Jealousy: Recognising Identifying someone or something from previous experience or contact. Loneliness The feeling of being alone, even when people are around. Frustration Feeling upset or annoyed because you cannot change or achieve something. Experience Gaining knowledge or skill from doing, seeing, or feeling things. Jealousy A feeling of envy towards another person and what they have or can do.</p> <p>Online Bullying: Online Connected to or controlled by a computer or network. Positive Full of hope and confidence. Negative Not helpful or constructive.</p>	<p>Growing in our World: Planet A planet is a large object that orbits a star. World The earth, together with all of its countries and people. Environment The surroundings or conditions in which a person, animal, or plant lives or operates. Humans Being, relating to, or belonging to a person or to people. Reproduce To create another life. Protect Keep safe from harm or injury. Unique Being the only one of its kind; unlike anything else. Common Occurring, found, or done often.</p> <p>Is it safe to eat or drink? Is it safe to play with?: Potential A chance that something will happen in the future. Sibling A brother or sister. Community A group of people living in the same place or having a common interest. Hazard A danger or risk. Danger Likely to cause harm or injury. Something that is not safe.</p> <p>Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary: Burgled When a building is illegally entered and items are stolen. Collapsed A person or structure that suddenly falls down. Flammable Can easily catch fire. Distraction Something that prevents you from concentrating on something else. Emergency A crisis or dangerous situation that requires immediate action. Hoax When you trick someone into believing that something fake is real or genuine. Declaration An important spoken or written agreement.</p>
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Skills	Road safety: Can I: <ul style="list-style-type: none"> • understand what I need to keep safe from • be able to recognise what may put me or others at risk • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe 	Water Spillage: Can I: <ul style="list-style-type: none"> • understand what we are responsible for • be able to recognise how responsibilities will change as we grow • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible 	Growing in our World: Can I: <ul style="list-style-type: none"> • understand how we care for others • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique
	Washing Hands: Can I: <ul style="list-style-type: none"> • understand what we can do to keep healthy • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices 	Jealousy: Can I: <ul style="list-style-type: none"> • understand a range of emotions and how they make us feel physically and mentally • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	Is it safe to eat or drink? Is it safe to play with?: Can I: <ul style="list-style-type: none"> • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings
	Friendships: Can I: <ul style="list-style-type: none"> • understand different types of relationships • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see 	Online Bullying: Can I: <ul style="list-style-type: none"> • understand computers, the internet, and rules to keep safe • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments 	Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary: Can I: <ul style="list-style-type: none"> • know what a 'hoax call' is and why it can be risky • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others • be able to practise simple ways of staying safe and finding help • be able to recognise how drivers can be distracted • understand the importance of being responsible and how our actions/choice can affect others
	Autumn <ul style="list-style-type: none"> • <i>Keeping/Staying Safe – Tying Shoelaces</i> • <i>Keeping/Staying Healthy – Healthy Eating and Brushing Teeth</i> • <i>Relationships – Bulling and Body Language</i> 	Spring <ul style="list-style-type: none"> • <i>Being Responsible – Practise makes perfect/ Helping someone in need</i> • <i>Feelings and Emotions – Worry/Anger</i> • <i>Computer Safety – Image Sharing/ Computer Safety Documentary</i> 	Summer <ul style="list-style-type: none"> • <i>Our World – Living in our World/ Working in our World</i> • <i>Hazard Watch – Is it safe to eat or drink? Is it safe to play with?</i> • <i>Fire Safety – Petty Arson/ Texting whilst Driving</i>
Y2			
Key Knowledge	Tying Shoelaces: <ul style="list-style-type: none"> • What could happen if we did not tie our shoelaces or fasten our shoes correctly? • Can you list some rules to help keep us safe? • Can you think of any situations where rushing or being impatient could cause an accident? Healthy Eating and Brushing Teeth: <ul style="list-style-type: none"> • What foods keep us healthy? • Why do we need food? 	Practise makes perfect/ Helping someone in need: <ul style="list-style-type: none"> • What are your best qualities? • Can you name something you'd like to get better at? • Who helps you at home, at school, and in the community? • How can we be kind and thoughtful? Worry/Anger: <ul style="list-style-type: none"> • If you feel worried, what actions could help you to feel better? • Why is it important to talk and share your worries with someone? 	Living in our World/ Working in our World: <ul style="list-style-type: none"> • How can we look after others? • How can we look after our pets? • How can we look after house and garden plants? • Why do we need money? • How can we receive money? • How can we spend or save money? Is it safe to eat or drink? Is it safe to play with?: <ul style="list-style-type: none"> • How do our special adults keep us safe?

	<ul style="list-style-type: none"> • Why is it important to brush our teeth? <p>Bullying and Body Language:</p> <ul style="list-style-type: none"> • How might someone feel if they are being bullied? • If you thought someone was being bullied, what could you do? • How can you be kind to someone? • What kind of things can friends fall out over or disagree about? • What can we do if we fall out with our friends? 	<ul style="list-style-type: none"> • Who could you talk to about your feelings? • How can we control the feeling of anger? <p>Image Sharing/ Computer Safety Documentary:</p> <ul style="list-style-type: none"> • What types of information can you share online? • How can you stay safe online? • Are there any types of images that you shouldn't share online? 	<ul style="list-style-type: none"> • What kind of objects or items do adults keep us safe from? • What could you do if you spot a potential danger or hazard at home, at school, or in the community? <p>Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary:</p> <ul style="list-style-type: none"> • Who can help keep us safe? • What is an emergency? • When might the Fire Service be needed? • Why should you not distract a driver?
Key Vocabulary	<p>Tying Shoelaces: Laces A cord or leather strip used to fasten a shoe. Buckle A flat, rectangular frame with a pin used to fasten a shoe or belt. Velcro Two pieces of cloth that stick together used to fasten clothes, bags, shoes etc. Accident An event that happens by chance. Rules An instruction which tells you what you are allowed or are not allowed to do. Unsafe Not safe; dangerous.</p> <p>Healthy Eating and Brushing Teeth: Ingredients Items that are used to make food, a product, etc. Energy The power and ability to be physically and mentally active. Repair To put something that is damaged, broken, or not working correctly, back into good condition. Vitamins A group of natural substances that are necessary in small amounts for the growth and good health of the body. Natural Derived from nature; not made or caused by humankind. Saturated fat A type of fat found in meat, eggs, milk, cheese, etc Decay To become gradually damaged, worse, or less</p> <p>Bullying and Body Language: Bullying A repeated aggressive or unkind behaviour. Mean Unkind, spiteful, or unfair. Describe To say or write what someone or something is like. Teasing To laugh at someone or say unkind things about them. Threatening Expressing a threat of something unpleasant or violent. Advice An opinion that someone offers you about what you should do or how you should act in a particular situation.</p>	<p>Practise makes perfect/ Helping someone in need: Abilities The physical or mental power or skill needed to do something Thoughtful Caring about or showing consideration for others. Qualities The features or characteristics of a person or thing. Manners Polite social behaviour or habits. Courteous Polite, respectful, or considerate in manner. Appropriately Suitable or right for a particular situation or occasion. Self-respect Respect for yourself that shows that you value yourself. Improve To get better.</p> <p>Worry/Anger: Fidgety To make small, restless movements using your hands or other body parts. Annoyed Irritated, disturbed, or slightly angry. Worry To feel anxious or troubled about actual or potential problems. Anger A strong feeling of annoyance, displeasure, or hostility. Manage Maintain control over or be in charge of. Control The power to influence or direct people's behaviour or the course of events. Trust Firm belief in the reliability, truth, or ability of someone or something.</p> <p>Image Sharing/ Computer Safety Documentary: Permission Allowing someone to do something. Opinion A view or judgement formed about something, not necessarily based on fact or knowledge. Rules An instruction which tells you what you are allowed or are not allowed to do. Declaration An important spoken or written agreement.</p>	<p>Living in our World/ Working in our World: Wildlife A planet is a large object that orbits a star. Community A group of living things that share the same environment. Credit Card A card that allows the owner to buy goods or services and pay for them later. Debit Card A card that allows the owner to withdraw money or pay for goods or services using money in their bank account. Spend To exchange money or vouchers when buying a product or service. Receive To get or be given something. Save To place money in a money box or bank account to use at a later date.</p> <p>Is it safe to eat or drink? Is it safe to play with?: Potential A chance that something will happen in the future. Sibling A brother or sister. Community A group of people living in the same place or having a common interest. Hazard A danger or risk. Danger Likely to cause harm or injury. Something that is not safe.</p> <p>Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary: Burgled When a building is illegally entered and items are stolen. Collapsed A person or structure that suddenly falls down. Flammable Can easily catch fire. Distraction Something that prevents you from concentrating on something else. Emergency A crisis or dangerous situation that requires immediate action. Hoax When you trick someone into believing that something fake is real or genuine. Declaration An important spoken or written agreement.</p>

	<p>Imagine To form or have a mental picture or idea of something.</p> <p>Anti-bullying Opposed to or acting against bullying.</p>		
Skills	<p>Tying Shoelaces:</p> <p>Can I:</p> <ul style="list-style-type: none"> • Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices 	<p>Practise makes perfect/ Helping someone in need:</p> <p>Can I:</p> <ul style="list-style-type: none"> • be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible 	<p>Living in our World/ Working in our World</p> <p>Can I:</p> <ul style="list-style-type: none"> • understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs
	<p>Healthy Eating and Brushing Teeth:</p> <p>Can I:</p> <ul style="list-style-type: none"> • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy 	<p>Worry/Anger:</p> <p>Can I:</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	<p>Is it safe to eat or drink? Is it safe to play with?:</p> <p>Can I:</p> <ul style="list-style-type: none"> • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings
	<p>Bullying and Body Language:</p> <p>Can I:</p> <ul style="list-style-type: none"> • be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings 	<p>Image Sharing/ Computer Safety Documentary:</p> <p>Can I:</p> <ul style="list-style-type: none"> • understand how your online actions can affect others • be able to name the positive and negative ways you can use technology • know the risks of sharing images without permission • understand the types of images that you should and should not post online • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe 	<p>Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary:</p> <p>Can I:</p> <ul style="list-style-type: none"> • know what a 'hoax call' is and why it can be risky • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others • be able to practise simple ways of staying safe and finding help • be able to recognise how drivers can be distracted • understand the importance of being responsible and how our actions/choice can affect others

Key Stage 2			
Y3	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • <i>Keeping/Staying Safe – Staying safe/ Learning out of Windows.</i> • <i>Keeping/Staying Healthy – Medicine Relationships – Touch</i> 	<ul style="list-style-type: none"> • <i>Being Responsible – Stealing</i> • <i>Feelings and Emotions – Grief</i> • <i>Computer Safety – Making Friends Online</i> 	<ul style="list-style-type: none"> • <i>Our World – Looking after our World</i> • <i>Hazard Watch – Is it safe to eat or drink? Is it safe to play with?</i> • <i>Fire Safety – Visiting the Fire Station</i>
Key Knowledge	<p>Staying safe/ Learning out of Windows:</p> <ul style="list-style-type: none"> • Should we trust everyone we know? • Who could we talk to if we were worried about someone we had just met? • Can you name some dangers that you may find at home? • Who is available to help if we call 999? <p>Medicine:</p> <ul style="list-style-type: none"> • Why do we take medicine? • Who should we take medicine from? • What else can make you feel better when you are poorly? • What is a vaccination? <p>Touch:</p> <ul style="list-style-type: none"> • Can you name the different human body parts? • If you know of somebody who is upset about the way someone treats them, what could you do? • If you feel uncomfortable in a relationship, who could you talk to? 	<p>Stealing:</p> <ul style="list-style-type: none"> • What are the differences between borrowing and stealing? • How can you be responsible? <p>Grief:</p> <ul style="list-style-type: none"> • What are some of the reasons we might feel or experience grief? • What other kinds of feelings could we experience if we were feeling grief? • What could you do if you feel sad about losing someone or something? • How could you help someone who is experiencing grief? • How can manage other difficult emotions, such as worry, anger, and jealousy? <p>Making Friends Online:</p> <ul style="list-style-type: none"> • If you are worried or unsure about something you see online, what could you do? Who could you speak to? • If you receive a message online from someone you do not know, what could you do? • If someone was worried about something they had seen online, how could you help them? 	<p>Looking after our World:</p> <ul style="list-style-type: none"> • What does the phrase ‘reduce, re-use, recycle’ mean? • How can we save water? • How can we reduce the amount of electricity we use? <p>Is it safe to eat or drink? Is it safe to play with?:</p> <ul style="list-style-type: none"> • How do our special adults keep us safe? • What kind of objects or items do adults keep us safe from? • What could you do if you spot a potential danger or hazard at home, at school, or in the community? <p>Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary:</p> <ul style="list-style-type: none"> • Who can help keep us safe? • What is an emergency? • When might the Fire Service be needed? • Why should you not distract a driver?
Key Vocabulary	<p>Staying safe/ Learning out of Windows: PCSO Police Community Support Officer.</p> <p>Appliances A device or piece of equipment designed to perform a specific task.</p> <p>Dangerous Able or likely to cause harm or injury.</p> <p>Chemicals A substance that is created when two or more other substances act upon one another.</p> <p>Warning sign A type of sign that indicates a potential hazard, obstacle, or condition requiring special attention.</p> <p>Pressured To strongly persuade someone to do something they do not want to do.</p> <p>Permission Officially allowing someone to do a particular thing; consent or authorisation.</p> <p>Medicine:</p>	<p>Stealing:</p> <p>Borrowing When you take and use something that belongs to someone else, with their permission. After using it, you return it.</p> <p>Stealing When you take something from someone without permission and do not intend to return it.</p> <p>Consequence The result or outcome of an event or action.</p> <p>Irresponsible Not thinking enough or not worrying about the possible results of what you do.</p> <p>Responsible Having good judgement and the ability to act correctly and make decisions on your own.</p> <p>Grief:</p> <p>Grief Great sadness, often following a death or loss.</p> <p>Confusion Uncertainty about what is happening, intended, or required.</p> <p>Memory box A special place where memories are stored.</p>	<p>Looking after our World:</p> <p>Reduce To make the size or quantity of something smaller.</p> <p>Re-use To use more than once.</p> <p>Recycle To convert waste into reusable materials or to use again.</p> <p>Environment The surroundings in which a person, animal, or plant lives.</p> <p>Carbon footprint The amount of carbon dioxide we produce.</p> <p>Carbon dioxide A gas released into the environment when we carry out certain activities, such as driving or using electricity.</p> <p>Global warming A change in the planet which can cause it to become warmer than usual.</p> <p>Is it safe to eat or drink? Is it safe to play with?:</p> <p>Potential A chance that something will happen in the future.</p> <p>Sibling A brother or sister.</p>

	<p>Medicine A drug or other substance used to treat disease, injury, pain, or other symptoms.</p> <p>Allergies When you have an unusual reaction to something, like dust or certain foods.</p> <p>Vaccination A special medicine that helps protect your body from certain diseases.</p> <p>Antibodies A protein in blood that reacts to toxic substances by destroying them or making them ineffective.</p> <p>Research Studying something carefully to find out more information about it.</p> <p>Immune System The system of the body that fights infection and disease.</p> <p>Doctor A person who is qualified to treat people who are ill.</p> <p>Touch:</p> <p>Communicate To exchange or share information or ideas.</p> <p>Situation What is happening now.</p> <p>Penis The part of a male's body that is used for urinating.</p> <p>Testicles Two round male organs that produce sperm.</p> <p>Vagina The part of a woman's body that connects her outer organs to her uterus.</p> <p>Vulva External female genitalia that surround the opening to the vagina.</p> <p>Anus The external opening of the canal through which excrement leaves the body.</p> <p>Private parts A person's genitals.</p> <p>Appropriate Suitable or acceptable for a particular situation.</p>	<p>Making Friends Online:</p> <p>Chatroom A group of people living in the same place or sharing a common interest.</p> <p>Report Give a spoken or written account of something that one has observed, heard, done, or investigated.</p> <p>Reply Say something in response to something someone has said.</p> <p>Respond Do something as a reaction to someone or something.</p> <p>Childline A free, private and confidential service where you can talk about anything.</p>	<p>Community A group of people living in the same place or having a common interest.</p> <p>Hazard A danger or risk.</p> <p>Danger Likely to cause harm or injury. Something that is not safe.</p> <p>Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary:</p> <p>Burgled When a building is illegally entered and items are stolen.</p> <p>Collapsed A person or structure that suddenly falls down.</p> <p>Flammable Can easily catch fire.</p> <p>Distraction Something that prevents you from concentrating on something else.</p> <p>Emergency A crisis or dangerous situation that requires immediate action.</p> <p>Hoax When you trick someone into believing that something fake is real or genuine.</p> <p>Declaration An important spoken or written agreement.</p>
Skills	<p>Staying safe/ Learning out of Windows:</p> <p>Can I:</p> <ul style="list-style-type: none"> • <i>know ways to keep yourself and others safe</i> • <i>be able to recognise risky situations</i> • <i>be able to identify trusted adults around you</i> • <i>understand the differences between safe and risky choices</i> • <i>be able to recognise a range of warning signs</i> • <i>be able to spot the dangers we may find at home</i> • <i>know the importance of listening to our trusted adults</i> • <i>be able to understand ways we can keep ourselves and others safe at home</i> • <i>know the differences between safe and risky choices</i> 	<p>Stealing:</p> <p>Can I:</p> <ul style="list-style-type: none"> • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible 	<p>Looking after our World:</p> <p>Can I:</p> <ul style="list-style-type: none"> • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint

	<p>Medicine:</p> <p>Can I:</p> <ul style="list-style-type: none"> • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices 	<p>Grief:</p> <p>Can I:</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	<p>Is it safe to eat or drink? Is it safe to play with?:</p> <p>Can I:</p> <ul style="list-style-type: none"> • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings
	<p>Touch:</p> <p>Can I:</p> <ul style="list-style-type: none"> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts 	<p>Making Friends Online:</p> <p>Can I:</p> <ul style="list-style-type: none"> • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online 	<p>Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary:</p> <p>Can I:</p> <ul style="list-style-type: none"> • know what a 'hoax call' is and why it can be risky • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others • be able to practise simple ways of staying safe and finding help • be able to recognise how drivers can be distracted • understand the importance of being responsible and how our actions/choice can affect others
Y4	<p>Autumn</p> <ul style="list-style-type: none"> • <i>Keeping/Staying Safe – Cycle Safety</i> • <i>Keeping/Staying Healthy – Healthy Living</i> • <i>Growing and Changing – Appropriate touches (relationships)</i> 	<p>Spring</p> <ul style="list-style-type: none"> • <i>Being Responsible – Coming Home on Time</i> • <i>Feelings and Emotions – Jealousy</i> • <i>Computer Safety – Online Bullying</i> 	<p>Summer</p> <ul style="list-style-type: none"> • <i>The Working World – Chores at home</i> • <i>A World Without Judgement – Breaking Down Barriers</i> • <i>First Aid – First Aid Year 4</i>
Key Knowledge	<p>Cycle Safety:</p> <ul style="list-style-type: none"> • How can we keep safe at home, at school, and in the community? • How can we stay safe when riding a bike? <p>Healthy Living:</p> <ul style="list-style-type: none"> • What different types of food do our bodies need to stay healthy and grow? • How can we stay healthy? • How can you encourage others to stay healthy? <p>Appropriate touches (relationships):</p> <ul style="list-style-type: none"> • What types of relationships are there? • What can make a relationship healthy or unhealthy? • What is the difference between secrets and surprises? • How could you help someone who feels uncomfortable in a relationship? 	<p>Coming Home on Time:</p> <ul style="list-style-type: none"> • How can we be responsible at home, at school, and in the community? • Why do we have rules? • Why is it important to be on time? <p>Jealousy:</p> <ul style="list-style-type: none"> • Who can help us if we feel worried about ourselves or someone else? • How can you manage the feeling of jealousy? • If someone you know is experiencing jealousy, how could you help them? • Can you name some benefits of having different types of friends? <p>Online Bullying:</p> <ul style="list-style-type: none"> • What are the positives and negatives of using computers and being online? • How can you keep yourself and others safe online? • If someone you know is being bullied online, what could you do? 	<p>Chores at home:</p> <ul style="list-style-type: none"> • How can we support society, our community, and our family/friends? • What chores could you be responsible for at home? • Can you name any skills that may be required for a future job role? <p>Breaking Down Barriers:</p> <ul style="list-style-type: none"> • What kind of judgements or opinions might prevent the community from working together? • How can we respect ourselves and others? <p>First Aid Year 4:</p> <ul style="list-style-type: none"> • What could trigger an asthma attack? • How could you help someone who is choking? • What is an epi-pen?

Key Vocabulary	<p>Cycle Safety: Statement Something someone says or writes officially. Opinion A thought or belief about someone or something. An opinion is not necessarily based on facts. Fact Something known or proved to be true. Strategies A plan put in place to achieve a goal. Junction A point where two or more things are joined. Cycle safety The use of road traffic safety practices</p> <p>Healthy Living: Lifestyle The way a person or group of people live. Balanced diet A diet that includes a variety of different types of food to help you get the nutrients you need. Blood pressure Measures how the heart pumps blood around the body. Saturated fat A type of fat found in meat and other animal products, such as butter and cheese. Vital organs The main organs inside the body, such as the heart, lungs, and brain. It is important to keep these healthy. Mind map A diagram, often drawn on paper, to present your ideas. Food chart A chart that can be used to see how many servings of each food should be eaten each day. Carbohydrates Substances, found in certain kinds of food that provide you with energy. Protein A nutrient which builds, maintains, and replaces the tissues in your body. Calorie A unit of energy that can be found in food.</p> <p>Appropriate touches (relationships): Nervous Being fearful, worried, or concerned about someone or an event. Scared Feeling fearful or frightened. Inappropriate Not right for or suited to the situation or purpose. Connection The act of joining or being joined to something else. Civil partnership A civil partnership is a legal relationship which can be registered by two people who aren't related to each other. Marriage A formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally.</p>	<p>Coming Home on Time: Punctual Arriving or doing something at the correct time, not late. Responsible To have control or be in charge of something. Capable of being trusted. Irresponsible Not thinking enough or not worrying about the possible results of what you do. Appointment An arrangement to meet someone at a particular time and place.</p> <p>Jealousy: Feelings Emotions, such as love, anger, joy and fear. Emotions Strong feelings. Physical health The well-being and overall condition of your body. Mental health Emotional, psychological, and social well-being. Strategies A plan of action designed to achieve a long-term or overall aim.</p> <p>Online Bullying: Online relationship A relationship between people who have met online, and in many cases know each other only via the Internet. Online bullying Bullying which takes place over digital devices, such as phones, tablets, and computers. Offensive Causing someone to feel upset or annoyed. Insulting Something that is rude, offensive, or disrespectful. Rude Not polite or kind. Device A piece of portable electronic equipment that can connect to the internet, such as a smartphone, tablet, or laptop computer. Posting A piece of writing, image, or other item of content published online. False content Content published online that is false or misleading. Opinion A view or judgement formed about something, not necessarily based on fact or knowledge. Rumours A story or statement that is being passed around</p>	<p>Chores at home: Income tax An employee will pay a percentage of their wages to the government. VAT An amount added to items purchased. Contribution Something you give or do that helps achieve an end result. HM Revenue and Customs The UK's tax, payments and customs authority. Society A group of people living as a community. Chore Everyday work around a house or farm. Independence Not influenced or controlled by others. Self-motivation Able and willing to work without being told what to do. Apprenticeship An arrangement in which someone learns an art, trade, or job under another. Volunteer A person who does something, especially helping other people, willingly and without being forced or paid to do. Stereotype A set idea.</p> <p>Breaking Down Barriers: Judgement The ability to judge, make a decision, or form an opinion of someone or something. Equality All members of a society, group, or family have equal status, rights, and responsibilities. Diversity An understanding that people are unique and can exist together in a group. Cohesion Everyone fits together well and works as a whole. Barrier A circumstance or obstacle that keeps people or things apart or prevents communication or progress. Attributes A quality or feature of a person or thing. Similarities A similar feature or aspect. Differences A point or way in which people or things are not the same. Disability A physical or mental condition that limits a person's movements, senses, or activities. Polite Having or showing behaviour that is respectful and considerate of other people. Courteous Polite, respectful, or considerate in manner. Respectful Feeling or showing respect.</p> <p>First Aid Year 4: Treatment Medical care given to a patient for an illness or injury. Emergency A serious, unexpected, and often dangerous situation requiring immediate action. Severe Very bad, serious, or unpleasant. Clinical Advisor A person responsible for the assessment of health and clinical needs. Life-threatening Capable of causing death. Conscious Awake, aware of what is happening around you, and able to think.</p>
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Skills	<p>Cycle Safety:</p> <p>Can I:</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe. 	<p>Coming Home on Time:</p> <p>Can I:</p> <ul style="list-style-type: none"> • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible 	<p>Chores at home:</p> <p>Can I:</p> <ul style="list-style-type: none"> • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles
	<p>Healthy Living:</p> <p>Can I:</p> <ul style="list-style-type: none"> • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle 	<p>Jealousy:</p> <p>Can I:</p> <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealousy 	<p>Breaking Down Barriers:</p> <p>Can I:</p> <ul style="list-style-type: none"> • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality
	<p>Appropriate touches (relationships):</p> <p>Can I:</p> <ul style="list-style-type: none"> • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable 	<p>Online Bullying:</p> <p>Can I:</p> <ul style="list-style-type: none"> • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help 	<p>First Aid Year 4:</p> <p>Can I:</p> <ul style="list-style-type: none"> • identify and name situations that may require first aid • list reasons why someone may struggle to breathe • identify the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock • understand the correct steps for seeking immediate emergency help • provide first aid treatment to someone who is struggling to breathe

Y5	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • <i>Keeping/Staying Safe – Peer pressure/ Adults’ & Children’s Views</i> • <i>Keeping/Staying Healthy – Smoking/ Adults’ & Children’s Views</i> • <i>Growing and Changing - Puberty/ Adults’ & Children’s Views</i> 	<ul style="list-style-type: none"> • <i>Being Responsible – Looking out for Others/ Adults’ & Children’s Views</i> • <i>Feelings and Emotions – Anger/ Adults’ & Children’s Views</i> • <i>Computer Safety – Image Sharing/ Adults’ & Children’s Views</i> 	<ul style="list-style-type: none"> • <i>The Working World – Enterprise/ Adults’ & Children’s Views</i> • <i>A World Without Judgement – Inclusion and Acceptance/ Adults’ & Children’s Views</i> • <i>First Aid – First Aid Year 5</i>
Key Knowledge	<p>Peer pressure/ Adults’ & Children’s Views:</p> <ul style="list-style-type: none"> • What is peer pressure? • How could you help someone who is feeling pressured to do something? • Who could you talk to if you felt pressured to do something? <p>Smoking/ Adults’ & Children’s Views:</p> <ul style="list-style-type: none"> • What are the risks of smoking? • Why do you think people start to smoke? • Can you name one ingredient of a cigarette? • What could you do if you or someone you know felt pressured to smoke? <p>Puberty/ Adults’ & Children’s Views:</p> <ul style="list-style-type: none"> • What does the brain release in order for puberty to begin? • What changes do females and males go through during puberty? • How long do periods normally last? • What coping strategies can help us through puberty? 	<p>Looking out for Others/ Adults’ & Children’s Views:</p> <ul style="list-style-type: none"> • How can we help others? • If someone is being unkind to you or someone you know, what could you do? <p>Anger/ Adults’ & Children’s Views:</p> <ul style="list-style-type: none"> • Can you describe the feeling of anger? • How can we manage the feeling of anger in a positive, healthy way? <p>Image Sharing/ Adults’ & Children’s Views:</p> <ul style="list-style-type: none"> • What could be the positive and negative outcomes of sharing an image online? • What do people need to think about before they share an image online? 	<p>Enterprise/ Adults’ & Children’s Views:</p> <ul style="list-style-type: none"> • Why do we need money? • How can we save money? • How can we receive money? <p>Inclusion and Acceptance/ Adults’ & Children’s Views:</p> <ul style="list-style-type: none"> • How are we all different? • How can we help people who are discriminated against? • Can you describe the different groups that can make a community? <p>First Aid Year 5:</p> <ul style="list-style-type: none"> • What does DRs ABC stand for? • Can you explain the different steps of the recovery position? • What is CPR?
Key Vocabulary	<p>Peer pressure/ Adults’ & Children’s Views: Peer Pressure When a friend or someone you know influences you to do something you do not feel comfortable with. Encourage To give hope, confidence, or support to someone. Risk The possibility that something unpleasant or dangerous will happen. Risk assessment A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking. Support network The people in your life that help you achieve your personal and professional goals.</p> <p>Smoking/ Adults’ & Children’s Views: Nicotine A poisonous substance found in the tobacco plant.</p>	<p>Looking out for Others/ Adults’ & Children’s Views: Considerate Careful not to inconvenience or harm others. Inconsiderate Thoughtlessly causing hurt or inconvenience to others.</p> <p>Anger/ Adults’ & Children’s Views: Displeasure Feeling annoyed, dissatisfied, or disappointed. Annoyance Something that annoys or irritates someone. Hostility The state of being unfriendly or full of hate.</p> <p>Image Sharing/ Adults’ & Children’s Views: Application A computer program that is designed for a particular purpose. Survey Look closely at or examine. Kind action The fact or process of doing something kind or good. Image sharing The act of sending or posting an image online. Illegal Against the law or breaks the rules.</p>	<p>Enterprise/ Adults’ & Children’s Views: Enterprise A project that requires boldness or energy. A company or organisation. Priority The fact or condition of being regarded or treated as more important than others. Fundraising To generate financial support for a charity, cause, or other enterprise.</p> <p>Inclusion and Acceptance/ Adults’ & Children’s Views: Inclusion Including or being included within a group or structure. Acceptance Agreeing that a person is equal to you or your group, despite their differences. Discrimination Treating a person or group unfairly because of their race, sex, sexuality etc. Unique Being the only one of its kind; unlike anything else. Anti-social Actions that harm or lack consideration for the well-being of others.</p>

	<p>Addictive Wanting to do or have something as often as possible.</p> <p>Illegal Against the law or breaks the rules.</p> <p>Respiratory system The organs that are involved in breathing.</p> <p>Cardiovascular disease A general term for conditions affecting the heart or blood vessels.</p> <p>Cigarette A thin cylinder of finely cut tobacco rolled in paper for smoking.</p> <p>E-cigarette A device that has the shape of a cigarette, cigar, or pen and does not contain tobacco.</p> <p>Tobacco A plant that can be smoked in cigarettes, pipes, or cigars.</p>		<p>Hate crime Crimes that are targeted at a person because of hostility or prejudice towards that person's disability, race or ethnicity, religion or belief, sexual orientation or transgender identity.</p> <p>First Aid Year 5:</p> <p>Unresponsive Not reacting or responding to communication.</p> <p>Underlying Significant as a cause or basis of something but not necessarily obvious.</p> <p>Casualty A person badly affected by an event or situation.</p> <p>Compressions To press or squeeze (something). Unconscious Not awake and aware of and responding to one's environment.</p> <p>Puberty/ Adults' & Children's Views:</p> <p>Puberty When a child matures physically and the reproductive system becomes active.</p> <p>Hormone A chemical substance made in the body, which controls the activity of other cells and organs. Anonymous question When someone asks a question without revealing their name or identity. Vagina A canal that leads from the female uterus to the outside of the body.</p> <p>Vulva External female genitalia that surround the opening to the vagina.</p> <p>Ovaries A reproductive organ where eggs are produced.</p> <p>Fallopian tube The tube where the female egg travels to the womb (uterus).</p> <p>Penis A male organ that urine and sperm pass through.</p> <p>Testicles Two male sex glands where sperm is produced.</p> <p>Bladder An organ inside the body where urine is stored.</p>
Skills	<p>Peer pressure/ Adults' & Children's Views:</p> <p>Can I:</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident 	<p>Looking out for Others/ Adults' & Children's Views:</p> <p>Can I:</p> <ul style="list-style-type: none"> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way. 	<p>Enterprise/ Adults' & Children's Views:</p> <p>Can I:</p> <ul style="list-style-type: none"> • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise
	<p>Smoking/ Adults' & Children's Views:</p> <p>Can I:</p> <ul style="list-style-type: none"> • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. 	<p>Anger/ Adults' & Children's Views:</p> <p>Can I:</p> <ul style="list-style-type: none"> • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant 	<p>Inclusion and Acceptance/ Adults' & Children's Views:</p> <p>Can I:</p> <ul style="list-style-type: none"> • identify some of the ways in which we are different and unique

	<ul style="list-style-type: none"> describe how smoking can affect your immediate and future health and wellbeing give reasons why someone might start and continue to smoke identify and use skills and strategies to resist any pressure to smoke 	<ul style="list-style-type: none"> explain how feelings can be communicated with or without words recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger 	<ul style="list-style-type: none"> explain some of the elements which help us to have a diverse community describe strategies to overcome barriers and promote diversity and inclusion
	Puberty/ Adults' & Children's Views:	Image Sharing/ Adults' & Children's Views:	First Aid Year 5:
	Can I: <ul style="list-style-type: none"> explain what puberty means describe the changes that boys and girls may go through during puberty identify why our bodies go through puberty develop coping strategies to help with the different stages of puberty identify who and what can help us during puberty 	Can I: <ul style="list-style-type: none"> list reasons for sharing images online identify rules to follow when sharing images online describe the positive and negative consequences of sharing images online recognise possible influences and pressures to share images online 	Can I: <ul style="list-style-type: none"> complete a primary survey for first aid demonstrate the recovery position for an unresponsive breathing casualty know when to deliver CPR demonstrate how to do CPR know when to call for emergency help
Y6	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <i>Keeping/Staying Safe – Water Safety/ Summative Assessments</i> <i>Keeping/Staying Healthy – Alcohol/ Summative Assessments</i> 	<ul style="list-style-type: none"> <i>Being Responsible – Stealing/ Summative Assessments</i> <i>Feelings and Emotions – Worry/ Summative Assessments</i> <i>Computer Safety – Making Friends Online/ Summative Assessments</i> 	<ul style="list-style-type: none"> <i>The Working World – In – App Purchases/ Summative Assessments</i> <i>A World Without Judgement – British Values/ Summative Assessments</i> <i>First Aid – First Aid Year 6 (Part 1 & Part 2)/ Summative assessment</i> <i>Growing and Changing – Conception/ Summative Assessments</i>
Key Knowledge	<p>Water Safety:</p> <ul style="list-style-type: none"> Why should we take notice of warning/danger signs? How can we keep safe at home, at school, and in the community? How can we stay safe around open water, such as a river or a lake? <p>Alcohol/ Summative Assessments:</p> <ul style="list-style-type: none"> What affects can alcohol have on your body? If you or anyone you know is struggling with a mental health issue, what could you do? Extension lesson question - what affects can drugs have on your body? 	<p>Stealing/ Summative Assessments:</p> <ul style="list-style-type: none"> What are the differences between borrowing and stealing? Can you describe the meaning of consent? Can you explain a time where you may need to seek permission? <p>Worry/ Summative Assessments:</p> <ul style="list-style-type: none"> How can you manage feelings of worry? If someone you know is feeling worried, what could you do to help? Who could you talk to help you manage a difficult emotion? <p>Making Friends Online/ Summative Assessments:</p> <ul style="list-style-type: none"> Why are there age restrictions on certain apps and games? How can we keep ourselves safe online? If you were worried about someone else's online activity, what could you do? If you wanted to meet an online friend in real life, how could you make sure you were safe? 	<p>In – App Purchases/ Summative Assessments:</p> <ul style="list-style-type: none"> How can we spend money? How can you help your family save money? Can you explain how we can spend money via technology? <p>British Values/ Summative Assessments:</p> <ul style="list-style-type: none"> Can you name any of the British values? Can you name one of your class/school values? How can we challenge stereotypes? <p>First Aid Year 6 (Part 1 & Part 2)/ Summative assessment Part 1:</p> <ul style="list-style-type: none"> How could you spot a head injury? What could you do if someone was bleeding severely? If somebody is having a seizure, when should you call 999? <p>Part 2:</p> <ul style="list-style-type: none"> What should you do if you believe someone is having a heart attack? How could you treat a minor burn or scald? How could you spot a broken/fractured bone? <p>Conception/ Summative Assessments:</p> <ul style="list-style-type: none"> Can you name at least three parts of the female reproductive system? Can you name at least three parts of the male reproductive system? What is the legal age of consent to have sex?

			Can you talk about the different stages of pregnancy?
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Key Vocabulary	<p>Water Safety: Danger Likely to cause harm or injury. Something that is not safe. Consequences A result or effect, often one that is unpleasant. Water safety The procedures, precautions and policies associated with safety in, on, and around bodies of water Water pollution When harmful substances contaminate a stream, river, lake, ocean. Hidden currents A constant flow of water in the ocean. Warning flags A flag used to identify or draw attention to a problem or issue to be dealt with.</p> <p>Alcohol/ Summative Assessments: Alcohol A chemical called ethanol that is found in alcoholic drinks. Ethanol A chemical compound that is a type of alcohol. Fermentation A chemical change that happens in vegetable and animal substances. Unit A way to tell how strong your drink is. Legal age limit An age under or over which something can or cannot be done. Alcohol poisoning When a person drinks a toxic amount of alcohol. Extension: Cannabis A drug that comes from a plant. Illegal drugs Drugs which a person is not allowed to own or use. Mental illness Health conditions involving changes in thinking, emotion or behaviour. Criminal offence The act of breaking a law or rule or doing something wrong. Substances The material, or matter, of which something is made.</p>	<p>Stealing/ Summative Assessments: Consent To give permission or approval, to agree. Possession The condition of having or owning something. Permission Approval to do something. Trust Firm belief in the reliability, truth, or ability of someone or something. Borrowing When you take and use something that belongs to someone else, with their permission. After using it, you return it. Stealing When you take something from someone without permission and do not intend to return it. Responsible Having good judgement and the ability to act correctly and make decisions on your own. Irresponsible Not thinking enough or not worrying about the possible results of what you do.</p> <p>Worry/ Summative Assessments: Worry To feel anxious or troubled over actual or potential problems. Anxious Feeling worried, nervous, or afraid about something certain or uncertain. Troubled Having problems or difficulties. Feeling nervous or worried. Positive action Doing something that results in a good or beneficial outcome Prepare for change To make or get ready for something different. Mindfulness Slowing down to really notice what you're doing. Strategies A plan, method, or series of actions meant to perform a particular goal or effect. Managing emotions To look after and make decisions about your feelings.</p> <p>Making Friends Online/ Summative Assessments: Application A program or piece of software, mostly found on smartphones and tablets. Pretending To behave as if something is true when you know that it is not. Age restriction An age under or over which something can or cannot be done. Online activity Activities performed on and data available on the Internet. Social media sites An online platform which people use to build social networks or social relationships with other people. Password A secret word or phrase that must be used to gain admission to a place.</p>	<p>In – App Purchases/ Summative Assessments: Bank account An arrangement that allows you to keep your money in a bank. Loan An amount of money that you borrow and pay back with interest. Tax An amount of money you pay to the government. Interest You can earn a certain amount of money back when you save. Or if you have borrowed money, you may have to pay interest back. Debit card A small plastic card that allows the holder to spend their own money on goods and services. Credit card A small plastic card that allows the holder to borrow money to purchase goods or services and pay for them at a later date. Wages The amount of money your employer pays you. Debt An amount of money that you owe someone or something, such as a bank. In-app purchases Extra content or subscriptions that you buy inside an app. Budget To plan to spend money for a particular purpose. Comparison The act of showing that something is similar or equal to something else. Fairtrade A product with the FAIRTRADE Mark means producers and businesses have met internationally agreed standards which have been independently certified. Gambling The activity or practice of playing at a game of chance for money or other stakes.</p> <p>British Values/ Summative Assessments: Democracy We all have equal rights. Everyone has a voice and should be listened to. Rule of Law We should know what is right and wrong and behave within the boundaries of the law. Individual Liberty We are free to be ourselves. Mutual Respect We have a right to be respected for our choices. I know my actions affect others. Tolerance of those with different faiths and beliefs We should treat others as we want to be treated. All people are included, whatever their faith. Stereotype A set idea that people have about something or someone is like. British values A government initiative to teach students the values of democracy, the rule of law, individual liberty and mutual respect and tolerance. Cohesion Everyone fits together well and works as a whole. Equal rights The concept that every person is to be treated equally by the law.</p> <p>First Aid Year 6 (Part 1 & Part 2)/ Summative assessment Part 1& 2: Minor Lesser in importance, seriousness, or significance.</p>
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Skills	Water Safety:	Stealing/ Summative Assessments:	In – App Purchases/ Summative Assessments:
	Can I: <ul style="list-style-type: none"> • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident 	Can I: <ul style="list-style-type: none"> • explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way 	Can I: <ul style="list-style-type: none"> • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money
	Alcohol/ Summative Assessments:	Worry/ Summative Assessments:	British Values/ Summative Assessments:
	Can I: <ul style="list-style-type: none"> • identify what is a risky choice • identify the risks associated with alcohol (+ drugs - extension) • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe 	Can I: <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people 	Can I: <ul style="list-style-type: none"> • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion
		Making Friends Online/ Summative Assessments:	First Aid Year 6 (Part 1 & Part 2)/ Summative assessment:

Can I:

- list the key applications that we may use now and in the future
- know and understand why some applications have age restrictions
- identify ways to keep yourself and others safe in a range of situations online and offline
- recognise that people may not always be who they say they are online

Conception/ Summative Assessments:**Can I:**

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent