

High View Primary Learning Centre

PSHE (inc. RSE) Curriculum

Overview of Topics

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Our world Family and people who care for me Feelings and emotions Happy, sad, angry, worried	Our world Family and people who care for me Feelings and emotions Worried, excited, surprised, frightened	Computer Safety Baseline Assessment Online Bullying Feelings and Emotions Baseline Assessment Jealousy	Computer Safety Image Sharing Computer Safety Documentary Feelings and Emotions Worry Anger	Computer Safety Making Friends Online Summative Assessment Feelings and Emotions Grief/Loss Summative Assessment	Computer Safety Baseline Assessment Online Bullying Feelings and Emotions Baseline Assessment Jealousy	Computer Safety Image Sharing Feelings and Emotions Anger	Computer Safety Making Friends Online Summative Assessment Feelings and Emotions Worry Summative Assessment
Autumn 2	Relationships Getting on and falling out, kind hands Valuing differences	Relationships Being a good friend Valuing differences	Relationships Baseline Assessment Friendship	Keeping/Staying Safe Tying Shoelaces	Keeping/Staying Safe Staying Safe Leaning out of Windows Summative Assessment	Keeping/Staying Healthy Baseline Assessment Healthy Living	Being Responsible Looking out for Others The Working World Enterprise	Being Responsible Stealing Summative Assessment The Working World In-App Purchases Summative Assessment
Spring 1	Keeping/staying safe Traditional tales	Keeping/staying safe Road safety/vehicles	Keeping/Staying Safe Baseline Assessment Road Safety	Relationships Bullying Body Image	Keeping/Staying Healthy Medicine Summative Assessment	Keeping / Staying Safe Baseline Assessment Cycle Safety	Keeping / Staying Safe Peer Pressure	Keeping / Staying Safe Water Safety Summative Assessment
Spring 2	Relationships & growing and changing Developing a sense of 'me'	Relationships & growing and changing Know that I am a valuable individual	Keeping/Staying Healthy Baseline Assessment Washing Hands Me and My Body PANTS NSPCC	Keeping/Staying Healthy Healthy Eating Brushing Teeth Me and My Body Private Body Part Names	Being Responsible Stealing Summative Assessment	Being Responsible Baseline Assessment Coming Home on Time The Working World Baseline Assessment Chores at Home	Keeping/Staying Healthy Smoking	Keeping/Staying Healthy Alcohol Summative Assessment
Summer 1	Computer Safety Adult supervision	Computer Safety Sensible screen time (recommended limits)	Being Responsible Baseline Assessment Water Spillage Hazard Watch Baseline Assessment Is it safe to eat or drink?	Being Responsible Practice Makes Perfect Helping Someone in Need Hazard Watch Is it safe to play with? Summative Assessment	Relationships Touch Summative Assessment	Growing and Changing Baseline Assessment Appropriate Touch and Relationships	Growing and Changing Puberty	Growing and Changing Conception Summative Assessment

Summer 2	<u>Being responsible</u> Sense of community Following rules <u>Keeping and staying healthy</u> Health and wellbeing	<u>Being responsible</u> Sense of community Following rules Emergency services <u>Keeping and staying healthy</u> Health and wellbeing	<u>Our World</u> Baseline Assessment Growing in Our World <u>Fire Safety</u> Baseline Assessment Hoax Calling	<u>Our World</u> Living in our world Working in our world <u>Fire Safety</u> Petty Arson Texting while driving	<u>Our World</u> Looking after our world Summative Assessment <u>Fire Safety</u> Enya and Deedee visit the Fire station Summative Assessment	<u>A World Without Judgement</u> Baseline Assessment Breaking down barriers <u>First Aid</u> Baseline Assessment First Aid Year 4	<u>A World Without Judgement</u> Inclusion and acceptance <u>First Aid</u> First Aid Year 5 Basic First Aid	<u>A World Without Judgement</u> British Values <u>First Aid</u> First Aid Year 6 Part 1 First Aid Year 6 Part 2 Summative Assessment
----------	---	---	--	---	--	--	---	--

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Safety								
	Modules & Objectives	What is the internet Explore the positive aspects of using the internet. Understand that not everything on the internet is suitable for a child. Understand that you should always use an adult before going on the internet. Adults can help children to find a website that is suitable for children. Children understand that there is a limit to how long they should be looking at a screen.	Online Bullying <ul style="list-style-type: none"> understand how your online activity can affect others - different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous be able to identify the positives and negatives of using technology - the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. know who and how to ask for help - where to get advice e.g. family, 	Image Sharing <ul style="list-style-type: none"> Understand how your online actions can affect others - practical steps they can take in a range of different contexts to improve or support respectful relationships. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous Be able to name the positive and negative ways you can use technology – keeping in touch with family, friends, researching online for school work, sending 	Making Friends Online <ul style="list-style-type: none"> be able to identify possible dangers and consequences of talking to strangers online – the person could not be who they say they are, dangers giving out personal details. know how to keep safe in online chatrooms – not sharing personal details such as full name, address, school, number, not talking to strangers. be able to name the positives and negatives of using technology – keeping in touch with family and friends, research for school, instant access, online bullying, harassment, strangers pretending they are someone else. understand the difference between safe and risky choices online 	Online Bullying <ul style="list-style-type: none"> recognise the key values that are important in positive online relationships – include others during group chats, do not send unkind messages, do not use offensive language, act like you would in person to a friend. 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 – eSafety lead, trusted adult such as parent/carers, teacher, family member. 	Image Sharing <ul style="list-style-type: none"> list reasons for sharing images online – emailing photographs to family/friends, uploading pictures to social media accounts, uploading images on a website. identify rules to follow when sharing images online describe the positive and negative consequences of sharing images online – sharing images with family and friends, share learning on school platforms, revealing personal details, unkind comments. recognise possible influences and pressures to share images online 	Making Friends Online <ul style="list-style-type: none"> list the key applications that we may use now and in the future – YouTube, Facebook, Twitter, Instagram, WhatsApp, Snapchat, TikTok 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 – never give out personal details, don't meet up with people you have met online, stick to watch/playing age appropriate content. recognise that people may not always be who they say they are online

			<p>school and/or other sources.</p> <ul style="list-style-type: none"> • be able to recognise kind and unkind comments 	<p>unkind messages, trolling, harassment.</p> <ul style="list-style-type: none"> • Know the risks of sharing images without permission • Understand the types of images that you should and should not post online – school name/location, school uniform, personal details such as address, images without someone’s permission. 				
	Vocabulary	<u>What is the internet</u> Internet Safe Unsafe Screen time	<u>Online bullying</u> Online Positive Negative	<u>Image Sharing and Computer Safety</u> Permission Opinion Rules Declaration	<u>Making Friends Online</u> Chatroom Report Reply Respond Childline Permission* Online* Consequence*	<u>Online Bullying</u> Online relationships Online bullying Bullying* Offensive Rude Insulting Device Posting False content Opinion*	<u>Image Sharing</u> App (application) Survey Kind action Image sharing Illegal*	<u>Making friends online</u> Apps (application) * Pretending Age restriction Social media Password
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feelings and Emotions								
	Modules & Objectives	My feelings Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Begin to understand how others might be feeling. Express their feelings and consider the feelings of others.	Jealousy <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects –feeling of jealousy (wanting something someone else has), crying, temper tantrum, angry, lashing out. • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with 	Worry <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects – feeling of worry (feeling uneasy about a situation) shaking, sweating, not being able to sit still, feeling sick, tummy ache. • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with 	Grief/Loss <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects – caused by losing someone or something that you care about. Being upset, crying, feeling confused or angry. • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable 	Jealousy <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 	Anger <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 • 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 	Worry <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry – talking to a trusted adult, writing our worries down, sharing our worries with friends/family. • explain how we can support others who feel worried – ask them

			<p>unpleasant/uncomfortable emotions – deep slow breaths, mindfulness, read a book, go for a walk, count to 10.</p> <ul style="list-style-type: none"> • understand that feelings can be communicated with and without words 	<p>unpleasant/uncomfortable emotions- deep slow breaths, mindfulness, read a book, go for a walk, count to 10, speak to an adult, draw or a paint something.</p> <ul style="list-style-type: none"> • understand that feelings can be communicated with and without words <p>Anger</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects – feeling angry shaking, shouting, fists clenched - wanting to hit someone, swearing throwing something. • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions - deep slow breaths, mindfulness, read a book, go for a walk, count to 10, speak to an adult, draw or a paint something. • understand that feelings can be communicated with and without words 	<p>emotions – making a memory box, looking at photographs, writing a letter, drawing, talking to an adult.</p> <ul style="list-style-type: none"> • understand that feelings can be communicated with and without words 	<ul style="list-style-type: none"> • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy - deep slow breaths, mindfulness, read a book, go for a walk, count to 10, speak to an adult, draw or a paint something. 	<p>affect ourselves and other people</p> <ul style="list-style-type: none"> • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger - deep slow breaths, mindfulness, read a book, go for a walk, count to 10, speak to an adult, draw or a paint something. 	<p>if they are OK, show them we care, give them contacts of people they can talk to, be there for them and show good listening.</p> <ul style="list-style-type: none"> • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
	Vocabulary	<p><u>My feelings</u></p> <p>Happy, sad, angry, worried, excited, surprised, frightened</p>	<p><u>Jealousy</u></p> <p>Recognising Loneliness Frustrations Experiences Jealousy</p>	<p><u>Worry and Anger</u></p> <p>Fidgety Annoyed Worry Anger Manage Control Trust</p>	<p><u>Grief</u></p> <p>Grief Confusion Loneliness* Memory Box</p>	<p><u>Jealousy</u></p> <p>Feelings* Emotions* Physical health Mental health Strategies*</p>	<p><u>Anger</u></p> <p>Displeasure Annoyance Hostility Feelings* Emotions* Strategies*</p>	<p><u>Worry</u></p> <p>Worry* Anxious Troubled Positive action Prepare for change Mindfulness Strategies Managing emotions*</p>

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships & Growing and Changing								
	Modules & Objectives	Fantastic Friends Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Build constructive and respectful relationships. Express their feelings and consider the feelings of others	Friendship <ul style="list-style-type: none"> • understand how to be a good friend – being kind, sharing toys, being friendly and smiling, using kind words and kind actions. • be able to recognise kind and thoughtful behaviours – smiling, sharing, using manners, asking how they are. • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view 	Bullying <ul style="list-style-type: none"> • be able to name a range of feelings – upset, guilt, anger, confusion, sadness • understand why we should care about other people's feelings • be able to see and understand bullying behaviours – persistent unkindness aimed at a particular person, unkind words and actions. • know how to cope with these bullying behaviours – telling a trusted adult, remembering it is their issue not a reflection of yourself. Body Image <ul style="list-style-type: none"> • be able to recognise and name a range of feelings – proud, happy, shame, unhappy • 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 	Touch <ul style="list-style-type: none"> • understand the difference between appropriate and inappropriate touch – asking for permission to touch such as hug, hold a hand etc. Respecting people's personal space and privacy. • know why it is important to care about other people's feelings • understand personal boundaries – asking for permission, using the word 'no' and listening, different boundaries will look different for a range of people. • know who and how to ask for help – speak to a trusted adult such as parent/carer, teacher, family member, Child Line. • be able to name human body parts – basic body parts for both male and female (head, neck, shoulders, arms, chest, stomach, hands/fingers, knees, legs, feet and toes, back, hip, bottom/anus, ankle. Separate boys and girls parts (penis and testicles) and (vulva and vagina) 	Appropriate Touch <ul style="list-style-type: none"> • identify the different types of relationships we can have and describe how these can change as we grow – relationship with main care givers, teachers, friends, boyfriend/girlfriend or marriage. • explain how our families support us and how we can support our families – caring for us to keep us safe, emotional needs met, fed. • identify how relationships can be healthy or unhealthy – mutual respect, caring for one and other or fighting, arguing, being unkind or controlling. • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable – speak to a trusted adult, family member, teacher, friend, Child Line. 	Puberty <ul style="list-style-type: none"> • explain what puberty means – our bodies preparing for conception • describe the changes that boys and girls may go through during puberty – boys voice breaking, girls periods, • identify why our bodies go through puberty - preparing our bodies for conception. • develop coping strategies to help with the different stages of puberty – talk to a trusted adult/friend, exercise, using hygiene products. • identify who and what can help us during puberty – trusted adult/carer, health professional, friends, exercise, hygiene products. 	Conception <ul style="list-style-type: none"> • 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 – natural conception, IVF, adoption. • explain various different stages of pregnancy – 1st trimester, 2nd trimester and 3rd trimester. 4 weeks the brain and central nervous system take shape, heart and lungs start to form, heart starts beating. 12 weeks produces urine, finger and toenails form, organs and intestines develop. 20 weeks the hair starts to grow, can hear noises. By 26 weeks practises breathing movements, respond to certain noises. 32-40 weeks ability to smell, skin thickens, moves further down the pelvis ready to be born. • identify the laws around consent

	Vocabulary	<u>Fantastic friends</u> Sharing Caring Kind Friendly Feelings Happy Gentle	<u>Friendship</u> Relationship Love Security Stability Disagree	<u>Bullying and Body Language</u> Bullying Mean Describe Teasing Threatening Advice Imagine* Anti-Bullying	<u>Touch</u> Communicate Situation Penis Testicles Vagina Vulva Anus Private Parts Appropriate Inappropriate	<u>Relationships (Appropriate touch)</u> Nervous Scared Inappropriate Connection Civil Partnership Marriage	<u>Puberty</u> Puberty Hormone Anonymous question Vagina* Vulva* Ovaries Fallopian tube Penis* Testicles* Bladder	<u>Conception</u> Conception Reproduction Consent Conceived Caesarean Foreskin Cervix Womb (uterus) Urethra Fertilised IVF Legal age consent Semen Sperm Testicles* Penis* Vagina* Pregnancy
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping/Staying Safe								
	Modules & Objectives	<u>Helping Hands</u> Understand that we can all help to keep ourselves safe. Understand why we need to keep ourselves safe and who our ‘safe adults’ are. Know that we can tell specified adults if we don’t feel safe. Understand that some rules must be followed in order to keep us safe.	<u>Road Safety</u> <ul style="list-style-type: none"> • 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 	<u>Tying Shoelaces</u> <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 	<u>Staying Safe</u> <ul style="list-style-type: none"> • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices <u>Leaning Out of Windows</u> <ul style="list-style-type: none"> • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices 	<u>Cycle Safety</u> <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 	<u>Peer Pressure</u> <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 	<u>Water Safety</u> <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

	Vocabulary	<u>Helping Hands</u> Safe Unsafe Adult Trust Rules	<u>Road Safety</u> Community Discuss Choice Pedestrian Zebra crossing Pelican crossing Puffin crossing Toucan crossing Avoid Situation Risk Safe Imaginary	<u>Tying Shoelaces</u> Laces Buckles Velcro Accident Rules Unsafe	<u>Staying Safe and Learning Out of Windows</u> PCSO Appliances Dangerous Chemicals Warning Sign Pressured Permission	<u>Cycle Safety</u> Statement Opinion Fact Strategies Junction Cycle Safety Risk* Danger* Accident*	<u>Peer Pressure</u> Peer pressure Encourage Risk* Risk assessment Support network	<u>Water Safety</u> Danger* Consequences* Water safety Water pollution Hidden currents Warning flags Accident* Incident* Risk* Prevent
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping/Staying Healthy								
	Modules & Objectives	Happy and Healthy Understand why we need to meet our own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly. Know why healthy choices about food, drink, activity and toothbrushing are important for our long term health.	Washing Hands •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	Healthy Eating •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.	Medicine • 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	Healthy Living • 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	Smoking • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke	Alcohol (drug extension) • identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe Drug extension:

		Know, talk about and understand why the different factors that support their overall health and wellbeing are so important: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine		Brushing Teeth <ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • identify and use skills and strategies to resist any pressure to smoke 	<ul style="list-style-type: none"> • understand the difference between 'legal' and 'illegal' drugs • identify the risks associated with using cannabis
	Vocabulary	<u>Happy and healthy</u> Exercise Healthy Unhealthy Clean	<u>Healthy Eating and Washing Hands</u> Healthy Unhealthy Germs	<u>Healthy Eating and Brushing Teeth</u> Ingredients Energy Repair Vitamins Natural Saturated Fat Decay Any other vocab related to teeth?	<u>Medicine</u> Medicine Allergies Vaccination Antibodies Immune system Research Doctor	<u>Healthy Living</u> Lifestyle Balanced diet Blood pressure Saturated fat* Vital organs Mind map Food Chart Carbohydrates Protein Calorie	<u>Smoking</u> Nicotine Addictive Illegal Respiratory system Cardiovascular disease Cigarette E-Cigarette Tobacco Risks*	<u>Alcohol (drugs)</u> Alcohol Ethanol Fermentation Unit Legal age limit Alcohol poisoning Cannabis Illegal* Drugs Mental illness* Criminal offence Risk* Tobacco Substances
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Responsible								
	Modules & Objectives	Sense of community Develop their sense of responsibility and membership of a community. Develop their sense of responsibility and membership of a community. Know that everyone can do things to improve surroundings and support others.	Water Spillage <ul style="list-style-type: none"> • 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 	Practice Makes Perfect <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 Helping Someone in Need	Stealing <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 	Coming Home on Time <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 	Looking Out For Others <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 	Stealing <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

				<ul style="list-style-type: none"> • 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 			way	
	Vocabulary	<u>Sense of community</u> Help Care	<u>Water Spillage</u> Responsibility Responsible Accident Honesty Dishonest	<u>Practice Makes Perfect and Helping Someone in Need</u> Abilities Thoughtful Qualities Manners Courteous Appropriately Self-respect Improve	<u>Stealing</u> Borrowing Stealing Responsible* Irresponsible* Consequence	<u>Coming home on time</u> Responsible* Irresponsible* Punctual Appointment	<u>Looking out for others</u> Responsible* Considerate Inconsiderate	<u>Stealing</u> Consent Possession Permission Trust Borrowing Stealing Responsible Irresponsible Honest Dishonest
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our World / The Working								
	Modules & Objectives	Family and people who care for me Learn about and make sense of their own life-story and family's history. Talk about members of their immediate family and community and understand why they are important to us. Name important family members and explain how they support us.	Growing in our world <ul style="list-style-type: none"> • 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 	Living in Our World <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 Working in Our World	Looking After Our World <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 	Chores at Home <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 	Enterprise <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 	In - App Purchases <ul style="list-style-type: none"> • know and understand various money-related terms (As below) • 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

				<ul style="list-style-type: none">• 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				
	Vocabulary	<u>Family and people who care for me</u> Family Important Care Help love	<u>Growing in our World</u> Planet World Environment Humans Reproduce Protect Unique Common	<u>Living in Our World and Working in Our World</u> Wildlife Community Credit Card Debit Card Spend Receive Save	<u>Looking After Our World</u> Reduce Re-use Recycle Environment* Carbon Footprint Carbon Dioxide Global Warming	<u>Chores at home</u> Income tax VAT Contribution HM Revenue and Customs Society Community* Chore Independence Self-motivation Apprenticeship Volunteer Stereotypes	<u>Enterprise</u> Enterprise Priority Contribute* Budget Fundraising	<u>In app purchases</u> Bank account Loan Tax Interest Debit card* Credit card* Wages Debt In-app purchase Budget Comparison Permission*

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hazard Watch &								
	Modules & Objectives		Fire Safety <ul style="list-style-type: none"> • understand the importance of being responsible and how our actions/choice can affect others • 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 • understand the importance of being responsible and how our actions/choices can affect others • be able to practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • be able to identify the differences between safe and risky choices • understand how our actions and choices can affect others • be able to recognise how drivers can be distracted • know how to help others stay safe • be able to describe the differences between safe and risky choices 	Fire Safety <ul style="list-style-type: none"> • understand the importance of being responsible and how our actions/choice can affect others • 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 • understand the importance of being responsible and how our actions/choices can affect others • be able to practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • be able to identify the differences between safe and risky choices • understand how our actions and choices can affect others • be able to recognise how drivers can be distracted • know how to help others stay safe • be able to describe the differences between safe and risky choices 	Fire Safety <ul style="list-style-type: none"> • understand the importance of being responsible and how our actions/choice can affect others • 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 • understand the importance of being responsible and how our actions/choices can affect others • be able to practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • be able to identify the differences between safe and risky choices • understand how our actions and choices can affect others • be able to recognise how drivers can be distracted • know how to help others stay safe • be able to describe the differences between safe and risky choices 	Breaking Down Barriers <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 	Inclusion and Acceptance <ul style="list-style-type: none"> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion 	British Values <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

	Vocabulary		<u>Fire Safety</u> Community Sibling Danger Potential Hazard Burgled Collapsed Distraction Emergency Hoax Declaration	<u>Fire Safety</u> Community* Sibling* Danger* Potential* Hazard* Burgled* Collapsed* Distraction* Emergency* Hoax* Declaration*	<u>Fire Safety</u> Community* Sibling* Danger* Potential* Hazard* Burgled* Collapsed* Distraction* Emergency* Hoax* Declaration*	<u>Breaking down barriers</u> Judgement Equality Diversity Cohesion Barriers Attributes Similarities Differences Disability Polite Courteous Respectful	<u>Inclusion and Acceptance</u> Inclusion* Acceptance* Discrimination* Unique* Anti-social Hate crime	<u>British Values</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance Stereotype* British Values Cohesion discrimination* Equal Rights
--	-------------------	--	---	--	--	--	--	---