

Curriculum Progression Frameworks



PSHE

Strand	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Overview	Intent		<p>At South Molton United Church of England Primary School, every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. Our children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. We prioritise the development of language, the golden thread of our pupils' learning. Children are supported to develop mastery of their learning through a spiral of planned progression throughout our ambitious and carefully designed curriculum. We have identified the big ideas and key learning essential for children to remember, encourage them to make links and build on this further. We adapt learning to meet the needs of all learners. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society. We ensure that our learners have a rich range of experiences on and off our school site to broaden their understanding of the world around them and the range of possibilities at their fingertips. We aim to expand aspiration and world view so that children leaving our school are ready for their next steps, know how to keep themselves and others safe and are respectful of all.</p>						
	Implementation	<p>PSHE is taught in Reception as part of PSED. Our Key Stage One and Two learners experience six units of PSHE in each year throughout their school experience, each year, covering the following topics: Keeping/Staying Safe, Keeping/Staying Healthy, Growing and Changing, Being Responsible, Feelings and Emotions, Computer Safety, The Working World, A World without Judgement, First Aid. Our pupils are introduced to the 'Big Ideas' in PSHE and revisit these often to build on prior learning. Our pupils learn about PSHE in a range of ways including discussion, written work, role play, presenting and using different sources of information. Our learners demonstrate their understanding through their oracy, showcase, piece of work and by how they respond to events both in and out of school. We document learning on Tapestry. We highlight important vocabulary for our pupils to understand, define and use. We map the learning as it grows in a shared schema to help our learners make links in their understanding and remember key forever facts. We celebrate learning with a showcase at the end of each unit and add these to our 'Big Ideas' log on which to build future learning. Our schema supports our learners to remember key forever facts as we use it to spiral back to our prior learning between each PSHE session. We supplement our core PSHE curriculum with whole school aspects such as Collective Worship, behaviour policy and how this is implemented throughout school/during all parts of the day, community events, school events and make links to other curriculum areas wherever possible.</p>							
		<p><u>See EYFS Overview</u>- Personal, Social & Emotional Development is a Prime area of learning and is embedded throughout the EYFS in Continuous Provision interweaved with developing children's emotional literacy and independence.</p>							
Disciplinary Knowledge	Keeping/Staying Safe	<p>Ready, Respectful, Safe. Independent eating/ dressing/ toileting</p> <p>Blue Drop- road safety Blue Drop- gets lost Blue Drop- indoor voice Red Drop- swimming Yellow Drop- play fight Rainbow Drop- visits the seaside Yellow Drop -goes on holiday Rainbow Drop- days out</p> <p>Keeping Healthy</p>	<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 	<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 	<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 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 	<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 	<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 	<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 	
	Keeping/Staying Healthy	<p>Orange Drop - brushes teeth Green Drop – gets glasses Green Drop – stays in hospital Green Drop – greens (healthy food) Red Drop- toilet Red Drop- dentist Yellow Drop – learn about germs Rainbow Drop- food journey Red Drop- hearing aid Red Drop- nut allergy Purple Drop- poorly Yellow Drop- germs, Yellow Drop- bedtime</p>	<ul style="list-style-type: none"> 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 	<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>know, understand, and be able to practise simple safety rules about medicine</p> <ul style="list-style-type: none"> understand when it is safe to take medicine know who we can accept medicine from understand the differences between healthy and unhealthy choices 	<p>explain what is meant by a balanced diet and plan a balanced meal</p> <ul style="list-style-type: none"> recognise how too much sugar, salt, and saturated fat in our food and Odrink 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>explain some of the risks associated with smoking (physical, social, and Olegal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</p> <ul style="list-style-type: none"> describe how smoking can affect your immediate and future health develop and recognise skills and strategies to keep safe 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"> 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 	
	Relationships	<p>Pink Drop- new brother Green Drop - moves up, Green Drop - Daddy moves out Blue Drop- best friend</p>	<ul style="list-style-type: none"> 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 	<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 	<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 	<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 	<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 	<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 	

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		Blue Drop- learn to share Yellow Drop- playing	<ul style="list-style-type: none"> • be able to see a situation from another person's point of view 	<p>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>	<p>boundaries • know who and how to ask for help • be able to name human body parts</p>	<p>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>	<p>to help with the different stages of puberty • identify who and what can help us during puberty</p>	<p>a child • explain various different stages of pregnancy • identify the laws around consent</p>
	Being Responsible	Purple Drop- pet bird Orange Drop -Helps out, Orange Drop- moves house, Rainbow Drop- helps at home Purple Drop- plays differently	<p>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</p>	<p>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>	<p>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>	<p>• 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>	<p>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>	<p>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</p>
	Feelings and Emotions	Rainbow Drop - angry Orange Drop- feels worried Pink Drop- feeling sad Pink Drop- misses mummy	<p>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>	<p>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>	<p>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>	<p>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>	<p>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 affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</p>	<p>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</p>
	Computer Safety	Pink Drop- screen time	<ul style="list-style-type: none"> • understand how your online actions 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 	<p>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 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>	<p>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>	<p>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>	<p>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</p>	<p>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</p>
	Our World	Purple Drop- watches the news Pink Drop- goes to school Green Drop- Moving up a Year	<p>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</p>	<p>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</p>	<p>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>	<p>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>	<p>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>	<p>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</p>

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				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				
	Fire Safety (1-3) A World without Judgement (4-6)	Purple Drop- passenger (car)	understand the importance of being responsible and how our actions/ choices 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 the importance of being responsible and how our actions/ choice can affect others • 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	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	• 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	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	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
	First Aid					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	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 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 identify a range of situations that may require first aid • understand how to support someone with a minor or serious head injury • understand how to support someone who is having a seizure • understand how to support someone with a severe bleed • know when to call for medical help	identify a range of situations that may require first aid • understand how to support someone with a minor burn or scald • understand how to support someone who is having a heart attack • understand how to support someone with a fractured bone • know when to call for medical help
			Road Safety Water Spillage Jealousy	Tying Shoelaces Practise Makes Perfect Helping Someone in Need Worrying	Leaning out of Windows Stealing Grief	Cycle Safety Coming Home on Time Jealousy	Peer Pressure Looking out for Others Anger	Water Safety Stealing Worry
 AUTUMN	Key Knowledge	Autumn 1 What makes me a me? Ready, Respectful, Safe. Independent eating/ dressing/ toileting Pink Drop (school, new brother, feeling sad, miss mummy, screen time) Know how we are all different	Know that there may be occasions where you need to call emergency services. Know how to improve and support respectful relationships. Know why it is important to care for, protect and spend time with family. Know that there are many positive characteristics of friendship. Know how to cope with the ups and downs of friendship in a healthy way.	Know that it is important to seek help and advice. Know how to make safe choices. Know why families are important for children as they grow up. Know that self-respect can enhance your own happiness. Know how to respond safely and appropriately to people you do not know very well. Know why it is important to have manners and be courteous.	Know that families are important when growing up because they give love, security and stability. Know how to respond appropriately to people you do not know. Know why it is important to recognize who you can trust and who you cannot trust. Know that there are many positive characteristics of friendship.	Know that families are important when growing up because they give love, security and stability. Know how to respond appropriately to people you do not know. Know why it is important to recognize who you can trust and who you cannot trust. Know that the characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing	Know that the characteristics of friendship include many positive things. Know how to judge when a relationship is making you feel unhappy or uncomfortable. Know why it is important to recognize who you can trust and who you cannot trust. Know that isolation and loneliness can affect children and it's important to discuss your feelings.	Know that the characteristics of friendship include many positive things. Know how to judge when a relationship is making you feel unhappy or uncomfortable. Know why it is important to recognize who you can trust and who you cannot trust. Know that the characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness,

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	<p>Know why it's important to be Ready, Respectful & Safe</p> <p>Autumn 2</p> <p>Red Drop (swimming, toilet, dentist, hearing aid, nut allergy)</p> <p>Blue Drop (road safety, gets lost, learn to share, best friend, indoor voice)</p> <p>Know how to respect people celebrating in different ways.</p>	<p>Know why it is important to be welcoming and not exclude others.</p> <p>Know that it is important to seek help and advice.</p> <p>Know how to make safe choices.</p> <p>Know why families are important for children as they grow up.</p>	<p>Know that people can experience a range of emotions.</p> <p>Know how emotions can be scaled.</p> <p>Know why it is important to seek support to help with your emotions.</p>	<p>Know how to recognise when a friendship is making you unhappy or uncomfortable.</p> <p>Know why it is important to give and seek permission in relationships.</p> <p>Know that mental wellbeing is a normal part of everyday life.</p> <p>Know how to judge if your behaving is appropriate and proportionate.</p> <p>Know why families are important when growing up because they can give love, security and stability.</p>	<p>interests and experiences and support.</p> <p>Know how to be responsible at home and in school.</p> <p>Know why it is important to give and seek permission in relationships.</p> <p>Know that mental wellbeing is a normal part of everyday life.</p> <p>Know how to identify a range of emotions and scale them.</p> <p>Know why isolation and loneliness can affect children and it is important to seek adult help.</p>	<p>Know how bullying can have a lasting impact on wellbeing.</p> <p>Know why it is important to recognize that each person's body belongs to them, and the difference between appropriate and inappropriate touch.</p> <p>Know that there are a normal range of emotions that all humans experience.</p> <p>Know how to judge what you are feeling and whether you are behaving appropriately.</p> <p>Know why it is important to recognize your feelings and talk about them.</p>	<p>generosity, trust, sharing interests and experiences and support.</p> <p>Know how stealing has consequences.</p> <p>Know why it is important to give and seek permission in relationships.</p> <p>Know that mental wellbeing is a normal part of everyday life.</p> <p>Know how to judge what you are feeling and whether you are behaving appropriately.</p> <p>Know why it is important to recognize your feelings and talk about them.</p>	
Vocabulary	<p>Belonging, unique, same, different, special, promise,</p> <p>ready, respectful, safe, Celebrations, differences, special,</p>	<p>Responsibility Responsible Accident Honesty Dishonest Recognising Loneliness Frustration Experience</p> <p>Jealousy Community Choice Pedestrian Crossings Avoid Risk Safe</p>	<p>Laces Buckle Velcro Accident Rules Unsafe Abilities Thoughtful Qualities Manners Courteous</p> <p>Appropriately Self-respect Improve Fidgety Annoyed Worry Anger Manage Control Trust</p>	<p>PCSO Appliances Dangerous Chemicals Warning sign Pressured Permission Borrowing</p> <p>Stealing Consequence Irresponsible Responsible Grief Confusion Memory box</p>	<p>Statement Opinion Fact Strategies Junction Cycle Safety Punctual Responsible</p> <p>Irresponsible Appointment Feelings Emotions Physical health Mental health Strategies</p>	<p>Peer Pressure Encourage Risk Risk assessment Support network</p> <p>Considerate Inconsiderate Displeasure Annoyance Hostility</p>	<p>Danger Consequences Water safety Water pollution Hidden currents Warning flags Consent Possession Permission Trust Borrowing</p> <p>Stealing Responsible Irresponsible Worry Anxious Troubled Positive action Prepare for change Mindfulness Strategies Managing emotions</p>	
Big Ideas	<p>Belonging Celebrations</p>							
Assessment	<p>State approach & expectations</p> <p>Assessment of Learning -summative</p>	<p>Showcase:</p> <p>So... What makes me a me? Where do we belong?</p> <p>Recall facts using the schema.</p>	<p>Showcase:</p> <p>Road Safety Poster or oracy</p> <p>Create a class promise poem</p> <p>Mine and My Partner's Strengths</p>	<p>Showcase:</p> <p>Tying laces poster/ instructions or video demonstration</p> <p>Create a class kindness tree</p> <p>Anger poster Your own Anger thermometer</p>	<p>Showcase:</p> <p>Summative Assessments</p>	<p>Showcase:</p> <p>Cycle Safety poster (and/or interview of children who have already done Bikeability, to enhance)</p> <p>Being responsible ideas columns (home, school, in the community)</p> <p>Thoughts, feelings, behaviour</p>	<p>Showcase:</p> <p>Risk Assessments</p> <p>Letters</p> <p>Personal anger scenarios (anonymous or own) and strategies for them.</p>	<p>Showcase:</p> <p>Summative Assessments</p>
		<p>Washing Hands Friendship Online Bullying</p>	<p>Healthy Eating Brushing Teeth Bullying Body Language Image Sharing Computer Safety</p>	<p>Medicine Touch Making Friends Online</p>	<p>Healthy Living Appropriate Touch Online Bullying</p>	<p>Smoking Puberty Image Sharing</p>	<p>Alcohol Conception Making Friends Online</p>	
<p>SPRING</p>	<p>Key Knowledge</p> <p>Spring 1</p> <p>Yellow Drop - (holiday, germs, play fight, playing, bedtime)</p> <p>Rainbow Drop - (angry, seaside, helps at home, food journey, days out)</p> <p>Spring 2</p> <p>Purple Drop (poorly, passenger, the news, pet bird, playing differently)</p>	<p>Know that some comments are kind and some are unkind.</p> <p>Know how and who to ask for help with online actions and behaviour.</p> <p>Know why people use technology and how it can be positive or negative.</p> <p>Know that there are healthy and unhealthy choices, like handwashing.</p> <p>Know how to keep healthy and control germ spread.</p> <p>Know why we need to wash our hands</p>	<p>Know that some foods are healthier than other foods.</p> <p>Know how to brush your teeth.</p> <p>Know why we need food to grow and be healthy.</p> <p>Know that bullying has a negative and often lasting impact on wellbeing.</p> <p>Know how to have positive and welcoming friendships.</p> <p>Know why it's important to take time to judge whether what you are feeling or how you are behaving is appropriate.</p>	<p>Know that there are health and unhealthy choices, including when to take medicine.</p> <p>Know how to take medicine safely.</p> <p>Know why we need medicine and who is safe to have medicine from.</p> <p>Know that each person's body belongs to them.</p> <p>Know how you can expect to be treated in school and wider society.</p> <p>Know why it is important to seek help or advice if a relationship is</p>	<p>Know that a healthy lifestyle is important.</p> <p>Know how to find out nutritional information.</p> <p>Know why a balanced diet is important.</p> <p>Know that marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</p> <p>Know how to report concerns or abuse.</p>	<p>Know that there are risks associated with smoking</p> <p>Know how smoking can affect immediate health.</p> <p>Know why someone might start and continue to smoke (and strategies to resist.)</p> <p>Know that there are different changes that girls and boys go through during puberty.</p> <p>Know how to cope during puberty and who to ask for help.</p> <p>Know why our bodies go through puberty.</p>	<p>Know that there are risks associated with alcohol.</p> <p>Know how to keep safe from alcohol.</p> <p>Know why people drink alcohol.</p> <p>Know what conception, reproduction and the function of the reproductive systems are.</p> <p>Know how adults can have a child and the stages of pregnancy.</p> <p>Know why there are laws about consent.</p>	

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			<p>Know that families are important for children growing up because they can give love, security and stability.</p> <p>Know how to have healthy friendships.</p> <p>Know why friendships are important in making us feel happy and secure.</p>	<p>Know that sharing images can affect others.</p> <p>Know how and who to ask for help with online actions and image sharing online.</p> <p>Know why people use technology and how it can be positive or negative.</p>	<p>making you feel unsafe or unhappy.</p> <p>Know that there is a difference between safe and risky choices.</p> <p>Know how to keep safe when communicating with people online.</p> <p>Know why people use technology and how it can be positive or negative.</p>	<p>Know why it is important to seek help or advice if a relationship is making you feel unsafe or unhappy.</p> <p>Know that there are different feelings and emotions that may arise from online bullying.</p> <p>Know how and who to ask for help with online bullying.</p> <p>Know why people have relationships online and how these can be positive.</p>	<p>Know that there can be positive and negative consequences to sharing images online.</p> <p>Know how to follow safe rules for sharing images online.</p> <p>Know why people share images online.</p>	<p>Know that sometimes people may not always be who they say there are online.</p> <p>Know how to keep yourself safe in a range of situations online and offline.</p> <p>Know why different applications have age-restrictions.</p>						
Vocabulary	Change, Observe	Same, Different	Online Positive Negative Relationship Bullying Healthy Unhealthy	Germs Relationship Love Security Stability Disagree	Ingredients Energy Repair Vitamins Natural Saturated Fat Decay Bullying Mean Describe	Teasing Threatening Advice Imagine Anti-Bullying Permission Opinion Rules Declaration	Medicine Allergies Vaccination Antibodies Research Immune System Doctor Communicate Situation Penis	Vagina Vulva Anus Private Parts Appropriate Chatroom Report Reply Respond Childline Testicles	Lifestyle Balanced Diet Blood Pressure Saturated Fat Vital Organs Carbohydrates Protein Calorie Nervous Scared Inappropriate Connection	Civil Partnership Marriage Online relationship Online bullying Offensive Insulting Device Posting False content Opinion Rumours	Nicotine Addictive Illegal Respiratory System Cardiovascular Disease Cigarette E-Cigarette Tobacco Puberty Hormone question	Vulva Ovaries Fallopian tubes Penis Testicles Bladder Application Survey Kind action Image sharing Illegal Anonymous Vagina	Alcohol Fermentation Unit (of alcohol) Legal Age Limit Alcohol Poisoning Conception Reproduction Consent Conceived Caesarean Foreskin	Cervix Womb (uterus) Urethra Fertilised IVF Application Pretending Age restriction Online activity Social media sites Password
Big Ideas	Changes	Journeys	The World	The World	The World	The World	The World	The World	The World	The World	The World	The World	The World	The World
Assessment	<p>State approach & expectations</p> <p>Assessment of Learning - summative</p>	<p>Showcase:</p> <p>So... How can our feelings and bodies change?</p> <p>Recall facts using the schema.</p>	<p>Showcase:</p> <p>Create or learn a washing hands song, to share this learning with younger children.</p> <p>The perfect friend</p> <p>Sentence stem strategies</p>	<p>Showcase:</p> <p>Demonstrate how to clean your teeth.</p> <p>Create a Feelings Poster (for us to use in class)</p> <p>Traffic light share/don't share</p>	<p>Showcase</p> <p>Summative Assessments</p>	<p>Showcase:</p> <p>Plan a balanced meal (and make at home if you can.)</p> <p>Poster</p> <p>Anti-bullying message tree</p>	<p>Showcase:</p> <p>Smoking reflection or debate</p> <p>What I know and what I would like to know reflection</p> <p>Image sharing checklist close</p>	<p>Showcase:</p> <p>Summative Assessments</p>						
			Hazard Watch Growing in our World Hoax Calling	Hazard Watch Looking After our World Petty Arson Texting Whilst Driving	Hazard Watch Looking After our World Enya and Deedee Visit the Fire Station	Breaking Down Barriers Chores at Home First Aid	Inclusion and Acceptance Enterprise First Aid	British Values In-app Purchases First Aid						
SUMMER 	<p>Key Knowledge</p> <p>Summer 1 Keeping Healthy</p> <p>Orange Drop - (brushes teeth, feels worried, helps out, moves house, sleeps over)</p> <p>Know how to keep your mind and body safe</p> <p>Know why you need to clean your teeth for two minute twice a day</p> <p>Summer 2</p> <p>Growing and Changing</p> <p>Green Drop - (glasses, moves up, hospital, greens, daddy moves out)</p> <p>Know that moving to Year 1 will bring change</p>	<p>Know that there are risks associated with legal and illegal substances.</p> <p>Know how to recognise and tell someone you feel unsafe.</p> <p>Know why it is important to seek help or advice to stay safe.</p> <p>Know that stable, happy relationships are important for children as they grow up.</p> <p>Know how families can be different to your own.</p> <p>Know why it is important to respect differences.</p> <p>Know that in school and wider society you should be treated with respect and in turn should show respect.</p>	<p>Know that there are risks associated with legal and illegal substances.</p> <p>Know how to recognise and tell someone you feel unsafe.</p> <p>Know why it is important to seek help or advice to stay safe.</p> <p>Know that in school and wider society you should be treated with respect and in turn should show respect.</p> <p>Know how to recognise and talk about your emotions, bad feelings and when you feel unsafe.</p> <p>Know why it might be necessary to ring emergency services.</p> <p>Know that people in your community have different roles and responsibilities.</p> <p>Know how money can be received, spend and saved in different ways.</p>	<p>Know that there are risks associated with legal and illegal substances.</p> <p>Know how to recognise and tell someone you feel unsafe.</p> <p>Know why it is important to seek help or advice to stay safe.</p> <p>Know that we all have shared responsibilities for caring for people and other living things.</p> <p>Know how we can carry out shared responsibilities for protecting the environment.</p> <p>Know why it is important to look after the environment.</p> <p>Know that in school and wider society you should be treated with respect and in turn should show respect.</p>	<p>Know that families can look different from other families.</p> <p>Know how to be welcoming and positive to create healthy relationships.</p> <p>Know why it is important to respect others and have their respect.</p> <p>Know that for a healthy family life, it is important to care for, protect and spend time with family members.</p> <p>Know how physical exercise, time outdoors and community participation impact mental health and wellbeing</p> <p>Know why it is important to cultivate a healthy family life.</p> <p>Know the basic concept of first aid and common injuries.</p> <p>Know how to make a clear and efficient call to emergency services.</p>	<p>Know that marriage is a formal and legal commitment between two people, intended to be life long.</p> <p>Know how different families can be, and that they are characterised by love and care.</p> <p>Know why it is important to respect others even when they are different to you, make different choices or having different beliefs.</p> <p>Know that the characteristic of a healthy family life include: commitment, care and protection.</p> <p>Know how to help out at home and spend time with family.</p> <p>Know why it is important to cultivate a healthy family life.</p> <p>Know the basic concept of first aid and common injuries.</p>	<p>Know that marriage is a formal and legal commitment between two people, intended to be life long.</p> <p>Know how different families can be, and that they are characterised by love and care.</p> <p>Know why it is important to respect others even when they are different to you, make different choices or having different beliefs.</p> <p>Know that some social media sites, computer games and online games are age-restricted.</p> <p>Know how to behave appropriately with money online.</p> <p>Know why it is important to give and seek permission in</p>							

Curriculum Progression Frameworks



			<p>Know how to recognise and talk about your emotions, bad feelings and when you feel unsafe. Know why it might be necessary to ring emergency services.</p>		<p>Know why it is important to have a stable, caring family life.</p>		<p>Know how to recognise and talk about your emotions, bad feelings and when you feel unsafe. Know why it might be necessary to ring emergency services.</p>		<p>Know why it might be necessary to ring emergency services.</p>		<p>Know how to make a clear and efficient call to emergency services. Know why it might be necessary to ring emergency services.</p>		<p>relationships with friends, peers and adults. Know the basic concept of first aid and common injuries. Know how to make a clear and efficient call to emergency services. Know why it might be necessary to ring emergency services.</p>	
Vocabulary	Changes, Transition, Weather, Season	Protection, Hydration, Safe, Summer	Potential Sibling, Community, Hazard, Danger, Planet, World, Environment, Humans, Reproduce	Protect Unique, Common, Burgled, Collapsed, Flammable, Distraction, Emergency, Hoax, Declaration	Potential Sibling, Community, Hazard, Danger, Burgled, Collapsed, Flammable, Distraction	Emergency Hoax, Declaration, Wildlife, Community, Credit/Debit card, Spend, Receive, Save	Potential Sibling, Community, Hazard, Danger, Reduce, Reuse, Recycle, Environment, Carbon footprint	Carbon dioxide, Global warming, Burgled, Collapsed, Flammable, Distraction, Emergency, Hoax, Declaration	Judgement, Equality, Diversity, Cohesion, Barrier, Attributes, Disability, Courteous, Income Tax, VAT, HMRC, Society	Chore, Apprenticeship, Volunteer, Treatment, Emergency, Severe, Life-threatening, Conscious, Asthma, Anaphylaxis, Allergic, Obstruction	Inclusion, Acceptance, Discrimination, Unique, Anti-social, Hate crime, Enterprise	Priority Fundraising, Unresponsive, Underlying, Casualty, Compressions, Unconscious	Democracy, Rule of Law, Individual liberty, Mutual respect, Tolerance, Stereotype, Equal rights, Bank account, Loan, Tax	Interest, Debit/Credit card, Wages, Debt, In-App, Purchases, Budget, Minor, Seizure, Nauseous, Incident
Big Ideas	Changes	Belonging												
State approach & expectations Assessment of Learning-summative	<p>Showcase:</p> <p>So... What does keeping healthy look like?</p> <p>So... How do we grow and change?</p> <p>Recall facts using the schema.</p>	<p>Showcase:</p> <p>Safety Detective – class, playground (extra,) home (homework)</p> <p>Family Portrait</p> <p>Hoax Calling Poster</p>	<p>Showcase:</p> <p>Safety Detective – class, playground (extra,) home (homework)</p> <p>Sentence stems (slide)</p> <p>Various money project ideas to choose from.</p> <p>Fire Safety Poster</p>	<p>Showcase:</p> <p>Summative Assessments</p>	<p>Showcase:</p> <p>My classmates strengths – pass sheet for everyone to add positive comments for each member of class.</p> <p>Chore Ideas Chart to take home</p> <p>First Aid Detectives/ Role Play</p>	<p>Showcase:</p> <p>What can we do? Ideas for how to prevent discrimination in school, in our community – Share with PEG</p> <p>Personal money making and saving plans.</p> <p>DRS ABC Poster</p> <p>Recovery position demonstration</p>	<p>Showcase:</p> <p>Summative Assessments</p>							
Assessment for Learning – what is done? Assessment as Learning	<p>We use partner talk along with our School Talk Expectations which enables the children to discuss, explain and present their ideas. We use careful questions to elicit children’s responses and encourage them to probe further to add to each other’s ideas. record learning using Tapestry, our digital learning record. Subject leads are invited to Showcase opportunities and learning organisers are used to prompt pupil voice conversations around this learning. We spiral back to prior learning recapping forever facts from sequences learned before and follow learning of our big ideas from Reception to Year Six. In Key Stage Two we introduce low stakes quizzes, finger voting.....</p>													