



The PSHE Curriculum

Year 1

Year 1	Family and relationships
RSE Statutory Guidance	
<p>Families and people who care for me - Pupils should know that families are important for children growing up because they can give love, security and stability.</p> <p>Families and people who care for me - Pupils should know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Caring friendships - Pupils should know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Caring friendships - Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Respectful relationships: Children should know that there are practical steps they can take in a range of different contexts to improve or support respectful relationships. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	
British Values Links:	
<ul style="list-style-type: none"> Mutual Respect 	
Cross-Curricular Links:	
<p>Art</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>English</p> <ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others. 	
Prior Learning	Future Learning
<ul style="list-style-type: none"> 	<p>Year 2</p> <ul style="list-style-type: none"> Know that families can be made up of different people. Know that families may be different to my family. Know how some problems which might happen in friendships. Know that some problems in friendships might be more serious and need addressing. <p>Year 3</p> <ul style="list-style-type: none"> Know that I can talk to trusted adults or services such as Childline if I experience family problems. Know that bullying can be physical or verbal. Know that bullying is repeated, not a one-off event. Know that violence is never the right way to solve a friendship problem. Know that trust is being able to rely on someone and it is an important part of relationships. Know the signs of a good listener. Know that there are similarities and differences between people. Know some stereotypes related to age. <p>Year 4</p> <ul style="list-style-type: none"> Know that families are varied in the UK and across the world. Know the different roles related to bullying including the victim, bully and bystander. Know that everyone has the right to decide what happens to their body.

	<ul style="list-style-type: none"> • Know the courtesy and manners which are expected in different scenarios. • Know some stereotypes related to disability. • Know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. <p>Year 5</p> <ul style="list-style-type: none"> • Know that marriage is a legal commitment and a choice people can make. • Know that, if I have a problem, I can call ChildLine on 0800 1111. • Know what attributes and skills make a good friend. • Know what might lead to someone bullying others. • Know what action a bystander can take when they see bullying. • Know that positive attributes are the good qualities that someone has. • Know that stereotypes can be unfair, negative and destructive. • Know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. <p>Year 6</p> <ul style="list-style-type: none"> • Know that a conflict is a disagreement or argument and can occur in friendships. • Know the concepts of negotiation and compromise. • Know that everyone deserves respect but respect can be lost. • Know that stereotypes can lead to bullying and discrimination. • Know that loss and change can cause a range of emotions. • Know grief is the process people go through when someone close to them dies.
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Substantive Knowledge Acquired in the Unit

- Know that families can include different people.
- Know the correct names for different relations.
- Know that certain information is personal about me and my family.
- Know some characteristics of a good friend.
- Know that other people can feel differently from me.
- Know when other people are feeling sad, worried or angry.
- Know the feelings we may have about working with different people.
- Know that friends can sometimes fall out.
- Know that sometimes I might need an adult to help solve the problem.
- Know the difference between a friend and friendly behaviour.
- Know stereotypes about boys and girls.

Misconceptions

Some children may think:

- A family must have a mum and a dad.
- All family members must be related.
- You must live with your family.
- A pet cannot be part of someone's family.
- You can only be friends with people in your class.
- You cannot be friends with people who like different things to you.
- People only cry when they are sad.
- I will get into trouble if I get angry.

By the end of this unit pupils will:

- Understand that families can include a range of people.
- Understand who their friends are and what people like to do with friends.
- Describe what people might look like if they are feeling: angry, scared, upset or worried.
- Identify ways of responding to this by either offering help or giving them space.
- Understand the skills needed to work together in a group.
- Understand that friendships can have problems and learn ways to overcome these problems.
- Understand how the actions of others can affect people.
- Explain what a stereotype is.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Week 7
Retrieval		<p>1. Look at the pictures. Which family member is this likely to be? (Mother, father, sister, brother)</p> <p>2. Which family member is this likely to be? (Grandma, Grandad, sister, brother)</p> <p>3. Which family member is this likely to be? (Grandma, Grandad, sister, brother)</p> <p>4. Which one of these isn't showing respect to your family? (Being polite, showing care, not listening, treating them fairly).</p>	<p>1. Your friend must do everything you say. True or false?</p> <p>2. a good friend is someone who listens to you. True or false?</p> <p>3. I am a good friend because I never tell the truth. True or false?</p> <p>4. You can only have 1 good friend. True or False?</p>	<p>1. Look at picture. What emotion is being shown? (Happy, sad, angry, worried)</p> <p>2. Look at picture. What emotion is being shown? (Happy, sad, angry, worried)</p> <p>3. Look at picture. What emotion is being shown? (Happy, sad, angry, worried)</p> <p>4. Look at picture. What emotion is being shown? (Happy, sad, angry, worried)</p>	<p>1. which is true? All families are made up of the same people, families are made up of lots of different people, all members of our family must be related.</p> <p>2. Feeling uneasy or troubled by something that has happened or might happen. What emotion is this describing? Worried, angry, happy, sad</p> <p>3. if someone is feeling sad or worried you should encourage them to _____. Talk about it, hide away, be alone, pretend you are okay.</p> <p>4. What is respect? Ignoring what others want, making your own decisions, understanding other peoples wishes, feelings and rights</p>	<p>1. Not sharing and not liking the same things as you is a... bad friend or good friend</p> <p>2. Should you share your families address and birthdays to people you do not know?</p> <p>3. Who can help us if we are worried about a friend? A trusted adult, no one, an adult you don't know</p> <p>4. Working together towards the same thing. What is this describing? Friendship. Respect, cooperation, challenge</p>	<p>1. If I fall out with my friend I should... never speak to them again, try and talk through our differences, say horrible things about them, tell other people to stop being friends with them</p> <p>2. someone we get on well with and like spending time with is a good friend or bad friend?</p> <p>3. A friendship where everyone listens, respects and cares for each other is a _____ friendship. Unhealthy or healthy</p> <p>4. good _____ is important to sort out problems in friendships. Communication, sense of humour, family, choice of toys</p>

Learning Objective:	To understand that families look after us.	To begin to understand the importance and characteristics of positive friendships	To recognise how others show feelings and how to respond.	To begin to understand how friendships can make us feel.	To begin to understand that friendships can have problems but we can overcome them.	To begin to understand that being friendly to others makes them feel welcome and included.	To begin to understand what is meant by a stereotype
Key vocabulary	Tier 2 Care Respect Considerate Relationship Related Tier 3 Family Mum Dad Parent Brother Sister Grandad Grandma Grandparent Uncle Aunt Cousin	Tier 2 Relationship Tier 3 Kind Trust Listen Share Fun	Tier 2 Emotion Care Feeling Tier 3 Worried Sad Angry	Tier 2 Challenge Co-operate Tier 3 Team Build	Tier 2 Communication Solution Problem Tier 3 Friend Talk	Tier 2 Communication Solution Problem Tier 3 Friend Talk	Tier 2 Stereotype Tier 3 Boy Girl
Possible outcome	Show the video Showing respect in my family . Children draw pictures of themselves and their families, labelling each person. They write a positive trait or phrase about how they are respectful or considerate.	Children put in pairs and are given a set of friendship cards. They present the cards in a diamond 9 to show who card is the least / most important to being a friend.	Children work in pairs to roleplay one child being sad and the other child thinks of strategies to support that child. Repeat this roleplay with worried and angry.	Explain to the children that they are going to complete a challenge in their groups to build the tallest tower they can with the materials you have provided. The tower must stand up on its own. Once the ten minutes are up, stop the children working, measure each group's tower and declare a winning group. Invite the children to think about the tower-building work and	Children are given different scenario cards of problems that might happen between friends. They discuss the problems and come up with how the problems could be solved.	Read out loud the <i>Text: Healthy friendship story</i> to the class and then discuss the following questions: How might Esther be feeling? How might Harriet be feeling? Why might Ali and Camilla have behaved as they did? Make sure the children don't think Ali and Camilla are just being unkind, you want the children to explore whether Ali and Camilla might feel	Give each group a copy of the <i>Activity: Card sorting</i> , with the cards cut up, and either two hoops (one being a 'boy' hoop and the other a 'girl' hoop), or a large piece of paper with two circles drawn on it, one circle labelled 'boys' and the other circle labelled 'girls'. Explain that each group needs to decide if the things on the cards are more likely to be liked or done by a

				the question activity they have done with their group. Ask them what new things they have found out about each other.		jealous or have a genuine reason why they don't want to be friends with Esther. Tell the children that they are going to decide what happens next. They will work in groups of four and each of them will take on one of the roles from the story.	boy or girl. Do their answers fit with stereotypes of what boys or girls like or do they have differences?
British Values link			Mutual respect	Mutual respect		Mutual respect	Mutual respect

Year 1	Health and wellbeing
RSE/Mental health and wellbeing statutory guidance	
<p>Mental wellbeing</p> <p>That there is a normal range of emotions and scale of emotions that all humans experience.</p> <p>How to recognise and talk about their emotions, including having varied vocabulary of word to use when talking about their own and others feelings.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Respectful relationships</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>Health and prevention:</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About personal hygiene and germs including bacteria, viruses, how they spread and the importance of hand washing.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>The facts and science relating to allergies, immunisation and vaccination.</p>	
Cross-Curricular Links:	
<p>English</p> <ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say. <p>Science</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
Prior Learning	Future Learning
<ul style="list-style-type: none"> 	Year 2

- Know that food and drinks with lots of sugar are bad for our teeth.
- Know the importance of exercise to stay healthy.
- Know the balance of foods we need to keep healthy.
- Know that breathing techniques can be a useful strategy to relax.
- Know that we can feel more than one emotion at a time.
- Know that a growth mindset means being positive about challenges and finding ways to overcome them.

Year 3

- Know the positive impact relaxation can have on the body.
- Know the importance of belonging.
- Know what being lonely means and that it is not the same as being alone.
- Know what a problem or barrier is and that these can be overcome.

Year 4

- Know that visualisation means creating an image in our heads.
- Know that different job roles need different skills and so some roles may suit me more than others.
- Know that it is normal to experience a range of emotions.
- Know that mental health refers to our emotional wellbeing, rather than physical.
- Know that mistakes can help us to learn.
- Know who can help if we are worried about our own or other people's mental health.

Year 5

- Know the risks of sun exposure.
- Know that relaxation stretches can help us to relax and de-stress.
- Know that calories are the unit that we use to measure the amount of energy certain foods give us.
- Know that what we do before bed can affect our sleep quality.
- Know what can cause stress.
- Know that failure is an important part of success.

Year 6

- Know that vaccinations can give us protection against disease.
- Know that changes in the body could be possible signs of illness.
- Know that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
- Know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
- Know that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).
- Know the effects technology can have on mental health.

Substantive Knowledge Acquired in the Unit

- Know what might cause different feelings.
- Know the importance of sleep.
- Know that there are different ways of relaxing.
- Know things I need to do to keep safe in the sun.

- Know that people can be allergic to things in food or things around them.
- Know that some people have jobs that keep us healthy.

Misconceptions

Some children may think:

- Strengths are about how strong we are.
- You can see germs.
- You only need to wash the germs off before eating.
- Children need less sleep than adults because they are smaller.
- I can go to bed when I want and it won't affect me.
- I only need to protect myself from the sun if my skin is very pale.
- An allergy won't make me poorly.
- Only a trusted adult can help me stay healthy.

By the end of this unit pupils will:

- Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like.
- Describe situations which may provoke certain feelings.
- Describe their own qualities and strengths and recognise something they want to get better at.
- Describe their bedtime routine, explaining why sleep is important.
- Explain how rest and relaxation affects our bodies, including mental functions.
- Identify examples where they could use relaxation to help manage difficult emotions.
- Understand that germs can be spread via our hands.
- Know how to wash their hands properly.
- Know the three things they need to do when out in the sun to keep safe.
- Know people can be allergic to certain things and how to help with an allergic reaction.
- Understand that there are a range of people who help to keep us healthy.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Week 7	Week 8
Retrieval	1.Look at picture. What emotion is being shown? (Happy, sad, angry , worried) 2.Look at picture. What emotion is being shown? (Happy, sad, angry, worried) 3. An idea about a type of person that might not be true is a... stereotype , friendship,	1. which of these is not a positive emotion? Happiness, joyfulness, excitement, sadness 2. If someone has lost their favourite toy you may feel? Happiness, excited, worried 3. Who can I go to for help? A stranger, keep it	1. our strengths are something we... are good at , like to do, find challenging, heavy things we can move 2. A goal is a ... thing I am good at, an aim or target that I will achieve , something I will never be able to do, a job I need to do	1. Which of these is not a reason why sleep is important? It helps you to grown, it helps your body to repair, gives you energy, make you more beautiful 2. What can you do in the day to help you sleep better? Exercise , stay still, eat lots	1. Playing online games and looking at screens before bed is a good bedtime routine or bad bedtime routine? 2. When you _____ you become less tense and worried. Exercise, relax , eat, play 3. A set of calming activities done before bed is	1. What are you trying to wash off your hands when hand washing? Glitter, felt tip pen, germs , skin 2. What do germs do? Make us poorly if they get in our bodies , do nothing, make us stronger, give us energy 3. What should you do during handwashing after	1. which of these protects our skin the most in the sun? Hat and sunglasses, swimming costume and towel, bucket and spade, sun cream and shade 2. What is the last step of handwashing? Use soap, put your hands under hot water, dry	1. What is the name of Something that shows or happens when you have a medical condition? Symptom , allergy, germs, routine 2. An allergic reaction might show which symptoms? Bruising, sneezing and a rash , bleeding, nothing

	relationship, respect 4. Which of these is a stereotype? Some girls like pink and some girls like blue, girls and boys can play with any toy they want, girls only like dolls and boys only like dinosaurs	to myself, a trusted adult 4. Which of these is not a negative emotion? Sadness, happiness , worried, angry	3.Look at picture. What emotion is being shown? (Happy , sad, angry, worried) 4.Look at picture. What emotion is being shown? (Happy, sad , angry, worried)	of sugar, have a nap 3. Which of these is true about stereotypes? There is nothing we can do about stereotypes, we can help people think differently about stereotypes , they do not exist anymore 4. Name one activity that is done in a good bedtime routine.	called a bedtime _____ playtime, rest, relaxation, routine 4. Which activity would help us relax? Laughter , running around, shouting at people, watching a scary film	you have wet your hands? Dry them, touch other objects, shake off the water, use soap 4. Which of these is a time you should wash your hands? When you sneeze, when you have been to the toilet, when you are about to eat, when you have been playing in the dirt	hands thoroughly , leave the tap on 3. What will happen to your skin if you do not protect it from the sun? burn , stay the same, start to bleed, start to bruise 4. Complete the 5 S's to help us protect ourselves from the sun... Slip on a _____ Slop on _____ Slap on a _____ Shade Sunglasses	3. What do germs do? Make us poorly if they get in our bodies , do nothing, make us stronger, give us energy 4. Name two times we should always wash our hands.
Learning Objective:	To develop simple strategies for managing my feelings.	To recognise and celebrate their strengths and set simple but challenging goals.	To understand the benefits of physical activity and rest.	To know how to relax in different ways.	To begin to understand that germs spread and how we can stop them spreading.	To begin to understand the risks with the sun	To begin to understand allergies.	To understand that there are people in the local community who help to keep us healthy.
Key vocabulary	Tier 2 Feeling Emotion Strategy Tier 3 Happy Sad Angry Worried	Tier 2 Qualities Strengths Skill Tier 3 Better	Tier 2 Relaxation Routine Tier 3 Sleep Rest	Tier 2 Relaxation Routine Tier 3 Sleep Rest	Tier 3 Dirt Hands Germs Wash Soap Water Scrub Clean	Tier 2 Shade Tier 3 Sun Safe Burn Hat Suncream Sunglasses	Tier 2 Allergy Allergen Reaction Symptom	Tier 2 Healthy Tier 3 Doctor Nurse Paramedic Dentist Optician Job
Possible outcome	Children review the story Where are you, Blue Kangaroo? Ask children to fold one piece of paper in half and choose one	As a class, read 'Quick as a Cricket' by Audrey Wood. Practise describing the animals' qualities. What would they	Discuss as a class how these help get you ready for sleep. Explain that they are going to create a set of instructions showing a good	Explain that we're going to look at two different techniques of relaxation, as we might want to relax in different ways at different	Get an adult to take small groups of children to wash their hands. The adult needs to supervise and take the children	Watch the animated story on the link: George the sun safe superstar from Skin and the Karen Clifford Skin Cancer Charity.	Explain that children with allergies need to be very careful and check the ingredients of foods that they buy. Show pupils	Children have a visit from doctor/nurse/paramedic. They ask questions to find out more about how they help keep the

	positive and one negative emotion and then draw situations which might make them feel this way on different sides of paper.	be like if they were human? Now ask the children to draw themselves as an animal and if they're able to, label their pictures with words to describe themselves.	bedtime routine, reinforcing English skills such as using imperative verbs, adverbials of time, etc. They can do this either by creating a picture book OR recording video instructions on how to get ready for sleep.	times. (muscle relaxation and laughter). In pairs, ask them to explore ways of making their partner laugh by: making funny faces/silly noises, telling jokes, etc.	through each step.	Children create posters based on the 5 principles: Slip, slap, slop, shade and sunglasses.	an example of food packaging and show them that the ingredients that are possible allergens are in bold. Give children examples of food packaging and <i>Activity: Allergens in food</i> . Ask the children to find the allergens and record these on the sheet.	community healthy.
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Year 1	Safety and the changing body
Relationship Education/Physical health and mental wellbeing statutory guidance	
<p>Being safe How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Basic first aid How to make a clear and efficient call to emergency services if necessary</p> <p>Privacy and security Recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>Respectful relationships The importance of self-respect and how this links to their own happiness</p>	
British Values Links:	
<ul style="list-style-type: none"> • Mutual respect • Individual liberty 	
Cross-Curricular Links:	
English	

- participate in discussion about what is read to them, taking turns and listening to what others say.
- .participate in discussions, presentations, performances, role play, improvisations and debates

Science

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

PSHE Association programme

- learn about how to keep safe at home (including around electrical appliances) and re safety (e.g. not playing with matches and lighters)
- learn bout the people whose job it is to help keep us safe.

Prior Learning	Future Learning
<ul style="list-style-type: none"> • 	<p>Year 2</p> <ul style="list-style-type: none"> • Know that some types of physical contact are never appropriate. • Know what to do if I get lost. • Know that a hazard is something which could cause an accident or injury. • Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. • Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. • Know that emergency services are the police, fire service and the ambulance service. <p>Year 3</p> <ul style="list-style-type: none"> • Know that cyberbullying is bullying which takes place online. • Know the signs that an email might be fake. • Know the rules for being safe near roads. <p>Year 4</p> <ul style="list-style-type: none"> • Know there are risk with sharing things online. • Know the difference between private and public. • Know the risks associated with smoking tobacco. • Know the physical changes to both males and female bodies as people grow into adults from children. • Know asthma is a condition that causes airways to narrow. <p>Year 5</p> <ul style="list-style-type: none"> • Know the steps to take before sending a message online (using the THINK mnemonic). • Know some of the possible risks online. • Know some strategies I can use to overcome pressure from others and make my own decisions. • Know the process of the menstrual cycle. • Know the names of the external sexual parts of the body and the internal reproductive organs. • Know that puberty happens at different ages for different people. • Know how to assess a casualty's condition. <p>Year 6</p> <ul style="list-style-type: none"> • Know that online relationships should be treated in the same way as face to face relationships. • Know where to get help with online problems.

- Know the risks associated with drinking alcohol.
- Know how a baby is conceived and develops.

Substantive Knowledge Acquired in the Unit

- Know that some types of physical contact are never appropriate.
- Know what to do if I get lost.
- Know that a hazard is something which could cause an accident or injury.
- Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
- Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.
- Know that emergency services are the police, fire service and the ambulance service.

Misconceptions

Some children may think:

- I need to call 911 in an emergency.
- All food is safe to eat.
- You shouldn't speak to strangers including police officers and fire fighters.
- I should always try and get home when I am lost.
- Visitors with red lanyards on are dangerous.
- The only thing that you shouldn't put in your body is unhealthy food.

By the end of this unit pupils will:

- Know a number of adults in school.
- Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.
- Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
- Know the number for the emergency services and their own address.
- Understand that some types of physical contact are never acceptable.
- Know what can go into or onto the body and when they should check with an adult.
- Understand that there are hazards in houses and know how to avoid them.
- Understand and name jobs that people do to help keep us safe..

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Week 7	Week 8
Retrieval	1.Which of these jobs does not keep us healthy? Nurse, Doctor, dentist, hairstresser 2. A dentist keeps our _____ healthy. Arms and legs, head and hair, eyes and ears, mouth and teeth	1. A visitor in school with a red badge means? They are safe to be on their own, they work at the school, they need to be with a member of staff at all times , they shouldn't be in school 2. A visitor in school with a	1. who is a stranger? Someone who is dangerous, someone we can trust, an adult, someone we don't know 2. Why should we be careful around people we don't know? They want to be our friend, we do not know	1. What information is useful to know if you get lost? Your school name, the name of the adult you were with , your address, your car details 2. Name two jobs that keep us healthy. 3. What does a visitor with a	1. Why would you not tell a stranger your address if you are lost? It is personal information , you might get it wrong, it isn't going to help, you might not know how to get there 2. What number do you call in an	1. What is the first piece of information you should give when you ring 999? Your name, your address, your age, the service you need 2. the act of touching someone is called _____ sleeping, ebing polite, showing	1. What services can you ask for when you ring 999? 2. What should you do if someone is giving you physical contact that you don't like? Let them carry on, push them away, say 'I don't like this please stop' and	1. Adults try to keep us safe, what should we do to help them? Ignore them and make your own choices, call 999, ignore hazards, listen to them and follow their instructions , take the lead 2. What should you NOT do if you found some

	<p>3. An optician helps check our _____ sight, hearing, taste, smell</p> <p>3. Name the 5 S's to help protect from the sun.</p> <p>4. What are you trying to wash off your hands during hand washing?</p>	<p>green badge on means? They are safe to be on their own in school, they work at school, they should not be on their own, they should not be in school</p> <p>3. What should you do if you see someone with a red tag on without a member of staff with them? Tell a member of staff that they are there, ignore them, ask them who they are, show them around the school</p> <p>4. What should all visitors do first when they come to school? Have a tour of the school, speak to the children, meet the headteacher, sign in at the office</p>	<p>for sure if they are safe, they want to play with us, they will always be unkind to us.</p> <p>3. What should I do if an adult does something unkind or hurts you?</p> <p>4. What symptoms can happen if you have an allergic reaction? Bleeding, sneezing and a rash, bruising</p>	<p>green lanyard mean? They are unsafe to be in school, they shouldn't be here, they are safe to be on their own in school, they need to be with a member of staff</p> <p>4. If you are in a shop and you get lost, you can ask a worker for help. How do you know someone works there? They are wearing uniform, they ask you if you need help, they smile, they are an adult</p>	<p>emergency? 911, 1234, 999, 9999</p> <p>3. What should you do if you see someone with a red tag on without a member of staff with them? Tell a member of staff that they are there, ignore them, ask them who they are, show them around the school</p> <p>4. When should we call 999? In an emergency when no other adult can do it, never- we are too young, when you have fallen out with your friend, when you have been told no</p>	<p>respect, physical contact</p> <p>3. what type of physical contact do most people not like? Hitting, hugging, holding hands, tickling</p> <p>4. If a visitor in school has a red badge they must always be _____ with a member of staff, be on their own, be with a child, be sitting down</p>	<p>tell an adult, do the same thing to them</p> <p>3. Which of these should you not eat? Grapes, sweets, sugar, tablets that have not been given to you</p> <p>4. What is a hazard? Something that might cause an accident, an injury, an accident, a crash</p>	<p>tablets? Shallow them, take them to a trusted adult, not touch them, warn others not to touch them</p> <p>3. All visitors coming into school should first _____</p> <p>Sign into the office, say hello to everyone, meet the children, have a look around</p> <p>4. An _____ is a serious, often dangerous situation. Stranger, contact. Police officer, emergency</p>
Learning Objective:	To know how to respond to adults in a safe and familiar context.	To understand how to respond to adults in a range of situations.	To understand what to do if you get lost.	To know what an emergency is and how to make a phone call if needed.	To begin to understand the difference between acceptable and unacceptable physical contact.	To begin to understand what is safe to put into or onto our bodies.	To understand that there are dangers at home and how these can be avoided.	To understand that there are people in the local community who help to keep us safe.
Key vocabulary	Tier 3 Adult Stranger Visitor Safety	Tier 3 Adult Stranger Worry Polite	Tier 3 Lost Safe Adult	Tier 2 Emergency Tier 3 Police	Tier 2 Acceptable Contact Physical Unacceptable	Tier 2 Danger Damage Tier 3 Ill	Tier 2 Accident Hazard Danger Tier 3	Tier 3 Job Safe Help

				Ambulance 999 Fire	Permission Tier 3 Like Dislike Kind Unkind Stop	Medicine	Safe Unsafe	
Possible outcome	Talk to the children about what the school does to keep children safe e.g. people report to the office and sign in, visitor badges, adult we know introduces us. Work through 4 scenarios where children come across strangers. They discuss with their partners what they would do in those situations. .	Children look through different scenarios and work in groups to decide if they should carry on talking to the person or be polite, end the conversation and go talk to a trusted adult. .	Explain to the children that if they get lost they should. Put the children into groups of three and ask them to role-play a scenario where they get lost, with one being the child, another the adult the child is with, and the third being a trusted adult they can go to. Encourage them to practise the conversations they might have.	Play the video on link: ' Staffordshire Police: Teaching children how to call 999 ' on how to call the emergency services. Children work in pairs to role play making a phone call to the emergency services.	Explain that there are some kinds of physical contact that we like and some kinds of physical contact that we don't like. We should say no and tell someone to 'stop' if someone does something to us that we don't like. Children work through the pictures in pairs and decide if the physical contact shown is never acceptable, sometimes acceptable or usually acceptable.	discuss whether the children would put the item shown onto the body and whether they would do this without an adult. Children complete sorting activity, deciding which items can go in and on the body, which items can't and which items they should ask an adult about.	Arrange the children in small groups and give each group a copy of the <i>Activity: Possible hazards</i> . For each of the rooms illustrated, the children should use the picture and their knowledge of that kind of room, to identify the possible hazards and write down them around the picture.	Children look at images of people who keep us safe. Children write a job description for a job relating to safety so that people know what the job involves.
British Values	Mutual Respect	Mutual respect		Individual liberty Mutual respect				

Year 1	Citizenship
PSHE Association non-statutory guidance	
Living in the Wider World L1. about what rules are, why they are needed, and why different rules are needed in different situations. L2. how people and other living things have different needs; about the responsibilities of caring for them. L4. about the different groups they belong to.	

L6. to recognise the ways they are the same as, and different to, other people.

Preparing to play an active role as citizens

g. what democracy is, and about the basic institutions that support it locally and nationally.

British Values Links:

- Rule of law
- Mutual respect
- Tolerance of different cultures and religions

Cross-Curricular Links:

.Science

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Prior Learning

-

Future Learning

Year 2

- Know some of the different places where rules apply.
- Know that some rules are made to be followed by everyone and are known as 'laws'.
- Know some of the jobs people do to look after the environment in school and the local community.
- Know how democracy works in school through the school council.
- Know that everyone has similarities and differences.

Year 3

- Know the rights children have.
- Know that not all children benefit from rights.
- Know that children have the responsibility to make sure other children can benefit from rights.
- Know that recycling rubbish helps protect the environment.
- Know what I can do to increase/improve recycling at home/school.
- Know what a community is.
- Know that there are buildings and places that are there for the community.
- Know that charities support different things in our community.
- Know why we have rules in the community.

Year 4

- Know that everyone has human rights.
- know why these rights are important.
- Know who helps to protect human rights.
- Know that groups exist do different things in a community.
- Know that communities are made up of different groups.
- Know the role of the local councillor.

Year 5

- Know what happens when someone breaks the law.
- Know that rights apply to everyone.

	<ul style="list-style-type: none"> • Know how reducing materials and energy help the environment. • Know how contributions to the community are recognised and valued. • Know how the Parliament works. <p>Year 6</p> <ul style="list-style-type: none"> • Know that human rights are there to protect everyone. • Know why individual campaign for causes they believe in. • Know some environmental issues relating to food. • Know that I have a responsibilities for other people and living things. • Know what discrimination and prejudice is. • Know the contribution that people with protected characteristics bring to society. • Know how the government works.
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Substantive Knowledge Acquired in the Unit

- Know the school rules.
- Know that different pets have different needs.
- Know the need of younger children and these change over time.
- Know that all people are different.

Misconceptions

Some children may think:

- Only adults take responsibility for pets and young children.
- Children don't need to worry about democracy.
- The adults always set the rules.
- Adults will tell us what to do.
- Friends and family are not a group.
- Only adults can choose the groups children can belong to.

By the end of this unit pupils will:

- Explain why the class and school rules are important.
- Discuss the different needs of a range of pets.
- Describe some of the needs of babies and young children.
- Recognise some similarities and differences between themselves and others.
- Identify some groups which they belong to.
- Recognise that different individuals belong to different groups.
- Explain why voting is a fair way to make a decision involving a lot of people.

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Retrieval	1. Which of these is a possible hazard at home? Sofa, toys, grass, oven 2. Name 3 hazards you can see in this picture.	1. which of these is not a reason we have rules in school? To help us learn, to keep us safe, to help us get on together, to stop you doing things you want to	1.What should you first think about before getting a pet? What name you want to call it, what food it likes, what type of house you live in , if it is fluffy	1. The things we need change as we grow from a baby to a toddler. True or false? 2. What type of food does a baby need? Milk , a jar of baby food,	1. being unique means_____ you are the same as everyone else, you are different to everyone else , some things are	1. Name three groups we can belong to? 2. which group do we choose to belong to? Our family, our friends , our class

	(use picture of lesson on hazards) 3. Which job is there to keep us safe? Crossing patrol officer, police officer, fire fighters, teachers 4. What number should you call in an emergency if there is no adult around to do it for you?	2. Name a rule we follow in school. 3. If a visitor has a red badge on they _____ must be with a member of staff , they can be on their own, they are dangerous	2. Animals can eat the same food humans can. True or false? 3. Name three animals families might have as pets.	mashed banana, the same as us 3. Babies are _____ than toddlers. Younger , older, the same age	the same and some things are different 2. What type of bed should a baby have? Cot , double bed, single bed, sharing a bed 3. What is the first piece of information you should give when ringing 999? The service you need , your name, your age, where you live	3. A baby grows into a _____
Learning Objective:	To begin to understand the importance of rules.	To understand that animals have different needs and how to care for them.	To begin to understand the needs of babies and young children.	To begin to recognise ways in which we are both the same as and different from other people.	To understand the range of groups that people belong to.	To begin to understand how democracy works.
Key vocabulary	Tier 2 Different Tier 3 Rule	Tier 2 Care Need Tier 3 Pet Animal	Tier 2 Need Care Tier 3 Child Baby	Tier 2 Same Different Unique	Tier 2 Different Same Unique	Tier 2 Choice Vote Democracy Tier 3 Fair Unfair
Possible outcome	Ask the children why we have classroom and school rules. Children debate in groups what would school be like if we had no rules.	Watch the video on the link: ' What do pets need? ' on VideoLink. Give each pair of pupils: A card from the <i>Activity: Pet cards</i> (more than one pair may look at the same pet). A copy of the <i>Activity: Looking after a pet</i> . The children complete the sheet in the <i>Activity: Looking after a pet</i> , for the animal on their pet card.	Children look through pictures of babies and children at different ages. They describe what that baby or young child needs to keep it safe and well. For example, a newborn baby would need milk. Take some feedback from the children on some of the aspects to show how the needs change as the babies grow and develop.	Put the children into mixed ability groups and explain that they are going to be looking at the characters they have each created to discover which things the characters have in common, and which things are different.	Put the children into mixed ability groups and explain that they are going to be looking at the characters they have each created to discover which things the characters have in common, and which things are different..	The children will be doing one of the activities from the list written down. Before you begin, review the list and remove any activities that are not possible in the time you have available, and explain this to the children. You can also add your own idea, which might be one that will not be popular. Tell the children that you have come up with

						some ideas for how the activity can be chosen
British Values	Rule of law			Mutual respect Tolerance of others		Democracy

Year 1	Economic Wellbeing
Cross-Curricular Links:	
<p>Mathematics</p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. <p>PSHE Association Programme</p> <ul style="list-style-type: none"> L10. what money is; forms that money comes in; that money comes from different sources. L11. that people make different choices about how to save and spend money. L13. that money needs to be looked after; different ways of doing this. L16. different jobs that people they know or people who work in the community do. 	
Prior Learning	Future Learning
<ul style="list-style-type: none"> 	<p>Year 2</p> <ul style="list-style-type: none"> Know some of the ways in which adults get money. Know the difference between a ‘want’ and ‘need’. Know some of the features to look at when selecting a bank account. <p>Year 3</p> <ul style="list-style-type: none"> Know that there are different ways to pay for things. Know that budgeting money is important. Know that there are a range of jobs available. Know that some stereotypes can exist around jobs. <p>Year 4</p> <ul style="list-style-type: none"> Know that money can be lost in a variety of ways. Know the importance of tracking money. Know that many people will have more than one job in their lifetime. Know ways to overcome stereotyping in the workplace. <p>Year 5</p> <ul style="list-style-type: none"> Know when money is borrowed it needs to be paid back usually with interest. Know that it is important to prioritise spending. Know that income is the amount of money received and expenditure is the amount of money spent. Know some ways that people lose money. <p>Year 6</p> <ul style="list-style-type: none"> Know that there are certain rules to follow to keep money safe in a bank. Know that gambling is a risk where money, or something else, is swapped in hope of winning something better or more money.

- Know that different jobs have different routes into them.
- Know that banks and organisations such as Citizen Advice can help with money related issues.

Substantive Knowledge Acquired in the Unit

- Know that coins and notes have different values.
- Know some of the ways children may receive money.
- Know that it is wrong to steal money.
- Know that banks are places where we can store our money.
- Know some jobs in school.
- Know that different jobs need different skills.

Misconceptions

Some children may think:

- You only pay for things on a card.
- You don't need to work to get money.
- As a child I don't need to save money.
- A bank only exists in films and games.
- My money will get stolen.
- It is unsafe to have lots of money

By the end of this unit pupils will:

- Explain how children might get money.
- Explain some different ways to keep money safe.
- Discuss the role of banks and building societies.
- Recognise that people may make different choices about spending or saving.
- Explain that a range of jobs exist in school and that different skills are needed for these jobs..

Medium Term Planning

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Retrieval	1. What is the best way to make a vote? Everyone votes , only girls get to choose, one person chooses, people who are good at maths chooses 2. which of these can happen when voting? The loudest people get to choose, you can ask to change the decision, you might not agree with the decision 3. all of us are _____ The same, friends, unique,	1. Which has the highest value? Notes , coins, credit card, all the same 2. which of these can children NOT do to earn money? Get pocket money, receive money as a present, do chores around the house, get a job 3. How might an adult get money? Get a job , steal it, given it by banks, get it from their parents	1. What should you do if you find money in school? Keep it, give it to an adult , hide it, give it to a friend 2. which of these is NOT a safe place to keep your money? Money box, purse or wallet, toy box , in a safe 3. How might we feel if we lost our money? Happy, excited, worried	1. What is 'cash'? notes and coins , notes, coins, a card you can pay with 2. the name of the place where you can keep your money safe is a _____ shop, bank/building society , café, supermarket 3. Which of these can children NOT do to earn money? Get pocket money, receive money as a present, do chores around the house, get a job	1. If you put your money in a bank you can never get it back, true or false? 2. Why might people save up their money? They want to buy something they really want , they have too much money, it is worth more if you save it, people might steal it 3. To keep your money for future use is to _____ Spend, collect, save , reward

Learning Objective:	To understand what money is and where it comes from.	To understand how to keep cash safe	To know the importance of banks and building societies.	To begin to understand that people make different choices about spending and saving money.	To understand some of the jobs that exist in my school.
Key vocabulary	<p>Tier 2 Value</p> <p>Tier 3 Coins Money</p>	<p>Tier 2 Value</p> <p>Tier 3 Money Coins Notes Safe Purse Wallet</p>	<p>Tier 3 Bank Building society Bank account</p>	<p>Tier 2 Choice Tier 3 Spend Save</p>	<p>Tier 2 Different Same Unique</p>
Possible outcome	<p>Hand out the pretend money and ask the children to identify the value of the coins.</p> <p>Then ask the children to put the coins in order of value, from the lowest to the highest. Ask the children to write a short story about a child getting some money. They should include how or why the child got money and what they are planning to do with it.</p>	<p>Read the cash story as a whole class. At certain points in the story, the children will be asked where Billy puts his money to keep it safe. Pupils record their answers on a whiteboard.</p>	<p>Children have a visitor in school from a bank or building society. They ask questions to gain a better understanding about what banks and building societies do.</p>	<p>Explain that the children are going to listen to you read out the <i>Activity: Spend or save scenarios</i>. After each scenario, they will discuss with a partner what they think is the best thing for the person in the story to do with their money.</p>	<p>Children are given a range of pictures of different staff in school. In pairs, they discuss the role of the member of staff and what skills that staff member would need.</p>
British Values			Individual liberty		