



PSHE / RSE

2021-2022

The Federation of All Saints and St Margaret's CVA

Knowledge/ Vocabulary progression

	All Saints CVA			St Margaret's CVA		
	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2
<b>Module</b>	<b>Keeping/Staying Safe</b>					
<b>Topic</b>	<b>Road safety</b>	<b>Tying Shoelaces</b>	<b>Cycle Safety</b>	<b>Peer Pressure</b>	<b>Road safety</b>	<b>Leaning out of windows</b>
<b>National Curriculum/ DFE</b>	Pupils should know: -that families are important for children growing up because they can give love, security and stability.	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	Pupils should know: -- Families are important for children growing up because they can give love, security and stability - It is important to respond safely and appropriately to people who you do not know very well	Pupils should know: -It is important to recognise who to trust and who not to trust and to be able to judge when a friendship is making you feel unhappy or uncomfortable - The characteristics of friendships include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and	Pupils should know: -that families are important for children growing up because they can give love, security and stability.	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. -how to make a clear and efficient call to emergency services if necessary.

				experiences and support with problems and difficulties		
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>-understand why it is important to stay safe when crossing the road</li> <li>-be able to recognise a range of safe places to cross the road</li> <li>-understand the differences between safe and risky choices</li> <li>-know different ways to help us stay safe</li> </ul>	<ul style="list-style-type: none"> <li>-Know the reasons to make sure your laces are tied</li> <li>-Learn how to tie up laces properly</li> <li>-Know rules to keep yourself and others safe</li> <li>-Understand the differences between safe and risky choices</li> </ul>	<ul style="list-style-type: none"> <li>-identify strategies we can use to keep ourselves and others safe</li> <li>-recognise the impact and possible consequences of an accident or incident</li> <li>- identify what is a risky choice</li> <li>- create a set of rules for and identify ways of keeping safe</li> </ul>	<ul style="list-style-type: none"> <li>identify strategies we can use to keep ourselves and others safe</li> <li>-recognise ways to manage peer pressure</li> <li>-explain the potential outcomes that may happen when we take risks</li> <li>- recognise the impact and possible consequences of an accident or incident</li> </ul>	<ul style="list-style-type: none"> <li>-understand why it is important to stay safe when crossing the road</li> <li>-be able to recognise a range of safe places to cross the road</li> <li>-understand the differences between safe and risky choices</li> <li>-know different ways to help us stay safe</li> </ul>	<ul style="list-style-type: none"> <li>-know ways to keep yourself and others safe</li> <li>-be able to recognise risky situations</li> <li>-be able to identify trusted adults around you</li> <li>-understand the differences between safe and risky choices</li> <li>-be able to recognise a range of warning signs</li> <li>-be able to spot the dangers we may find at home</li> <li>-know the importance of listening to our trusted adults</li> <li>-be able to understand ways we can keep ourselves and others safe at home</li> <li>-know the differences between safe and risky choices</li> </ul>
<b>Sticky Vocabulary</b>	Pedestrian, zebra crossing, pelican crossing, rules, waring sign, toucan crossing, puffin crossing	Buckle, laces, Velcro, accident, rules, unsafe	Statement. Opinion, fact, strategies, junction, cycle safety	Peer pressure, encourage, risk, risk assessment, support network	Pedestrian, zebra crossing, pelican crossing, rules, waring sign, toucan crossing, puffin crossing	PCSO, Appliances, dangerous, chemicals, warning sign, pressured, permission

<p><b>Ask the question??</b></p>	<p>What do you need to keep safe from? Who keeps us safe? How can we keep ourselves and others safe? How can we stay safe from sun rays? Can you list some road safety rules? How can you cross a road safely? How can you stay safe in a vehicle?</p>	<p>What could happen if we did not tie our shoelaces or fasten our shoes correctly? Can you list some rules to help keep us safe? Can you think of any situations where rushing or being impatient could cause an accident?</p>	<p>How can we keep safe at home, at school, and in the community? How can we stay safe when riding a bike?</p>	<p>What is peer pressure? How could you help someone who is feeling pressured to do something? Who could you talk to if you felt pressured to do something?</p>	<p>What do you need to keep safe from? Who keeps us safe? How can we keep ourselves and others safe? How can we stay safe from sun rays? Can you list some road safety rules? How can you cross a road safely? How can you stay safe in a vehicle?</p>	<p>Should we trust everyone we know? Who could we talk to if we were worried about someone we had just met? Can you name some dangers that you may find at home? Who is available to help if we call 999?</p>
<p><b>Breadth and balance</b></p>	<p>Road safety activities Parent link <b>English Reading</b> - The Hodgeheg by Dick King-Smith Protective behaviours</p>	<p>Home school link Observation skills Science - hazards Protective behaviours</p>	<p>SMSC Home school link Protective behaviours Risk assessing</p>	<p>SMSC Risk assessing Links to Maths - bar charts Drama Art</p>	<p>Road safety activities Parent link <b>English Reading</b> - The Hodgeheg by Dick King-Smith</p>	<p>SMSC Home school link Protective behaviours</p>

	All Saints CVA				St Margaret's CVA	
	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2
Module	Keeping/Staying Healthy					
Topic	Washing hands	Healthy eating and brushing teeth	Healthy living	Harmful substances	Washing hands	Medicines
<b>National Curriculum/DFE</b>	<p>Mental wellbeing is a normal part of daily life, in the same way as physical health</p> <ul style="list-style-type: none"> <li>• It is important to wash your hands to reduce the spread of germs</li> <li>• There are many benefits of resting, spending time with friends and family, and having hobbies</li> <li>• Good quality sleep is important for good health, and a lack of sleep can affect weight, mood and ability to learn</li> </ul>	<p>There are risks associated with an inactive lifestyle and a poor diet, such as obesity and tooth decay</p> <ul style="list-style-type: none"> <li>• There are many benefits of good oral hygiene, including dental flossing and regular check-ups at the dentist</li> </ul>	<p>Mental wellbeing is a normal part of daily life, in the same way as physical health</p> <ul style="list-style-type: none"> <li>• It is important to build regular exercise into daily and weekly routine, for example: walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• A lack of sleep can affect weight, mood and ability to learn</li> </ul>	<p>There are risks associated with legal and illegal harmful substances, including: smoking, alcohol use and drug-taking</p> <ul style="list-style-type: none"> <li>• It is important to recognise who to trust and who not to trust and to be able to judge when a friendship is making you feel unhappy or uncomfortable</li> </ul> <p>There are associated risks with legal and illegal harmful substances, such as smoking, alcohol use and drug-taking</p> <ul style="list-style-type: none"> <li>• Mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>	<p>Mental wellbeing is a normal part of daily life, in the same way as physical health</p> <ul style="list-style-type: none"> <li>• It is important to wash your hands to reduce the spread of germs</li> <li>• There are many benefits of resting, spending time with friends and family, and having hobbies</li> <li>• Good quality sleep is important for good health, and a lack of sleep can affect weight, mood and ability to learn</li> </ul>	<p>Vaccinations can prevent you from certain diseases</p> <ul style="list-style-type: none"> <li>• There are associated risks with legal and illegal harmful substances</li> </ul>
<b>Sticky Knowledge</b>	<p>understand what we can do to keep healthy</p> <ul style="list-style-type: none"> <li>• understand why we need to wash our hands</li> <li>• know how germs are spread and how they can affect our health</li> </ul>	<p>know that food is needed for our bodies to be healthy and to grow</p> <ul style="list-style-type: none"> <li>• understand that some foods are better for good health than others</li> </ul>	<p>explain what is meant by a balanced diet and plan a balanced meal</p> <ul style="list-style-type: none"> <li>• recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</li> <li>•</li> </ul>	<p>explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</p> <ul style="list-style-type: none"> <li>• describe how smoking can affect your immediate and future health and wellbeing</li> </ul>	<p>understand what we can do to keep healthy</p> <ul style="list-style-type: none"> <li>• understand why we need to wash our hands</li> <li>• know how germs are spread and how they can affect our health</li> </ul>	<p>know, understand, and be able to practise simple safety rules about medicine</p> <ul style="list-style-type: none"> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> </ul>

	<ul style="list-style-type: none"> <li>• be able to practise washing your hands</li> <li>• know the differences between healthy and unhealthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• be able to list different types of healthy food</li> <li>• understand how to keep yourself and others healthy</li> <li>• know the differences between healthy and unhealthy choices</li> <li>• understand why we need to brush our teeth</li> <li>• be able to practise brushing your teeth</li> <li>• know the differences between healthy and unhealthy choices</li> <li>• be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy</li> </ul>	<p>understand nutritional information on packaged food and explain what it means</p> <ul style="list-style-type: none"> <li>• describe different ways to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• give reasons why someone might start and continue to smoke</li> <li>• identify and use skills and strategies to resist any pressure to smoke</li> <li>identify what is a risky choice</li> <li>• identify the risks associated with alcohol (+ drugs - extension)</li> <li>• describe how alcohol can affect your immediate and future health</li> <li>• develop and recognise skills and strategies to keep safe</li> </ul>	<ul style="list-style-type: none"> <li>• be able to practise washing your hands</li> <li>• know the differences between healthy and unhealthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• understand the differences between healthy and unhealthy choices</li> </ul>
<b>Sticky Vocabulary</b>	Healthy, unhealthy, germ	Ingredients, energy, repair, vitamins, natural, saturated fat, decay	Lifestyle, balanced diet, blood pressure, saturated fat, vital organs, mind map, food chart, carbohydrates, protein, calorie	Nicotine, addictive, illegal, cigarette, e-cigarette, tobacco, Alcohol, ethanol, fermentation, unit, legal age limit, alcohol, poisoning	Healthy, unhealthy, germ	Medicine, allergies, vaccination, antibodies, research, immune system, doctor

<b>Ask the question??</b>	<p>What does a healthy person look like?</p> <ul style="list-style-type: none"> <li>• What does an unhealthy person look like?</li> <li>• How can you stay healthy?</li> <li>• When should we wash our hands?</li> <li>• Why is important to wash our hands?</li> <li>• What are germs? What can they do?</li> </ul>	<p>What foods keep us healthy?</p> <ul style="list-style-type: none"> <li>• Why do we need food?</li> <li>• Why is it important to brush our teeth?</li> </ul>	<p>What different types of food do our bodies need to stay healthy and grow? • How can we stay healthy? • How can you encourage others to stay healthy?</p>	<p>What are the risks of smoking?</p> <ul style="list-style-type: none"> <li>• Why do you think people start to smoke? • Can you name one ingredient of a cigarette?</li> <li>• What could you do if you or someone you know felt pressured to smoke?</li> </ul> <p>What affects can alcohol have on your body?</p> <ul style="list-style-type: none"> <li>• If you or anyone you know is struggling with a mental health issue, what could you do?</li> <li>• Extension lesson question - what affects can drugs have on your body?</li> </ul>	<p>What does a healthy person look like?</p> <ul style="list-style-type: none"> <li>• What does an unhealthy person look like?</li> <li>• How can you stay healthy?</li> <li>• When should we wash our hands?</li> <li>• Why is important to wash our hands?</li> <li>• What are germs? What can they do?</li> </ul>	<p>Why do we take medicine?</p> <ul style="list-style-type: none"> <li>• Who should we take medicine from?</li> <li>• What else can make you feel better when you are poorly?</li> <li>• What is a vaccination?</li> </ul>
<b>Breadth and Balance</b>	Ways to keep healthy now and in the future	Ways to keep healthy now and in the future Science - teeth, decay Maths - time	Health and well being	Links to Maths - bar charts Drama Art Drug education English - writing Debating skills	Ways to keep healthy now and in the future	Science - medicines and chemicals

	All Saints CVA				St Margaret's CVA		Both schools
	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2	All classes
Module	RSE- A Journey in Love						Relationships
Topic	God loves each of us and our uniqueness/ We meet God's love in our family	We meet God's love in the community/ How we live in love	How we live in love/ God loves us in our differences	God loves me in my changing and development/ The wonder of God's love in creating new life.	God loves each of us and our uniqueness/ We meet God's love in our family	How we live in love/ God loves us in our differences	Touch

<p>National Curriculum / DFE</p>	<p>Families are important for children growing up because they can give love, security and stability • Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other • Friendships are important in making us feel happy and secure • Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right • Healthy friendships are positive and</p>	<p>Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • It is important to take time to judge whether what you are feeling and how you are behaving is appropriate and proportionate • healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>	<ul style="list-style-type: none"> <li>• It is not always right to keep secrets if they relate to being safe • Each person's body belongs to them • It is important to seek help or advice if a relationship is making you feel unsafe or unhappy</li> <li>• In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority • It is important to understand how to report concerns or abuse • Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>	<p>When you go through puberty, you will experience physical and emotional changes • There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • There is advice available and steps we can take to support menstrual wellbeing</p> <p>Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • Others people's families, either in school or in the wider world, sometimes look different from your family, but you should respect</p>	<p>Families are important for children growing up because they can give love, security and stability • Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other • Friendships are important in making us feel happy and secure • Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right • Healthy friendships are positive and welcoming towards</p>	<ul style="list-style-type: none"> <li>• It is not always right to keep secrets if they relate to being safe • Each person's body belongs to them • It is important to seek help or advice if a relationship is making you feel unsafe or unhappy • In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority • It is important to understand how to report concerns or abuse • Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>	<p>It is not always right to keep secrets if they relate to being safe</p> <ul style="list-style-type: none"> <li>• Each person's body belongs to them</li> <li>• It is important to seek help or advice if a relationship is making you feel unsafe or unhappy</li> <li>• In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority • It is important to understand how to report concerns or abuse</li> </ul>
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	welcoming towards others, and do not make others feel lonely or excluded			those differences and know that other children's families are also characterised by love and care for them	others, and do not make others feel lonely or excluded		
Sticky Knowledge	<p>understand different types of relationships • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view</p>	<p>be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings</p>	<p>identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</p>	<p>explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy</p>	<p>understand different types of relationships • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view</p>	<p>identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</p>	<p>understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help</p>



				<ul style="list-style-type: none"> <li>• identify the laws around consent</li> </ul>			
Sticky Vocabulary	God;unique;differen t; special; eyes;hair;boy;girl;ha nds;fingers; name; family; love; womb; describe	God;community;bel onging;family;father ;mother; carer; guardian; feelings; emotions God; care; community;growing ;healthy; keepingsafe;friends; forgive; forgiveness; supportive; alone; lonely	God; care; community;growing ;healthy; keepingsafe;friends; forgive; forgiveness; supportive; alone; lonely God; gifts;talents; difference; development; change; maleand female body parts; conception; conflict; appreciate; celebrate; achievements	God; sensitivity; puberty; presence; celebrate; external; internal; change; develop; ovulation;reproduct ion; production; hormones; menstruation God; Christian; appropriate; dignity; sexuality; intercourse; fallopian; conceive;relationshi p; uterus; cervix; marriage; fiancé; fiancée	God;unique;differen t; special; eyes;hair;boy;girl;ha nds;fingers; name; family; love; womb; describe	God; care; community;growing; healthy; keepingsafe;friends; orgive; forgiveness; supportive; alone; lonely God; gifts;talents; difference; development; change; maleand female body parts; conception; conflict; appreciate; celebrate; achievements	Appropriate, touch, private parts
Ask the question??	What types of relationships are there? • How can you show that you care about special people/things? • What makes a good friend? • What kind of things can friends fall out over or disagree about? • What can we do if we fall out with our friends?	How might someone feel if they are being bullied? • If you thought someone was being bullied, what could you do? • How can you be kind to someone? • What kind of things can friends fall out over or disagree about? • What can we do if we fall out with our friends?	What types of relationships are there? • What can make a relationship healthy or unhealthy? • What is the difference between secrets and surprises? • How could you help someone who feels uncomfortable in a relationship?	What does the brain release in order for puberty to begin? • What changes do females and males go through during puberty? • How long do periods normally last? • What coping strategies can help us through puberty? • Can you name at least three parts of the female	What types of relationships are there? • How can you show that you care about special people/things? • What makes a good friend? • What kind of things can friends fall out over or disagree about? • What can we do if we fall out with our friends?	What types of relationships are there? • What can make a relationship healthy or unhealthy? • What is the difference between secrets and surprises? • How could you help someone who feels uncomfortable in a relationship?	If you know of somebody who is upset about the way someone treats them, what could you do? • If you feel uncomfortable in a relationship, who could you talk to?

	How can I forgive and include others as Jesus did?	If God is called 'Our Father', what does that make us? • As children of God, how should we treat each other?	How can I forgive and include others as Jesus did?	reproductive system? • Can you name at least three parts of the male reproductive system? • What is the legal age of consent to have sex? • Can you talk about the different stages of pregnancy?	How can I forgive and include others as Jesus did?	How can I forgive and include others as Jesus did?	
Breadth and Balance	Come and See	Come and See	Come and See	Come and See	Come and See	Come and See	Nurture group activities NSPCC

	All Saints CVA				St Margaret's CVA	
	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2
Module	Being Responsible					
Topic	Water spillage	Practice Makes Perfect and Helping Someone in Need	Coming Home on Time	Looking Out for Others and Adults' & Children's Views	Water spillage	Stealing
National Curriculum/ DFE	<p>For a healthy family life, it is important to care for, protect, and spend time with each other</p> <ul style="list-style-type: none"> <li>• There are practical steps you can take to improve or support respectful relationships</li> <li>• There may be occasions where you need to make a clear and efficient call to emergency services</li> </ul>	<p>It is important to have manners and be courteous</p> <ul style="list-style-type: none"> <li>• Self-respect can enhance your own happiness</li> <li>• It is important to respond safely and appropriately to people who you do not know very well</li> </ul>	<p>The characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> <li>• It is important to give and seek permission in relationships with friends, peers, and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• It is important to recognise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> </ul>	<p>For a healthy family life, it is important to care for, protect, and spend time with each other</p> <ul style="list-style-type: none"> <li>• There are practical steps you can take to improve or support respectful relationships</li> <li>• There may be occasions where you need to make a clear and efficient call to emergency services</li> </ul>	<p>The characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> <li>• It is important to recognise when a friendship is making you feel unhappy or uncomfortable</li> <li>• It is important to give and seek permission in relationships with friends, peers, and adults</li> </ul>
Sticky Knowledge	<p>understand what we are responsible for</p> <ul style="list-style-type: none"> <li>• be able to recognise how responsibilities will change as we grow</li> <li>• know how you can help people around you</li> </ul>	<p>be able to name ways you can improve in an activity or sport</p> <ul style="list-style-type: none"> <li>• understand the importance of trying hard and not giving up</li> <li>• be able to see the benefits of practising an activity or sport</li> </ul>	<p>recognise the importance of behaving in a responsible manner in a range of situations</p> <ul style="list-style-type: none"> <li>• describe a range of situations where being on time is important</li> <li>• explain the importance</li> </ul>	<p>recognise why we should take action when someone is being unkind</p> <ul style="list-style-type: none"> <li>• describe caring and considerate behaviour, including the importance of looking out for others</li> </ul>	<p>understand what we are responsible for</p> <ul style="list-style-type: none"> <li>• be able to recognise how responsibilities will change as we grow</li> <li>• know how you can help people around you</li> <li>• understand the</li> </ul>	<p>understand the differences between borrowing and stealing</p> <ul style="list-style-type: none"> <li>• be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>it is wrong to steal</li> </ul>

	<ul style="list-style-type: none"> <li>• understand the types of things you are responsible for</li> <li>• know how and understand the importance of preventing accidents</li> <li>• be able to recognise the differences between being responsible and being irresponsible</li> </ul>	<ul style="list-style-type: none"> <li>• be able to learn ways to set goals and work to reach them</li> <li>• know how you can help other people</li> <li>• be able to recognise kind and thoughtful behaviours and actions</li> <li>• understand the risks of talking to people you don't know very well in the community</li> <li>• be able to identify the differences between being responsible and being irresponsible</li> </ul>	of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible	<ul style="list-style-type: none"> <li>• demonstrate why it is important to behave in an appropriate and responsible way</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul>	<p>types of things you are responsible for</p> <ul style="list-style-type: none"> <li>• know how and understand the importance of preventing accidents</li> <li>• be able to recognise the differences between being responsible and being irresponsible</li> </ul>	<ul style="list-style-type: none"> <li>• be able to understand the differences between being responsible and irresponsible</li> </ul>
Sticky Vocabulary	Responsibility, responsible, accident, honesty, dishonest	Abilities, thoughtful, qualities, manners, courteous, appropriately, self-respect, improve	Punctual, responsible, irresponsible, appointment	Considerate, inconsiderate	Responsibility, responsible, accident, honesty, dishonest	Borrowing, stealing, consequence, irresponsible, responsible
Ask the question??	<p>What are you responsible for?</p> <ul style="list-style-type: none"> <li>• What new things may you be responsible for as you grow?</li> <li>• How can we prevent accidents?</li> <li>• How can we be responsible in the classroom?</li> </ul>	<p>What are your best qualities?</p> <ul style="list-style-type: none"> <li>• Can you name something you'd like to get better at?</li> <li>• Who helps you at home, at school, and in the community?</li> <li>• How can we be kind and thoughtful?</li> </ul>	<p>How can we be responsible at home, at school, and in the community?</p> <ul style="list-style-type: none"> <li>• Why do we have rules?</li> <li>• Why is it important to be on time?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we help others?</li> <li>• If someone is being unkind to you or someone you know, what could you do?</li> </ul>	<p>What are you responsible for?</p> <ul style="list-style-type: none"> <li>• What new things may you be responsible for as you grow?</li> <li>• How can we prevent accidents?</li> <li>• How can we be responsible in the classroom?</li> </ul>	<p>What are the differences between borrowing and stealing?</p> <ul style="list-style-type: none"> <li>• How can you be responsible?</li> </ul>
Breadth and Balance	English - writing Classroom rules Being responsible at home, school, and in the community	PE Any subject chosen re improvement SMSC work	Maths - time SMSC	English - writing SMSC Links to Maths - bar charts Drama/Art	English - writing Classroom rules Being responsible at home, school, and in the community	SMSC work

				SMSC		
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	All Saints CVA				St Margaret's CVA	
	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2
Module	Feelings and Emotions					
Topic	Jealousy	Worry and anger	Jealousy	Anger	Jealousy	Grief
National Curriculum/DFE	<p>Isolation and loneliness can affect children and it is very important for children to discuss their feelings with an adult and seek support</p> <ul style="list-style-type: none"> <li>The different characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and supporting each other with problems and difficulties</li> <li>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>Most friendships have ups and downs, and these can often be worked through so that the friendship is</li> </ul>	<p>There are a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <ul style="list-style-type: none"> <li>You can seek support in many ways, from a variety of different sources and it is important to recognise the triggers for seeking support</li> </ul>	<ul style="list-style-type: none"> <li>There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>Mental wellbeing is a normal part of daily life, in the same way as physical health</li> </ul>	<p>It is important to recognise and talk about your emotions</p> <ul style="list-style-type: none"> <li>There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>It is important to judge whether what you are feeling and how you are behaving is appropriate and proportionate</li> </ul>	<p>Isolation and loneliness can affect children and it is very important for children to discuss their feelings with an adult and seek support</p> <ul style="list-style-type: none"> <li>The different characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and supporting each other with problems and difficulties</li> <li>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>Most friendships have ups and downs, and these can often be worked through so that the friendship is</li> </ul>	<p>Families are important for children growing up because they can give love, security and stability</p> <ul style="list-style-type: none"> <li>There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>It is important to judge whether what you are feeling and how you are behaving is appropriate and proportionate</li> <li>Mental wellbeing is a normal part of daily life, in the same way as physical health</li> </ul>

	repaired or even strengthened.				repaired or even strengthened.	
Sticky Knowledge	<p>understand a range of emotions and how they make us feel physically and mentally</p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>	<p>be able to recognise and name emotions and their physical effects</p> <ul style="list-style-type: none"> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>	<p>recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good</p> <ul style="list-style-type: none"> <li>• describe how we can support others who feel lonely, jealous, or upset</li> <li>• recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</li> </ul>	<p>recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</p> <ul style="list-style-type: none"> <li>• explain how feelings can be communicated with or without words</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</li> </ul>	<p>understand a range of emotions and how they make us feel physically and mentally</p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>	<p>be able to recognise and name emotions and their physical effects</p> <ul style="list-style-type: none"> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>

Sticky Vocabulary	Recognising, loneliness, frustration, experience, jealousy	Fidgety, annoyed, worry, anger, manage, control, trust	Feelings, emotions, physical health, mental health, strategies	Displeasure, annoyance, hostility	Recognising, loneliness, frustration, experience, jealousy	Grief, confusion, memory box
Ask the questions?	How do we experience feelings and emotions in our bodies? • Who can support us with our feelings/emotions? • How can we reduce the unpleasant effects of negative emotions? • Can you describe the feeling of jealousy?	• If you feel worried, what actions could help you to feel better? • Why is it important to talk and share your worries with someone? • Who could you talk to about your feelings? • How can we control the feeling of anger?	Who can help us if we feel worried about ourselves or someone else? • How can you manage the feeling of jealousy? • If someone you know is experiencing jealousy, how could you help them? • Can you name some benefits of having different types of friends?	Can you describe the feeling of anger? • How can we manage the feeling of anger in a positive, healthy way?	How do we experience feelings and emotions in our bodies? • Who can support us with our feelings/emotions? • How can we reduce the unpleasant effects of negative emotions? • Can you describe the feeling of jealousy?	What are some of the reasons we might feel or experience grief? • What other kinds of feelings could we experience if we were feeling grief? • What could you do if you feel sad about losing someone or something? • How could you help someone who is experiencing grief? • How can manage other difficult emotions, such as worry, anger, and jealousy?
Breadth and Balance	SMSC Work	English - writing	Wellbeing/Mindfulness Drama/Art English - Writing	Mental wellbeing Mindfulness Mental wellbeing Links to Maths - bar charts Drama/Art SMSC Transition	SMSC Work	English Reading - What to Do When Your Temper Flares: A Kid's Guide to Overcoming Problems with Anger (What-to-Do Guides for Kids) (What-to-Do Guides for Kids R) by Dawn Huebner and Bonnie Matthews <a href="http://www.childhoodbereavementnetwork.org.uk">www.childhoodbereavementnetwork.org.uk</a> - includes downloadable training resources

	All Saints CVA				St Margaret's CVA	
	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2
Module	Computer Safety					
Topic	Online Bullying	Image Sharing and Computer Safety Documentary	Making Friends Online	Image sharing	Online Bullying	Making Friends Online
National Curriculum/DFE	<p>The internet is an integral part of life and has many benefits • The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • It is important to consider the effect of your</p>	<p>It is important to establish boundaries in friendships, with peers, and others • There may be times where you have to seek and give permission in relationships with friends, peers and adults • Sometimes people behave differently online, including by pretending to be someone they are not • By rationing the amount of time you spend online, you can positively impact your physical and mental health</p>	<p>It is important to consider your online friendships and sources of information • People sometimes behave differently online, including by pretending to be someone they are not • Limiting the amount of time spent online has many benefits for your mental and physical health</p>	<p>It is important to understand how to report concerns and get support with issues online • The characteristics of friendships include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<p>The internet is an integral part of life and has many benefits • The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • It is important to consider the effect of your</p>	<p>It is important to consider your online friendships and sources of information • People sometimes behave differently online, including by pretending to be someone they are not</p>



	online actions on others				online actions on others	
Sticky Knowledge	understand computers, the internet, and rules to keep safe • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments	understand how your online actions can affect others • be able to name the positive and negative ways you can use technology • know the risks of sharing images without permission • understand the types of images that you should and should not post online • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe	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	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	understand computers, the internet, and rules to keep safe • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments	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
Sticky Vocabulary	Online, positive, negative	Permission, opinion, rules, declaration	Online relationship, online bullying, offensive, rude, devise, false content, opinion, rumours	Application, survey, kind action, image sharing, illegal	Online, positive, negative	Chatroom, report, reply, respond, childline
Ask the questions?	What are the positives and negatives of being online? • Who could you talk to if you experience someone being unkind to you?	What types of information can you share online? • How can you stay safe online? • Are there any types of images that you shouldn't share online?	If you are worried or unsure about something you see online, what could you do? Who could you speak to? • If you receive a message online from someone	What could be the positive and negative outcomes of sharing an image online? • What do people need to think about before they share an image online?	What are the positives and negatives of being online? • Who could you talk to if you experience someone being unkind to you?	If you are worried or unsure about something you see online, what could you do? Who could you speak to? • If you receive a message online from someone

			you do not know, what could you do? • If someone was worried about something they had seen online, how could you help them?			you do not know, what could you do? • If someone was worried about something they had seen online, how could you help them?
Breadth and Balance	Computing	Computing	Computing Drama	Computing Writing SMSC	Computing	Computing

	All Saints CVA				St Margaret's CVA	
	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2
Module	The working world					
Topic	Growing in Our World	Living In Our World and Working In Our World	Breaking down barriers	Enterprise and Adults' & Children's Views	Growing in Our World	Looking After Our World
National Curriculum/DFE	Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are	Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • For a healthy family life, it is important to care for, protect, and spend time with each other • People in your community have different roles and responsibilities • Money comes in	For a healthy family life, it is important to care for, protect, and spend time with each other • There are benefits to physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	• The characteristics of healthy family life include: commitment to each other, including in times of difficulty, protection and care for children and other family members, spending time together and sharing each other's lives	Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are	We all have shared responsibilities for caring for other people and living things • There are ways of carrying out shared responsibilities for protecting the environment

	also characterised by love and care for each other	different forms and from different sources • People make different choices about saving and spending money			also characterised by love and care for each other	
Sticky Knowledge	understand how we care for others • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique	understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs	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	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	understand how we care for others • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique	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
Sticky Vocabulary	Planet, world, environment, humans, reproduce, protect, imagine, common	Wildlife, community, credit card, spend, receive, save	Income tax, VAT, contribution, HM revenue and customs, society, chore, independence, self	Enterprise, priority, fundraising	Planet, world, environment, humans, reproduce, protect, imagine, common	Reduce, re-use, recycle, environment, carbon footprint, carbon dioxide, global warming

			motivation, volunteer, stereotype			
Ask the questions??	What things grow on Earth? • What does a baby need to grow? • What can you do for yourself now, that you couldn't do as a baby? • What do all families have in common?	How can we look after others? • How can we look after our pets? • How can we look after house and garden plants? • Why do we need money? • How can we receive money? • How can we spend or save money?	How can we support society, our community, and our family/friends? • What chores could you be responsible for at home? • Can you name any skills that may be required for a future job role?	Why do we need money? • How can we save money? • How can we receive money?	What things grow on Earth? • What does a baby need to grow? • What can you do for yourself now, that you couldn't do as a baby? • What do all families have in common?	What does the phrase 'reduce, re-use, recycle' mean? • How can we save water? • How can we reduce the amount of electricity we use?
Breadth and Balance	Science, Geography	Science Careers Environment	Computing Maths - money	Links to Maths - bar charts Multi subject possibilities - event planning for an event	Science, Geography	Maths Geography History
	All Saints CVA			St Margaret's CVA		
	Class 1	Class 2	Class 3	Class 4	Class 1	Class 2
Module	Hazzrd Watch		A world without judgement		Hazzard Watch	
Topic	Hazard Watch	Hazard Watch	Breaking down Barriers	Inclusion and Acceptance	Hazard Watch	Hazard Watch
National Curriculum/DF	• There are associated risks with legal and illegal harmful substances • If you need to seek help or advice, it is important that you ask for it and keep trying until you are heard • Families are important for children growing up	• There are associated risks with legal and illegal harmful substances • If you need to seek help or advice, it is important that you ask for it and keep trying until you are heard • Families are important for children growing up	Other people's families, either in school or in the wider world, sometimes look different from your family, but you should respect those differences and know that other children's families are also characterised by love	Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • Other people's families, either in school or in the wider world, sometimes look	• There are associated risks with legal and illegal harmful substances • If you need to seek help or advice, it is important that you ask for it and keep trying until you are heard • Families are important for children growing up	• There are associated risks with legal and illegal harmful substances • If you need to seek help or advice, it is important that you ask for it and keep trying until you are heard • Families are important for children growing up

	because they can give love, security and stability • It is important to recognise and report feelings of being unsafe	because they can give love, security and stability • It is important to recognise and report feelings of being unsafe	and care • In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others • It is important to have manners and be courteous • Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	different from your family, but you should respect those differences and know that other children's families are also characterised by love and care for them • It is important to respect others, even when they are very different from you (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	because they can give love, security and stability • It is important to recognise and report feelings of being unsafe	because they can give love, security and stability • It is important to recognise and report feelings of being unsafe
Sticky Knowledge	know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings	know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings	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	know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings	know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings
Sticky Vocabulary	Potential, sibling, community, hazard, danger	Potential, sibling, community, hazard, danger	Judgement, equality, diversity, cohesion, barrier, attributes, similarities, differences, disability,	Inclusion, acceptance, discrimination, unique, anti-social, hate crime	Potential, sibling, community, hazard, danger	Potential, sibling, community, hazard, danger

			polite, courteous, respectful			
Questions to ask??	How do our special adults keep us safe? • What kind of objects or items do adults keep us safe from? • What could you do if you spot a potential danger or hazard at home, at school, or in the community?	How do our special adults keep us safe? • What kind of objects or items do adults keep us safe from? • What could you do if you spot a potential danger or hazard at home, at school, or in the community?	What kind of judgements or opinions might prevent the community from working together? • How can we respect ourselves and others?	How are we all different? • How can we help people who are discriminated against? • Can you describe the different groups that can make a community?	How do our special adults keep us safe? • What kind of objects or items do adults keep us safe from? • What could you do if you spot a potential danger or hazard at home, at school, or in the community?	How do our special adults keep us safe? • What kind of objects or items do adults keep us safe from? • What could you do if you spot a potential danger or hazard at home, at school, or in the community?
Breadth and Balance	What do I need to keep safe from? What may put me or others at risk?	What do I need to keep safe from? What may put me or others at risk?	English - writing RE SMSC	English - writing RE SMSC	What do I need to keep safe from? What may put me or others at risk?	What do I need to keep safe from? What may put me or others at risk?