

## Whole School Overview of PSHE, Values and Relationships

### Year A

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, raising multi-cultural awareness, developing skills for life, promoting a respect for our environment, celebrating responsible citizens and providing opportunities to debate and reflect.

PSHE has many cross-curricular links. Staff will use the progression of skills in speaking and listening to deliver PSHE

Autumn 1	EYFS	Year1/2	Year3/4	Year5/6
	Marvellous Me! Celebrations	Amazing Discoveries, Amazing People	Romans – Helpful Invaders?	How Mysterious were the Maya?
<b>LifeWise</b>	Planting our food x2 Cities, Towns, Land and Sea x2 Gentle hands and hearts	1. Being Happy x 2 2. Being Mindful x 2 3. First Aid and CPR x 2 4. What is Friendship  <b>V- Respect</b>	1. Personal Hygiene 2. Vaccinations and Diseases 3. Anger, Fear and Mindfulness 4. Anxiety, Stress and Mindfulness 5. Exercise 6. Safety with Household Meds 7. Change is Good <b>V-Respect</b>	1. Power of Words (Mouldy Rice) 2. Alcohol, Smoking, Vaping 3. Drugs and Illegal Drugs x2 4. BV – Laws and Parliament  <b>V- Respect</b>
<b>Sequence of Learning</b>	1. To understand that all living things need certain things to be able to grow and to flourish. That it is healthy for your diet and good for your well-being to grow your own food. 2. To identify and compare the parts of a plant that we eat.. To look at differences, similarities, pattern and texture To identify and compare the parts of a plant that we eat. o look at differences, similarities, pattern and texture. 3. To understand the differences that environments make to our lives and our choices. 4. To appreciate that other children have different likes and dislikes that	1. To describe when they felt happy To understand what makes them happy To recognise the feeling of happiness and can describe how happiness makes them feel To know why happiness is important To understand how we can feel happier 2. To know what it means to be mindful. To know why being mindful is good for us. 3. To know what to do when we see someone who is injured To know what to do when a person isn't breathing.	1. To understand the importance of taking care of the human body from every aspect; To know that bacteria and viruses can affect health but that everyday hygiene routines can limit the spread of infection; To appreciate the wider importance of personal hygiene and how to maintain it; To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential. 2. To consider a more varied vocabulary to use when talking about feelings and know how to express feelings in different ways.	1. To know the importance of thinking about the words we use, because of the ways that they can damage or heal. 2. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break;  3. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

	<p>may be influenced by our environment.          To begin the process of empathy for sustainability          5.To respond to the feelings and wishes of others.          To be aware some actions can harm or hurt others.          6.To respond to the feelings and wishes of others.          To be aware some actions can harm or hurt others</p>	<p>To know how we might give First Aid or CPR (Cardiopulmonary Resuscitation).</p> <p>4. To learn about how people make friends and what makes a good friendship.</p> <p>To learn how to recognise when they or someone else feels lonely and what to do.</p>	<p>To develop strategies to respond to feelings, including intense or conflicting feelings.          To know how to manage and respond to feelings appropriately and proportionately in different situations.          To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.          3. To know that bacteria and viruses can affect health but that immunisation can limit the spread of infection.          To appreciate that some diseases can be prevented entirely by vaccinations and immunisations.          4. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support;          To know that it is important to discuss feelings with a trusted adult          5. To understand the importance of taking care of the human body from every aspect;          To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile);          Recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.          6. To know that medicines are drugs and that, when used responsibly under the instruction of knowledgeable adults, they can contribute to good health; To know</p>	<p>To recognise the reasons for laws about drugs, possession, personal use and dealing;</p> <p>To know where to get advice and support if worried about their own or someone else's safety because of drugs</p> <p>4. to provide an opportunity to become involved with democratic processes within the school</p> <p>to consider how living under the rule of law can protect individuals and enhance their wellbeing and safety</p>
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<b>Key Vocabulary</b>		<ol style="list-style-type: none"> <li>1. motion, happiness, happy, positive, negative, feelings, overwhelming, sadness, anger, jealousy, shyness, confidence, worried, anxious, scared, unhappy, bored, unsure, miserable, excitement, surprise, fear, happier, healthy, successful, attitude, celebrate, achievements, challenging, support</li> <li>2. Mindfulness, worry, stress, physical, mental, emotional, environment, sights, tastes, smells, feel, hear, improve, health, concentrate, focus, react, respond</li> </ol> <p>emergency services, injured, unsafe, choking unconscious, first aid lifebelt, airways, breathing, circulation, recovery, swallow, Injured, safe, CPR, emergency services, dangerous, unconscious, airways, breathing, circulation, palm, oxygen, recovery position, rescue breath, wound</p> <p>Friend, friendship, lonely.</p>	<ol style="list-style-type: none"> <li>1. Hygiene, habits, infection, pores, genitals, vagina, vulva, penis, testicles, bacteria, anti-bac, virus, hand sanitiser, fungal infection.</li> <li>2. Amygdala, emotions, anger, fear, mindfulness, thinking brain (neo-cortex), cortisol, adrenalin, acronym</li> <li>3. Vaccines, vaccination, immunisation, tetanus, diphtheria, polio, smallpox, germs, bacteria, viruses, fungi, parasite, immune system</li> <li>4. Anxiety, stress, anxiety disorder, mental health</li> <li>5. Sedentary, chronic disease, diabetes, stroke, obesity, metabolism, physical activity, benefits of exercise</li> <li>6. Meds, ingestion, bloodstream, blood vessel, prescription, herbal remedy, pharmacist, contraindication</li> <li>7. Change, transition, strategy, achievement, growth mindset</li> </ol>	<ol style="list-style-type: none"> <li>1. Hurt, heal, banter, bullying, think, words, actions,</li> <li>2. Drugs, alcohol, tobacco, tar, carbon monoxide, nicotine, passive smoking, harmful chemicals, vaping, Drug use   Drug taking   Harmful or hazardous drug use   Problem drug use   High-risk use Depressant drugs   Stimulant drugs   Hallucinogens</li> <li>Legal or illegal drugs   Drug-related problems   Dependence   Alcohol-related problems   Alcohol dependent   A person who uses drugs Injecting drug user (IDU) Drug dependent</li> <li>4. by-election, general election, manifesto, constituent, opposition leader, legislation, minister, surgeries, Private Member's Bill, lobby, petition, violated, equality of law, transparency of law, judiciary, legal remedy, fair representation, breach, UN Convention on the Rights of the Child, just laws, enacted, administered, enforced, sentences</li> </ol>

Autumn 2	EYFS Marvellous Me! Celebrations	Year 1 /2 Where Are We?	Year 3 /4 How Can I Find My Way?	Year 5 /6 How Amazing are the Americas?
<b>Lifewise</b>	Taking Good Care of Myself x2 Being Curious x2 Managing Feelings x2	1. Getting your sleep x 2 2. Hygiene and Me x 2 3. Understanding Difficult Feelings x 2 4. Kind vs Unkind  V - Compassion	1. My Body, Your Body Keeping Healthy 2. Self-Worth x 2 3. Self-Image x 2 4. Autism Different, Not Less 5. Different Kinds of Friendship  V- Compassion	1. Communicating Effectively x2 2. Borrowing Money x2 3. Power of Negotiation x2  V Compassion
<b>Sequence of learning</b>	<p>1. To help children understand that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <ul style="list-style-type: none"> <li>· To teach children the importance of washing hands from an early age through reading, discussion, play and role play.</li> <li>· To teach children how to wash their hands thoroughly through demonstrations, sharing ideas and role play.</li> <li>· To begin to consider the fact that in some places far away, children do not have what they need to wash their hands and stay healthy.</li> </ul> <p>2. To use talk to articulate as children investigate, ask questions, solve problems and make choices as they play, eat and interact with others around them.</p>	<p>1. To know what is the right amount of sleep. to know the impact that sleep has on us To know that sleep helps our mind and body.</p> <p>2. To learn about personal hygiene routines and habits; To learn that personal hygiene can help us stay about dental care and visiting the dentist; how to brush teeth correctly; to know which food and drink that support dental health.</p> <p>3. To understand anger and difficult feelings. To know how to control our anger.</p> <p>4. To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. To understand how people may feel if they experience hurtful behaviour or bullying.</p>	<p>1. To understand the importance of taking care of the human body from every aspect;</p> <p>To make links between what they need to understand about human body systems in the science NC and how their personal choices about diet and exercise can impact the different systems</p> <p>5. To overcome low self-worth. To know about the difference between self-worth that is too low or too high.</p> <p>6. To know about what is meant by self-image and why self-image is so important.</p> <p>7. To know that everyone is different. To be able to understand something from a different person's view.</p>	<p>1. To understand the importance of communicating effectively. To understand how effective communication creates healthier connections and that it is possible to improve communication skills.</p> <p>2. To know what a loan is and to know what a mortgage is.</p> <p>3. To understand that negotiation is something we do every day and it is a skill that we can learn. To know how developing empathy and an approach that understands different perspectives can help us to negotiate and to resolve conflict.</p>

	<p>3. To understand reasons behind the feeling of fear and to help them feel more in control</p> <p>4. To introduce EFYS children to the idea of Human Rights, protection and respect</p>	<p>To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>To know what is kind and unkind behaviour, and how this can affect others</p>	<p>8.To understand friendships; to appreciate how important friendships are in making us feel happy and secure, and how people choose and make friends; To consider the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	
<b>Key vocabulary</b>	<ol style="list-style-type: none"> <li>1. Soap Water Hygiene Clean Bacteria Dirty Germs Thoroughly Invisible</li> <li>2. Curiosity, explore, discover,</li> <li>3. Fight, flight, freeze, fear, brave, courage, emotion</li> <li>4. Rights, respect, consequence</li> </ol>	<ol style="list-style-type: none"> <li>5. Graph, construct, data, results, least, most, average, sleep, rest, recovery, growth, development, repair, health, well-being, lifestyle, blood vessels, heart, relaxed, sleepy, technology, prevent, learning, physical, mental, habit</li> <li>6. Healthy, clean, germs, microbes, routine, bacteria, molars, incisors, carnivores, herbivores, enamel, plaque, cavities,</li> <li>7. Emotions, emotional state, feelings, anger, negative, positive, rules, angry, behaviour, triggers, control</li> <li>8. Teasing, bullying, hurtful, bystander, ally.</li> </ol>	<ol style="list-style-type: none"> <li>1.the nervous system, the respiratory system, the digestive system, the excretory system, the circulatory system and the locomotor (muscles and skeleton) system, calcium, vitamin D, cartilage, ligament, tendon, muscle, nutrient, exercise</li> <li>2. self-worth, self-esteem, negative, positive, jealous, envious, angry, upset, disappointed, lonely, compare, cope, boost, boastful, over confident, bragging, fault</li> <li>3. positive, negative, media, online, achievement, strength, improvement, self-image, personality, successful</li> <li>4. inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine</li> <li>5. Equality, confidante, soulmate, colleague, acquaintance, peer, respect, compassion, compliance, co-dependency</li> </ol>	<ol style="list-style-type: none"> <li>1.communicate, digitally, online, unhappy, uncomfortable, unsafe, hurt, feelings, effectively, mental, physical, well-being, reality, unacceptable, unhealthy, risky, harassment, critically, dangerous, support, advice, passwords, personal information, addresses, images, effect, boundaries, permission, social media, internet, consumer, misinterpret, mislead, abuse, trolling, bullying, behaviour, verbal, written, non-verbal, visual, effective, communication, important, diplomatic, honest, listener, eye contact, gesture, communicator, sensitive, improve, successful, netiquette</li> <li>2. loan, debt, mortgage, interest, borrow, income, interest rate, deposit, expensive, repay, owe, student loan, payday loan, employer, belongings</li> <li>3. disagree, opinion, view, outcome, responsibility, negotiate, negotiation, favour, request, persuade, compromise, accept, positive support, feedback, temper, calm, suggestion, tradition, sexual orientation, gender, disability, custom, religious belief, realistic, decision, dispute, conflict, result</li> </ol>

Spring 1	EYFS	Year1/2	Year3/4	Year5/6
	Our Wonderful World Let's Go On An Adventure	The Lights of London	What did the Anglo-Saxons ever do for us?	Were the Vikings Victorious?
<b>Lifewise</b>	Sleep x 2 The Great Outdoors x2 Trusted Adults x2	<ol style="list-style-type: none"> <li>1. A Problem Shared is a Problem Halved</li> <li>2. Communication x2</li> <li>3. Trust x2</li> </ol>	<ol style="list-style-type: none"> <li>1. Power of words STOP</li> <li>2. Social media Body confidence</li> <li>3. Gender</li> <li>4. Fairtrade</li> <li>5. Global warming</li> <li>6. Celebrating women in history</li> </ol>	<ol style="list-style-type: none"> <li>1. Autism – Neuro-divergence</li> <li>2. Social Media Tik Tok</li> <li>3. Nutritional Values x2</li> </ol>
		V- Resilience	V Resilience	V Resilience
<b>Sequence of learning</b>	<ol style="list-style-type: none"> <li>1. to understand the importance of routines for promoting good quality sleep</li> <li>2. To understand the importance of fresh air and exercise to support well-being and good mental health To know how to play safely in the sunshine</li> <li>3. To know who helps us in our home lives – to know who are our trusted adults. To know who helps us in our community – to know how to make an emergency call</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand the outcomes of sharing a problem. To find the best ways to help with problem</li> <li>2. To understand why it's important to have good communication skills in life. To know how to communicate in tricky situations.</li> <li>3. To understand the importance of trusting someone To know who we can trust To understand how important it is to be trusted</li> </ol>	<ol style="list-style-type: none"> <li>1. To know how words, online or face to face have the power to hurt or heal.</li> <li>2. To know about how text and images in the media and on social media can be manipulated or invented; To consider strategies to evaluate the reliability of sources and to identify misinformation To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media; To know about the importance of keeping personal images private; strategies for keeping safe online, including how to manage requests for personal images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding neurodiversity, the person, and the changes you can make. This is what it feels like to get too much information</li> <li>2. To recognise positive and negative aspects of apps like Tik-Tok. About how text and images on social media can be manipulated and reinvented; How to respond safely and appropriately to adults they may encounter online whom they do not know. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>3. To plan a balanced daily diet and get the most from our food. To know more about nutrients and why we need them</li> </ol>

			<p>3.To understand that gender identity and biological sex are different by definition; To develop confidence in expressing their identity; To understand the importance of tolerance, inclusion and respect and to challenge gender stereotyping, showing support for people who are discriminated against.</p> <p>4. To know the principles behind Fairtrade fortnight. To understand how people and other living things have different needs and about the responsibilities of caring for them.</p> <p>5.To understand the issues of global warming and what we can do to help</p> <p>6.To understand how women must take on roles that have 'traditionally' been considered for men and challenge the ideas to be innovative</p>	
<b>Key Vocabulary</b>	<p>1.Routine, pattern</p> <p>2.Well-being, vitamin, nature, UV rays, sunscreen, protection</p> <p>3. Trusted adult, trust, Emergency, paramedic, ambulance, police, fire services, coastguard</p>	<p>1. Problem, worry, share, solved, advice, caring, encouraging, comfortable, secret, trouble, feelings, halved, trust</p> <p>2. language difference, similarity, unkind, signals, facial expressions, body language, sign language, greeting, important, useful</p> <p>3. trust, unkind, pretend, earn, special, worried, safe, secret, pretend, protected, belonging, unsafe</p>	<p>1.Hurt, heal, banter, bullying, think</p> <p>2.social media, photoshopped, selfie, body image, healthy, body confidence, editing, celebrities, filters, attention</p> <p>3.Gender stereotype</p> <p>4.Needs, Rights, Responsibilities, Produce, Exploitation, Underpaid</p> <p>5.biomes, global warming, carbon footprint</p> <p>6.Discrimination, Gender-roles, Sexism</p>	<p>1. Inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, structure, routine</p> <p>2. Grooming, block a user, privacy and safety, who can duet with me, report spam, violence or harm, harassment or bullying, comment filters</p> <p>3. balanced diet, food group, nutrient, nutritional value, healthy, diet, habit, energy drink, damage, obesity, tooth decay, culture, customs, nourishment, carbohydrate, protein, vitamin, mineral, fat, oil, breakfast, lunch, dinner, heart, bowel, stomach</p>

Spring 2	EYFS Our Wonderful World Let's Go On An Adventure	Year 1 / 2 Does it Rain in Kenya?	Year 3 / 4 Why do People Live Near Volcanoes?	Year 5 / 6 Does Alaska Need Saving?
<b>Lifewise</b>	Animals x2 Fire Safety x2 Water Safety x2	1.What Makes A Family 2.My Growing Body 3. Respecting Others x 4. Water Safety  V- Ambition	1.BV Democracy and Law x 2 2.BV Culture and Liberty x 2 3.Relationships with Others x 2  V- Ambition	1. Homophobic Language in Schools 2. Supporting the Community x2 3. BV Law Makers and Activists 4. Global Warming – Issues and Prevention  V- Ambition
<b>Sequence of Learning</b>	1.To know that animals have not always been treated nicely and that there are people who can help them to be kind to animals  · That animals can be trained to work for us and to do important job  To understand that animals need lots of care and attention to grow healthy  2. To learn not to play with fire and to know how to prevent, plan and practise  3. To think about ways to play safely in, around an on the water  Understanding the importance of always being near an adult when close to water	1. To learn about different types of families including those that may be different to their own.  To develop an understanding about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.  To recognise the ways they are the same as, and different to, other people.  2. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.  To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).  To know about growing and changing from young to old and how people's needs change	1.To know what democracy is;  To Show how young people can become involved with decision-making processes and campaigning positively for change;  To equip young people with an understanding of the rule of law and the reasons why laws are needed;  To introduce the concept of rights and personal responsibility;  To explore rights and responsibilities in the classroom  2 To have opportunities to understand what individual liberty is – to think about the freedom to choose!  to appreciate and respect our own culture and the cultures of other people	1.That gender inequalities and homophobia exist in families, friendships, relationships, communities and society;  That casual use of homophobic language, however in unconscious bias, is bullying;  That we must challenge it, because everyone has the responsibility to overcome homophobia.  2.To think about what living in a community means; To value your community's uniqueness and diversity, understanding how that brings enormous bene to understand the meaning and importance of community spirit; To value the different contributions that people and groups make to the community  3. To provide young people with the opportunity to interrogate the advantages and disadvantages of the UK's voting system and skills



		<p>3. To know what respect is.</p> <p>To know why respect is important.</p> <p>4. to understand how you can be safe in water</p>	<p>3. To know what a relationship is.</p> <p>To understand that there are different types of relationships.</p> <p>To know how relationships can help us.</p>	<p>and knowledge to argue and defend points of view</p> <p>To know about how laws have been changed in the past.</p> <p>To know how youth activism can challenge any imbalance in power</p> <p>4. To understand the issues of global warming and what we can do to prevent further irreparable damage</p>
<b>Key vocabulary</b>	<p>1. Service dog, therapy dogs, training, Animal welfare, domestic pet</p> <p>2. Hazard, fire safety, smoke alarm</p> <p>3. Water safety, lifeguard, coastguard, flag, Float, currents, hazards, temperature, relax</p>	<p>1. parent, sibling, grandparent, aunt, uncle, cousin, nephew, niece</p> <p>2. nipples, anus, penis, testicles, vulva, young, old, life cycle</p> <p>3. respect, treat respectfully, law, illegal, vulnerable, society, cultural, ethnic, racial, religious, gender identity, sexual orientation, disability, disrespect, rudeness, aggression, swearing, peer pressure, responsible, arrest, imprisonment, protect</p> <p>4. dangerous, rules, safety, supervision, safely, protect, canal, paddling pool, lifeguard, flag, shock, deeper, polluted, depth, rescue, injure, harmful, disease, current, unconscious, life jacket, shock</p>	<p>1. democracy, anarchy, monarchy, dictatorship, parliament, government, motion, election, candidates, debate, legislation, Human Rights Act, rule of law, dignity, Convention on the Rights of the Child, government-sponsored bill, private member's bill. Royal Assent</p> <p>2. culture, impose restrictions, thought, conscience, opinion, violate, moral code, oppression, anarchists, culture, cultural diversity, anthropologist, ethnicity, biases</p> <p>3. positive, health, family, relationship, unhealthy, support, relatives, committed, married, civil partnership, marriage, commitment, connected, opposite, trust, understanding, caring</p> <p>4. culture, impose restrictions, thought, conscience, opinion, violate, moral code, oppression, anarchists</p>	<p>1. Sexual orientation, homosexual, homophobia, biphobia, transphobia, non-binary, queer</p> <p>2. community, features, support, local, national, voluntary, pressure group, residential home, community centre, social group, cultural, heritage, responsible, volunteering, petition,</p> <p>3. First Past the Post, Single Transferable Vote, Proportional Representation, cabinet, minority, constituencies, ballot, ruling dynasty, Secretary of State, advocate, legislative change, parental consent, bill of rights, exploitation.</p> <p>4. biomes, global warming, carbon footprint, emissions, fossil fuels, acronyms: COP, UNFCCC, IPCC, INDC, PPM, mitigation</p>

Summer 1	EYFS The Great Outdoors Fun at the Seaside	Year 1 / 2 History On My Doorstep	Year 3 / 4 Who Had the Power?	Year 5 /6 Crime and Punishment – Who Done It?
<b>Lifewise</b>	Follow My Lead x2 Making Mistakes x2 Road Safety x2	1.Braving the Weather x 2 2.Emergency Services x 2 3.Food Safety and What Not to Eat x 2 4. Wildlife  V- Curiosity	1.Helping Others to Get Help x 2 2.Who Can We Trust x 2 3. Staying Safe Online x 2 4. Separation and Divorce  V- Curiosity	1.My Body Changes x2 2.Self-Perception x2 3.Law x2  V – Curiosity
<b>Sequence of Learning</b>	<p>1.To initiate play, offering cues for peers to join them and to keep play going by responding to what others are saying or doing To appreciate and value praise for bringing their skills to a group task and realising what they can do together</p> <p>2.To be confident in having a go and to understand that children can feel good about their own success but that making mistakes is another way of learning.</p> <p>To appreciate that they can negotiate and solve problems without turning to aggression and that they have opportunities to put things right.</p> <p>3.To learn stop, look, listen and think before crossing the road</p> <p>to be aware of dangers on the roads and to follow safety rules and the law.</p>	<p>1. To know that there are different types of weather. To know how the weather can affect us. To know that sometimes the weather can be dangerous.</p> <p>3. To name the 3 main emergency services.</p> <p>4. To know how the 3 main emergency services can help us. Know what an emergency is and what to do in an emergency.</p> <p>5. Know what we would do if we needed help but it wasn't an emergency.</p> <p>To understand which foods can be dangerous if we eat them.To know what to do if someone has eaten unsafe foods About things they can do to help look after their environment.To recognise risk in simple everyday situations and what action to take to minimise harm. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p>	<p>1. To know how to tell that somebody needs our help. To understand that we can help someone find help for themselves.</p> <p>2. To know who we can trust. To know why it is important to trust someone.</p> <p>3. To understand the importance of staying safe online. To know what we need to do to stay safe online. To know that information and data is shared and used online. To know the age restrictions of different social media platforms</p> <p>4. To understand that the features of positive family life can be impacted by separation and divorce but that family can still be there for each other in times of difficulty; To recognise that despite separation different family compositions can still provide them with love, security and stability; To recognise when and why family relationships are making them feel unhappy, to know that they have rights and to consider how to access help and advice.</p>	<p>1.To understand that our bodies belong to us. To know that there are laws to protect us as children. to know that we have rights and to know when the law is being broken To know who to talk to if they are worried about their health or body. To identify, locate and use the terminology for the basic parts of the human body. To know who to speak to if they are concerned about their health. To know that their bodies will experience puberty and what this means for their bodies and minds. To discuss the life process of reproduction in humans. To know about menstrual well-being and the menstrual cycle. To describe the changes which happen as humans age To know how exercise supports the function of the body. To know how a balanced diet supports the healthy function of the body</p>

				<p>2. Know what is meant by self-perception.          Know why self-perception is so important and how it can affect us. why it is important to accept ourselves for who we are.          3. To learn about the impact that learning can have on our work life.</p>
<b>Key Vocabulary</b>	<ol style="list-style-type: none"> <li>1. Share, listen, take turns, cooperate</li> <li>2. Confidence, trial and error Upstairs and downstairs brain ,</li> <li>3. 3. Danger, cycle lane, road junction, kerb, pavement</li> </ol>	<ol style="list-style-type: none"> <li>1. Extreme, weather, flood, drought, hurricane, rain, tornado, snow, hailstones, fog, wind, danger, protect, high tide, drown, lightning, thunder</li> <li>2. fire engine, fire brigade, emergency, police, policewoman, policeman, firefighter, ambulance, ambulance crew, hospital, police station, fire station, paramedic, flood, rescue, injury, accident, vehicle, medical, arrest, crime, criminal, laws</li> <li>3. use by date, fridge, freezer, cupboard, mould, dangerous, month, mouldy, rotten, date, January, February, March, April, May, June, July, August, September, October, November, December</li> <li>4. Wildlife, endangered, dangerous, habitat</li> </ol>	<ol style="list-style-type: none"> <li>1. emotions, feelings, support, advice, help, problem, injury, tearful, nervous, appetite, confidence, behave, danger, worry</li> <li>2. trust, special, worried, safe, secret, pretend, protected, belonging, unkind, unsafe</li> <li>3. password, log in, programme, website, online, parents, tablet, laptop, screen, safe, risk, strangers, harm, Internet, permission, e-mail, links, install, download, post, rules, safe, online, harmful, content, contact, report, data, social media, benefit, disadvantage, limit, post, message, responsible, cyber bullying, cookie, history, website, permission</li> <li>4. Denial, anger, bargaining, depression, acceptance, the grief cycle</li> </ol>	<ol style="list-style-type: none"> <li>1. puberty, change, normal, rights, protect, law, enforce, police, prison, secret, comfortable, permission, effect, health</li> <li>2. positive, negative, behaviour, media, online, achievement, strength, improvement, self-perception, personality, successful</li> <li>3. learning, institutions, certificates, diplomas, achievement, goal, improvement, determination, success, responsibilities, skills, job, career, qualifications, subjects, study, knowledge, focus, concentration, transferred, research, effort, requirements, BTec, A Levels, GCSEs, impact</li> </ol>

Summer 2	EYFS The Great Outdoors Fun At The Seaside	Year 1 / 2 Fire and Ice	Year 3 / 4 Is Iceland a Frozen Land?	Year 5 /6 What Journey Does a River Take?
<b>Lifewise</b>	Sharing x2 Marching to the Beat of your Own Drum x 2 Technology x2	<ol style="list-style-type: none"> <li>1. Road Safety x 2</li> <li>2. Safety Symbols x 2</li> <li>3. Signalling and Sign Language</li> </ol> <p>V- Community</p>	<ol style="list-style-type: none"> <li>1. Growth Mindset x 2</li> <li>2. Sun Safety</li> <li>3. The World of Work Problem Solving and Time Management x 2</li> </ol> <p>V- Community</p>	<ol style="list-style-type: none"> <li>1. What is Marriage?</li> <li>2. Learning Part 1</li> <li>3. The Digital World</li> <li>4. Feeling Anxious x2</li> <li>5. Organisation of Life</li> </ol> <p>V – Community</p>
<b>Sequence of Learning</b>	<p>1. to understand the feeling of jealousy but to be able to celebrate when others do well and to share in good feelings.</p> <p>That it is good to share all sorts of things like toys or ideas but especially kindness</p> <p>2. to appreciate that music is a great way of changing my mood and it can make me happy</p> <p>To know that making music together helps me to share ideas and listen to the ideas of other</p> <p>3. To learn how technology has changed our lives to see how it has changed since our parents were babies and to investigate how it helps us to investigate devices and to think about using them safely in the home.</p>	<ol style="list-style-type: none"> <li>1. To know why it is important to pay attention near a road.</li> </ol> <p>To know how to be safe near a road.</p> <p>To know how to find the safest place to cross the road. To understand the most common road sign</p> <p>To understand the importance of safety symbols.</p> <p>To know that there are different ways of sending messages.</p>	<ol style="list-style-type: none"> <li>1. To understand the meaning of growth mindset.</li> </ol> <p>To understand why growth mindset is important.</p> <ol style="list-style-type: none"> <li>2. To understand the importance of taking care of the human body from every aspect;</li> </ol> <p>To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <ol style="list-style-type: none"> <li>3. To know how skills and interests help people to take on a paid job</li> <li>4. To know about what problem-solving is.</li> </ol> <p>to understand what time management is.</p>	<ol style="list-style-type: none"> <li>1. To learn about marriage and civil partnership To understand that it is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>2. To understand that learning is for life.</li> <li>3. To know about safety when using the 'Digital World'. To understand the benefits of the 'Digital World'.</li> <li>4. To understand what it feels like to be anxious. To know what can make us anxious.</li> <li>5. To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</li> </ol>

<p><b>Key vocabulary</b></p>	<ol style="list-style-type: none"> <li>1. Scared, lonely, kindness, share</li> <li>2. Music, mood, memory muscle, choices</li> <li>3. Technology, invented, future, devices, safety</li> </ol>	<ol style="list-style-type: none"> <li>4. school patrol crossing officer, lollipop lady/man/person, dangerous, adult, zebra crossing, toucan crossing, pelican crossing, puffin crossing, sign, symbol, red, green, amber, traffic light, parked, beeping</li> <li>5. Safety, symbol, environment, unsafe, Symbols, safety, safe, medicines, harmful, chemicals, protect, warning, poisonous</li> <li>6. communicate, sign language, signal, Morse Code, semaphore, text, telegraph line, soldier, message, code, runway, distance</li> </ol>	<ol style="list-style-type: none"> <li>1. positive, health, success, relationships, problem solving, personal goal, aim, growth mindset, strengths, improvements, aspirations, resilience, failure, grit, practising, learning, challenge, encouraging, advice</li> <li>2. Summer solstice, Vitamin D, serotonin, calcium, mineral, zinc, magnesium, iron, immunity, ultraviolet protection, exposure, dehydration, inflammation, body temperature, room temperature, Celsius, thermometer, spf, ultraviolet radiation, transparent, opaque, melanin, pigment, cataracts, vital organs.</li> <li>3. Job, skills, interests, salary, currency, earning</li> <li>4. problem, challenge, problem-solving, time management, negative, positive, respect, dilemma, solve</li> </ol>	<ol style="list-style-type: none"> <li>1. Civil ceremony, religious ceremony, legally valid, bigamy, polygamy, status - single, widowed, divorced, married, co-habitant, pre-nuptial, Register Office, registrar, annulment.</li> <li>2. learn, learning, college, university, environment, school, home, knowledge, behaviour, skills, values, preferences, resilience, determined</li> <li>3. mobile phone, computer, online, internet, gaming, Digital World, risk, dangerous, danger, personal information, netiquette, digital etiquette, social media, misrepresent, mislead, password, safety, pressure, behave, unacceptable, hazard, respectful, responsible, rules</li> <li>4. worry, anxiety, concern, anxious, uncertain, emotions, feelings, fear, nervous, afraid, scared, fearful, appearance, measure, secondary school</li> <li>5. Schedule, plan, organisation, forward thinking.</li> </ol>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> <li>-Enjoy listening to and using spoken and written language, and readily turn to it in play and learning.</li> <li>-Use talk to organise sequence and clarify thinking, ideas, feelings and events.</li> <li>-Use language to imagine and recreate roles and experiences.</li> <li>-Speak clearly and audibly with confidence and control, and show awareness of the listener.</li> <li>-Extend their vocabulary, exploring the meanings and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to speak about matters of immediate interest</li> <li>-To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail</li> <li>-To ask relevant questions</li> <li>-Retell stories, ordering events, using story language</li> <li>-Interpret a text by reading aloud with variety pace and emphasis</li> <li>-Experiment with and build new stores of words to communicate with in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>-Speak with clarity &amp; use appropriate intonation when reading &amp; reciting texts.</li> <li>-To begin to be aware that in some situations a more formal vocabulary and tone of voice are used</li> <li>-To begin to use standard English and understand when it is used</li> <li>-To begin to show confidence in speaking and listening, particularly where the topics interest</li> <li>-To speak clearly when developing &amp; explaining their ideas and use a growing vocabulary</li> <li>-Tell real and imagined stories, using the conventions of familiar story language</li> </ul>	<ul style="list-style-type: none"> <li>-To show understanding of the main point through asking relevant comments &amp; questions</li> <li>-To begin to adapt what they say to the needs of the listener.</li> <li>-To develop their use of standard English and understand when it is used</li> <li>-Sustain conversation, explain or give reasons for their views or choices.</li> <li>-Develop and use specific vocabulary in different contexts</li> <li>-Choose and prepare poems or stories for performance, identify appropriate expression, tone, volume &amp; use of voices &amp; other sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond appropriately on the contributions of others in light of alternative viewpoints.</li> <li>-Tell stories effectively and convey detailed information coherently for listeners.</li> <li>-To maintain the use of standard English and understand when it is used</li> <li>-Use and reflect on some ground rules for sustaining talk and dialogue.</li> <li>-Offer reasons and evidence for their views, considering alternative opinions.</li> </ul>	<ul style="list-style-type: none"> <li>-Tell a story using notes designed to cue techniques, such as repetition, recap and humour.</li> <li>-Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</li> <li>-Use and explore different question types.</li> <li>-Participate in whole class debate using the conventions and language of debate, including Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of oral techniques to present persuasive arguments and engaging narratives.</li> <li>-Use the techniques of dialogic talk to explore ideas, topics or issues.</li> <li>-Use Standard English consistently in formal situations and promote justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument.</li> <li>-Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas.</li> </ul>

<b>Listening</b>	<ul style="list-style-type: none"> <li>-Listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, rhymes and poems.</li> <li>-Sustain attentive listening, responding to what they have heard by relevant comments, questions and actions.</li> <li>-Extend vocabulary, exploring the meanings and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>-To maintain attention &amp; participate</li> <li>-To listen to others and usually respond appropriately</li> <li>-Listen with sustained concentration, building new words in context</li> <li>-Listen to and follow instructions accurately</li> </ul>	<ul style="list-style-type: none"> <li>-To listen carefully to others in class and respond with increasing appropriateness to what others say.</li> <li>-Follow instructions and ask relevant questions.</li> <li>-Listen to input from an adult, remember some specific points and identify what they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>-To speak and listen confidently in different contexts, exploring and communicating ideas</li> <li>-Follow up others' points and show whether they agree or disagree in whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to a speaker, make notes on the talk and use notes to develop a role-play.</li> <li>-Compare the different contributions of music, words and images in short extracts from TV programmes.</li> <li>-Investigate how talk varies with age, familiarity, gender and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify different question types and evaluate impact on audience.</li> <li>-Identify some aspects of talk which vary between formal and informal occasions.</li> <li>-Analyse the use of persuasive language.</li> <li>-Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse and evaluate how speakers present points effectively through use of language and gesture</li> <li>-Listen for language variation in formal and informal contexts</li> <li>-Identify the ways spoken language varies according to differences in context and purpose of its use.</li> <li>-Identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg emotive language.</li> </ul>
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