

Wildground Federation – PSHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<i>Through the use of PLODs, children explore relationships and ways to keep safe</i>					
Year R	<ul style="list-style-type: none"> Understand what privacy is and respecting the privacy of our peers Understand why it is important to share and begin to share with others Understand why we need rules and learn what our schools Golden Rules are Develop an awareness that everyone is different Understand the importance of “good listening” <p>Build relationships with adults and children in the classroom</p>	<ul style="list-style-type: none"> Understand that when having a conversation it is important to wait for our turn to talk Begin to communicate how they are feeling and recognise how others might be feeling Understand how to keep themselves and others safe <p>Develop a sense of community and belonging- being a pupil at Wildground School/ being part of Tiger or Monkey class.</p>	<ul style="list-style-type: none"> Independently resolve conflict peacefully with peers Wait their turn in conversation and respond appropriately to what is being said to them Begin to show resilience and perseverance when facing challenge <p>Have confidence in their own ability.</p>			
KS1						
Year 1	<p>Keeping and staying healthy: Washing hands</p> <ul style="list-style-type: none"> -State why we need to wash our hands -Discuss how germs are spread and how they can affect our health -Show how to practise washing your hands -Know the differences between healthy and unhealthy choices <p>Relationships: Friendships</p> <ul style="list-style-type: none"> -Describe how to be a good friend 	<p>Being responsible: Water spillage/preventing accidents</p> <ul style="list-style-type: none"> -Know how you can help people around you if an accident has happened -Give examples of the types of things you are responsible for to avoid an accident -Know how and understand the importance of preventing accidents -Recognise the differences between being responsible and being irresponsible 	<p>E-Safety: Online bullying</p> <ul style="list-style-type: none"> -Tell how your online activity can affect others -Give examples of the positives and negatives of using technology -Know who and how to ask for help if you are or someone you know is being cyber-bullied -Recognise kind and unkind comments <p>(Link to Computing)</p>	<p>Keeping/staying safe: Road safety</p> <ul style="list-style-type: none"> -Follow instructions to keep safe near roads. -Show how to cross a road safely. - State why it is important to stay safe when crossing the road -Recognise a range of safe places to cross the road -Ask basic questions about the differences between safe and risky choices -Record/illustrate different ways to help us stay safe 	<p>Fire safety special: Hoax calling</p> <ul style="list-style-type: none"> -Know what a ‘hoax call’ is and why it can be risky -Discuss why our emergency services are an important part of our community -Show and practise simple ways of staying safe and finding help -Recall the differences between safe and risky choices <p>Feelings: Jealousy</p> <ul style="list-style-type: none"> -Recognise and name the feeling jealousy and know when they might feel it 	<p>Our World: Growing in our world</p> <ul style="list-style-type: none"> -Discuss the needs of a baby -State what you can do for yourself now you are older -Describe the common features of family life -Tell the ways in which your family is special and unique <p>(Link to science)</p>

	<p>-Recognise kind and thoughtful behaviours -Recognise the importance of caring about other people's feelings -Discuss a situation from another person's point of view</p>				<p>-Know the difference between pleasant and unpleasant emotions and be able to list them -Recall a range of skills for coping with unpleasant/uncomfortable emotions -Show that feelings can be communicated with and without words</p>	
	<p><u>Prior learning</u> Keeping staying/healthy EYFS – PSED Personal hygiene – modelled by adults EYFS – EA and D Singing songs to go with routines</p> <p>Friendships EYFS – PSE Develop friendships with other children</p> <p><u>Future learning</u> Keeping staying/healthy Year 2 – Medicine Year 3 – Healthy eating Year 5 – Smoking Year 6 – Alcohol</p>	<p><u>Prior learning</u> Being responsible EYFS – UTW Carefully planting/watering</p> <p><u>Future learning</u> Year 2 – Helping someone in need Year 3 – Stealing Year 4 – Coming home on time Year 5 – Looking out for others</p>	<p><u>Prior learning</u> E-Safety EYFS – UTW Encouragement to look at online resources</p> <p><u>Future learning</u> Online Bullying Year 2 – Computer Safety Year 2 – Image sharing Year 3 – making friends online Year 4 – Online bullying Year 5 – image sharing Year 6 – making friends online</p>	<p><u>Prior learning</u> Keeping/Staying safe EYFS – PSED Being a safe pedestrian EYFS – Literacy Pointing out and exploring road signs</p> <p><u>Future learning</u> Keeping/Staying safe Year 2 – Tying shoe laces Year 3 – Staying Safe Year 3 – Leaning out of windows Year 4 – Cycle safety Year 5 – Peer pressure Year 6 – Water safety</p>	<p><u>Prior learning</u> Feelings EYFS – CL Discuss character's feelings from stories EYFS – PSED Supporting children in finding ways to manage feelings Expressing feelings using key words.</p> <p><u>Future learning</u> Fire Safety Year 3 – Enya and Deedee visit the fire station</p> <p>Feelings Year 2 – Worry and Anger Year 3 – Grief and loss Year 4 – Jealousy Year 5 - Anger</p>	<p><u>Prior learning</u> Our world EYFS – UTW Make connections between their family and others</p> <p><u>Future learning</u> Our world Year 2 – The working world Year 3 – Looking after our world Year 4 – A world without judgement – Breaking down barriers Year 5 – A world without judgement - Inclusion and Acceptance</p>

						Year 6 - A world without judgement –British Values
Year 2	<p>Feelings and emotions: Anger</p> <ul style="list-style-type: none"> -Share and evaluate emotions and their physical effects with relation to anger -Explain the difference between pleasant and unpleasant emotions -Demonstrate a range of skills for coping with unpleasant/uncomfortable emotions -Demonstrate that feelings can be communicated with and without words <p>Keeping/staying safe: Tying shoe laces</p> <ul style="list-style-type: none"> -Know the reasons to make sure your laces are tied -Investigate how to tie up laces properly -Generate rules to keep yourself and others safe -Rate the differences between safe and risky choices 	<p>Relationships: Bullying</p> <ul style="list-style-type: none"> -Name and discuss a range of feelings within relation to bullying -Debate why we should care about other people’s feelings -Outline and understand bullying behaviours -Summarise how to cope with these bullying behaviours - Create a poster on bullying using STOP acronym <p>Keeping/staying healthy: Medicine</p> <ul style="list-style-type: none"> -Debate, understand, and be able to practise simple safety rules about medicine -Argue and discuss when it is safe to take medicine -Conclude who we can accept medicine from -Assess the differences between healthy and unhealthy choices 	<p>Our world: The working world</p> <ul style="list-style-type: none"> -Classify different ways we can receive money -Summarise how to keep money safe -Describe the skills you may need in a future job or career -Compare the differences between wants and needs in order to use money safely <p>Keeping/staying healthy: Brushing your teeth</p> <ul style="list-style-type: none"> -Explain why we need to brush our teeth -Deduce the best way on brushing your teeth -Devise a range of strategies to help you remember to brush your teeth when you forget, are tired, or busy 	<p>Computer safety: Computer safety</p> <ul style="list-style-type: none"> -Judge how your online activity can affect others - Name positives and negatives of using technology -Discuss who and how to ask for help -Select rules for keeping and staying safe -Design a computer safety poster that compares positives and negatives (link to computing) <p>Being responsible: Helping someone in need</p> <ul style="list-style-type: none"> -Generate ideas on how you can help other people -Recognise kind and thoughtful behaviours and actions -Investigate the risks of talking to people you don’t know very well in the community -Identify and discuss the differences between being responsible and 	<p>Relationships: Body language</p> <ul style="list-style-type: none"> -Prove that feelings can be shown without words -Imagine a situation from another person’s point of view -Validate why it is important to care about other people’s feelings <p>Computer safety: Image sharing</p> <ul style="list-style-type: none"> -Infer how your online actions can affect others -Assess the risks of sharing images without permission -Predict and examine the types of images that you should and should not post online (link to Computing) 	<p>Feelings and emotions: Worry</p> <ul style="list-style-type: none"> -Generate emotions and their physical effects in relation to feeling worried -Recommend a range of skills for coping with unpleasant/uncomfortable emotions for worry -Demonstrate and explain that feelings can be communicated with and without words <p>Being responsible: Practice makes perfect</p> <ul style="list-style-type: none"> -Recall ways you can improve in an activity or sport -Summarise the importance of trying hard and not giving up -Investigate the benefits of practising an activity or sport -Create set goals and work to reach them

				being irresponsible when helping others		
	<p>Prior learning Feelings EYFS – PSED Conversations on emotions Year 1 – Jealousy</p> <p>Keeping/Staying safe Year 1 – Road Safety</p> <p>Future learning Feelings Year 3 – Grief and loss Year 4 – Jealousy Year 5 - Anger</p> <p>Keeping/Staying safe Year 2 – Tying shoe laces Year 3 – Staying Safe Year 3 – Leaning out of windows Year 4 – Cycle safety Year 5 – Peer pressure Year 6 – Water safety</p>	<p>Prior learning Relationships EYFS – PSED Conversations about friends Year 1 – Friendships</p> <p>Keeping/Staying healthy Year 1 – Washing hands</p> <p>Future learning Relationships Year 3 – Touch Relationships change to growing and changing Year 4 – Appropriate touch Year 5 - Puberty Year 6 – conception</p> <p>Keeping/Staying healthy Year 3 – Healthy eating Year 4 – Healthy living Year 5 – Smoking Year 6 - Alcohol</p>	<p>Prior learning Our world EYFS – learning through play (shops etc) Year 1 – Growing in our world</p> <p>Keeping/Staying healthy EYFS – PSED How to take care of ourselves Year 1 – Washing hands</p> <p>Future learning Our world Year 3 – Looking after our world Year 4 – A world without judgement – Breaking down barriers Year 5 – A world without judgement - Inclusion and Acceptance Year 6 - A world without judgement –British Values</p> <p>Keeping/Staying healthy Year 3 – Healthy eating Year 4 – Healthy living Year 5 – Smoking Year 6 - Alcohol</p>	<p>Prior learning Computer safety EYFS – opportunities to use technology Year 1 – online bullying</p> <p>Being Responsible EYFS – PSED The wider world conversations Year 1 – Friendships</p> <p>Future learning Computer safety Year 3 – making friends online Year 4 – online bullying Year 5 – image sharing Year 6 – making friends online</p> <p>Being Responsible Year 3 – Stealing Year 4 – Coming home on time Year 5 – Looking out for others</p>	<p>Prior learning Relationships EYFS – CI Communicating feelings through body language Year 1 – friendships</p> <p>Image sharing EYFS – opportunities to use technology Year 1 – online bullying</p> <p>Future learning Relationships Year 3 – Touch Relationships change to growing and changing Year 4 – Appropriate touch Year 5 - Puberty Year 6 – conception</p> <p>Computer Safety Year 3 – making friends online Year 4 – online bullying Year 5 – image sharing Year 6 – making friends online</p>	<p>Prior learning Feelings EYFS – PSED/ CI Conversations on emotions Year 1 – Jealousy</p> <p>Being Responsible EYFS – PSED The wider world conversations Year 1 - Friendships</p> <p>Future learning Feelings Year 3 – Grief/loss Year 4 – Jealousy Year 5 – Anger</p> <p>Being Responsible Year 3 – Stealing Year 4 – Coming home on time Year 5 – Looking out for others</p>
KS2						
Year 3	Being Responsible: Stealing	Computer Safety: Making friends online	Feelings and emotions: Grief/Loss	Keeping staying healthy: Healthy Eating	Keeping staying safe: Staying safe	Our World: Looking after our world

<ul style="list-style-type: none"> -Record the differences between borrowing and stealing -Describe how you might feel if something of yours is borrowed and not returned -Express why it is wrong to steal -Discuss the differences between being responsible and irresponsible with items that belong to your or not 	<ul style="list-style-type: none"> -Identify possible dangers and consequences of talking to strangers online -Give examples of how to keep safe in online chatrooms -Compare the positives and negatives of using technology -Describe the difference between safe and risky choices online <p>(link to Computing)</p> <p>Fire safety</p> <ul style="list-style-type: none"> -Show my knowledge of fire safety to others -Know that even small fires can be very dangerous -Know how to help others stay safe -State how our actions and choices can affect others 	<ul style="list-style-type: none"> -Recognise and name emotions and their physical effects related to grief and loss -State a range of skills for coping with unpleasant/uncomfortable emotions -Express that feelings can be communicated with and without words <p>Keeping staying safe: Leaning out of windows</p> <ul style="list-style-type: none"> -Recognise signs of danger in the home e.g. hot pans, knives etc -Ask basic questions about the dangers we may find at home -Know the importance of listening to our trusted adults -List ways we can keep ourselves and others safe at home 	<ul style="list-style-type: none"> -Know that food is needed for our bodies to be healthy and to grow -Describe that some foods are better for good health than others -List different types of healthy food -Understand how to keep yourself and others healthy -Know the differences between healthy and unhealthy choices 	<ul style="list-style-type: none"> -Know ways to keep yourself and others safe in unfamiliar environments -Recognise and make observations on risky environments or situations -Identify trusted adults around you - Explain the differences between safe and risky choices 	<ul style="list-style-type: none"> -Discuss the meaning of reduce, reuse, and recycle -Recognise how we can help look after our planet Ask basic questions about how to reduce the amount of water and electricity we use -Give examples of how we can reduce our carbon footprint <p>Relationships: Touch</p> <ul style="list-style-type: none"> -State the difference between appropriate and inappropriate touch -Know why it is important to care about other people's feelings -Express personal boundaries -Know who and how to ask for help -Name human body parts
<p>Prior learning Being Responsible Year 1 – Water spillage Year 2 – Practice makes perfect Year 2 – Helping someone in need</p> <p>Future learning Being Responsible</p>	<p>Prior learning Computer Safety EYFS – opportunities to use technology Year 1 – online bullying Year 2 – Computer Safety and Image sharing</p> <p>Fire Safety Year 1 – Hoax calling</p> <p>Future learning Computer Safety</p>	<p>Prior learning Feelings EYFS – PSED/ CI Conversations on emotions Year 1 - Jealousy Year 2 – Anger and Worry</p> <p>Keeping/Staying safe Year 1 – Road Safety Year 2 – Shoe laces</p> <p>Future learning Feelings</p>	<p>Prior learning Keeping/Staying healthy Year 1 – washing hands Year 2 – brushing teeth Year 2 - medicine</p> <p>Future learning</p>	<p>Prior learning Keeping/Staying safe Year 1 – road safety Year 2 – shoe laces</p> <p>Future learning Keeping/Staying safe</p>	<p>Prior learning Our world EYFS – learning through play (shops etc) Year 1 – Growing in our world Year 2 – Working world</p> <p>Relationships Year 1 – Friendships Year 2 – body language Year 2 - Bullying</p> <p>Future learning Our world</p>

	<p>Year 4 – Coming home on time Year 5 – Looking out for others</p>	<p>Year 4 – online bullying (Autumn 2) Year 5 – image sharing (Summer 2) Year 6 – making friends online (Autumn 1)</p> <p>Fire Safety changes to First aid in Year 4,5,6</p>	<p>Year 4 – Jealousy (Spring 2) Year 5 – Anger (Autumn 1)</p> <p>Keeping/Staying safe Year 4 – Cycle Safety Year 5 – Peer pressure Year 6 – Water safety</p>	<p>Keeping/Staying healthy Year 4 – Healthy living Year 5 – Smoking Year 6 – Alcohol</p>	<p>Year 4 – Cycle Safety Year 5 – Peer pressure Year 6 – Water safety</p>	<p>Year 4 – A world without judgement – Breaking down barriers Year 5 – A world without judgement - Inclusion and Acceptance Year 6 - A world without judgement –British Values</p> <p>Relationships change to growing and changing Year 4 – Appropriate touch Year 5 – puberty Year 6 – Conception</p>
Year 4	<p>Keeping staying healthy: Healthy living -Explain what is meant by a balanced diet and plan a balanced meal -Discuss how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older - Analyse nutritional information on packaged food and explain what it means -Generate different ways to maintain a healthy lifestyle (Link to Science and DT)</p>	<p>Computer Safety: Online bullying -Discuss the key values that are important in positive online relationships -Discover the feelings and emotions that may arise from online bullying -Create coping strategies to use if we or someone we know is being bullied online –Outline how and who to ask for help (Link to computing)</p>	<p>Being responsible: Coming home on time -Explain the importance of behaving in a responsible manner in a range of situations -Justify a range of situations where being on time is important -Explain the importance of having rules in the home - Outline ways that behaviour can be seen to be sensible and responsible</p> <p>The working world: Chores at home -Compare ways in which we can help those who look after us -Explain the positive impact of our actions – Evaluate the ways in</p>	<p>Feelings and emotions: Jealousy -Discuss our thoughts, feelings, and emotions, and compare the differences between those that feel good and those that feel not so good -Demonstrate how we can support others who feel lonely, jealous, or upset -Argue that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people -Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</p>	<p>Keeping/staying safe: Cycle Safety -Generate strategies we can use to keep ourselves and others safe -Assess the impact and possible consequences of an accident or incident -Summarise what is a risky choice -Create a set of rules for and identify ways of keeping safe</p> <p>First aid To gain a deeper understanding of basic first aid. (Asthma and Anaphylactic Shock)</p>	<p>Growing and changing: Appropriate touch -Classify 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 -Judge 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>A world without judgement: Breaking down barriers -Discuss positive attributes in others</p>

			<p>which we can contribute to our home, school, and community</p> <p>-Predict and evaluate the skills we may need in our future job roles</p>			<p>-Explain why being different is okay</p> <p>-Choose your own strengths and goals, and understand that these may be different from those around you</p> <p>-Devise some of the ways we can overcome barriers and promote equality</p>
	<p>Prior learning Keeping/Staying healthy</p> <p>Year 1 – Washing Hands Year 2 – Brushing Teeth Year 2 – Medicine Year 3 – Healthy eating</p>	<p>Prior learning Computer Safety</p> <p>Year 1 – Online bullying Year 2 – Image sharing Year 2 – Computer safety documentary Year 3 – Making friends online</p>	<p>Prior learning Being Responsible</p> <p>Year 1 – Water spillage Year 2 – Practice makes perfect Year 2 – Helping someone in need Year 3 – Stealing</p> <p>Our World</p> <p>Year 1 – Growing in our world Year 2 – Living and Working in our world Year 3 – Looking after our world</p>	<p>Prior learning Feelings</p> <p>Year 1 – Jealousy Year 2 – Worry and Anger Year 3 – Grief and loss</p>	<p>Prior learning Keeping/Staying safe</p> <p>Year 1 – Road safety Year 2 – Shoe laces Year 3 – Staying safe and leaning out of windows</p>	<p>Prior learning Growing and changing</p> <p>Year 1 – Friendships Year 2 – body language Year 2 - Bullying Year 3 – Touch</p> <p>A world without judgement</p>
	<p>Future learning Keeping/Staying healthy</p> <p>Year 5 – Smoking Year 6 - Alcohol</p>	<p>Future learning Computer Safety</p> <p>Year 5 – Image sharing Year 6 – Making friends online</p>	<p>Future learning Being Responsible</p> <p>Year 5 – Looking out for others</p> <p>Our World</p> <p>Year 5 – Enterprise Year 6 – In-app purchases</p>	<p>Future learning Feelings</p> <p>Year 5 – Anger</p>	<p>Future learning Keeping/Staying safe</p> <p>Year 5 – Peer pressure Year 6 – Water safety</p> <p>First aid</p> <p>Year 5 – Basic life support Year 6 – Head injuries, severe bleeding, minor burns and scalds and fractures.</p>	<p>Future learning Growing and changing</p> <p>Year 5 – puberty Year 6 – Conception</p> <p>A world without judgement</p> <p>Year 5 – Inclusion and Acceptance Year 6 - British Values</p>
Year 5	Keeping staying/safe: Peer pressure		A world without judgement:	Being responsible: Looking out for others	The working world: Enterprise	Growing and changing: Puberty

<p>-Give examples of strategies we can use to keep ourselves and others safe</p> <p>-Recognise ways to manage peer pressure</p> <p>-Describe the potential outcomes that may happen when we take risks</p> <p>-Recognise the impact and possible consequences of an accident or incident</p> <p>Keeping staying/healthy: Smoking</p> <p>-Report some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</p> <p>-Describe how smoking can affect your immediate and future health and wellbeing</p> <p>-Give reasons why someone might start and continue to smoke</p> <ul style="list-style-type: none"> Recall and use skills and strategies to resist any pressure to smoke <p>Feelings and emotions: Anger</p> <p>-Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</p> <p>-State how feelings can be communicated with or without words</p> <p>-Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</p> <p>-Show a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</p>	<p>Inclusion and acceptance</p> <p>-Express some of the ways in which we are different and unique</p> <p>-Define some of the elements which help us to have a diverse community</p> <p>-Describe strategies to overcome barriers and promote diversity and inclusion</p>	<p>-Recognise why we should take action when someone is being unkind</p> <p>-Describe caring and considerate behaviour, including the importance of looking out for others</p> <p>-Show why it is important to behave in an appropriate and responsible way</p> <p>-Give examples of how making some choices can impact others' lives in a negative way</p>	<p>-Know and explain why people might want to save money</p> <p>-List ways in which you can help out at home</p> <p>-Discuss and budget for items you would like to buy</p> <p>-Recognise ways to make money and the early stages of enterprise</p> <p>First Aid</p> <p>To gain a deeper understanding of basic first aid.</p> <p>(Basic Life Support)</p>	<p>-Explain what puberty means</p> <p>-Describe the changes that boys and girls may go through during puberty</p> <p>-Tell why our bodies go through puberty</p> <p>-Acquire coping strategies to help with the different stages of puberty</p> <p>(link to science)</p> <p>-Express who and what can help us during puberty</p> <p>Computer safety: Image sharing</p> <p>-List reasons for sharing images online</p> <p>- Report rules to follow when sharing images online</p> <p>-Describe the positive and negative consequences of sharing images online</p> <p>-Recognise possible influences and pressures to share images online</p>	<p>-Explain what puberty means</p> <p>-Describe the changes that boys and girls may go through during puberty</p> <p>-Tell why our bodies go through puberty</p> <p>-Acquire coping strategies to help with the different stages of puberty</p> <p>(link to science)</p> <p>-Express who and what can help us during puberty</p> <p>Computer safety: Image sharing</p> <p>-List reasons for sharing images online</p> <p>- Report rules to follow when sharing images online</p> <p>-Describe the positive and negative consequences of sharing images online</p> <p>-Recognise possible influences and pressures to share images online</p>
	<p>Prior learning</p> <p>Keeping/staying safe</p> <p>Year 1 – Road safety</p> <p>Year 2 – Shoe laces</p> <p>Year 3 – Staying safe and leaning out of windows</p> <p>Year 4 – Cycle Safety</p> <p>Keeping/Staying healthy</p> <p>Year 1 – Washing Hands</p> <p>Year 2 – Brushing Teeth</p> <p>Year 2 – Medicine</p>	<p>Prior learning</p> <p>A world without judgement</p> <p>Year 4 – Breaking down barriers</p>	<p>Prior learning</p> <p>Being responsible</p> <p>Year 1 – Water spillage</p> <p>Year 2 – Practice makes perfect</p> <p>Year 2 – Helping someone in need</p> <p>Year 3 – Stealing</p> <p>Year 4 – Coming home on time</p>	<p>Prior learning</p> <p>Our world</p> <p>Year 1 – Growing in our world</p> <p>Year 2 – Working world</p> <p>Year 3 – Looking after our world</p> <p>Year 4 – Chores at home</p> <p>First aid</p>	<p>Prior learning</p> <p>Growing and changing</p> <p>Year 1 – Friendships</p> <p>Year 2 – body language</p> <p>Year 2 - Bullying</p> <p>Year 3 – Touch</p> <p>Year 4 – Appropriate touch</p> <p>Computer Safety</p> <p>Year 1 – Online bullying</p>

	<p>Year 3 – Healthy eating Year 4 – Healthy living</p> <p>Feelings Year 1 – Jealousy Year 2 – Worry and Anger Year 3 – Grief and loss Year 4 – Jealousy</p> <p>Future learning Keeping/staying safe Year 6 – Water safety</p> <p>Keeping/Staying healthy Year 6 – Alcohol</p>			<p>Year 4 – Asthma and anaphylactic shock</p> <p>Future learning Our world Year 6 - In-app purchases</p> <p>First aid Year 6 – Year 6 – Head injuries, severe bleeding, minor burns and scalds and fractures.</p>	<p>Year 2 – Image sharing Year 2 – Computer safety documentary Year 3 – Making friends online Year 4 – Online bullying</p> <p>Future learning Growing and changing Year 6 – Conception</p> <p>Computer safety Year 6 – Making friends online</p>	
Year 6	<p>Computer Safety: Making friends online</p> <ul style="list-style-type: none"> -Examine the key applications that we may use now and in the future -Compare and contrast why some applications have age restrictions - Outline ways to keep yourself and others safe in a range of situations online and offline -Explain that people may not always be who they say they are online <p>(Link to Computing)</p> <p>Our World In-app purchases</p> <ul style="list-style-type: none"> -Investigate that there are various money-related terms 	<p>A World Without Judgement: British Values:</p> <ul style="list-style-type: none"> -Discover and investigate that there are a wide range of religions and beliefs in the UK -Explain each of the British values -Create a range of values for your educational setting -Explain how all religions can live in cohesion 	<p>First aid</p> <p>To gain a deeper understanding of basic first aid.</p> <p>6 (Part 1 - Head Injuries and Severe Bleeding) (Part 2 - Minor Burns & Scalds and Fractures) (Link to science)</p>	<p>Keeping/Staying safe: Water Safety</p> <ul style="list-style-type: none"> -Examine a range of danger signs -Develop, name and assess strategies that can help keep ourselves and others safe - Validate the impact and possible consequences of an accident or incident 	<p>Keeping Safe/Healthy: Alcohol</p> <ul style="list-style-type: none"> -Explain what is a risky choice -Calculate the risks associated with alcohol – Judge how alcohol can affect your immediate and future health -Devise skills and strategies to keep safe <p>Drug extension:</p> <ul style="list-style-type: none"> -Explain the difference between 'legal' and 'illegal' drugs -Make observations through research around cannabis and the risks -Conclude the risks associated with using cannabis 	<p>Growing and Changing: Conception</p> <ul style="list-style-type: none"> -Explain the terms 'conception' and 'reproduction' -Describe the function of the female and male reproductive systems -Compare the various ways adults can have a child -Explain various different stages of pregnancy -Investigate the laws around consent <p>(Link to science)</p>

	<ul style="list-style-type: none"> -Classify some of the ways in which we can spend money via technology -Argue the potential impact of spending money without permission -Generate strategies to save money 					
	<p>Prior learning Computer Safety Year 1 – Online bullying Year 2 – Image sharing Year 2 – Computer safety documentary Year 3 – Making friends online Year 4 – Online bullying Year 5 – Image sharing</p> <p>Our world Year 1 – Growing in our world Year 2 – Working world Year 3 – Looking after our world Year 4 – Chores at home Year 5 - Enterprise</p>	<p>Prior learning A world without judgement Year 4 – Breaking down barriers Year 5 – Inclusion and acceptance</p>	<p>Prior learning First aid Year 4 – Asthma and anaphylactic shock Year 5 – Basic life support</p>	<p>Prior learning Keeping/Staying safe Year 1 – Road safety Year 2 – Shoe laces Year 3 – Staying safe and leaning out of windows Year 4 – Cycle Safety Year 5 – Peer pressure</p>	<p>Prior learning Keeping/Staying healthy Year 1 – Washing Hands Year 2 – Brushing Teeth Year 2 – Medicine Year 3 – Healthy eating Year 4 – Healthy living Year 5 - Smoking</p>	<p>Prior learning Growing and Changing Year 1 – Friendships Year 2 – body language Year 2 - Bullying Year 3 – Touch Year 4 – Appropriate touch Year 5 - Puberty</p>