



| COMPONENTS of KNOWLEDGE  |   |   |  |  |   |
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|                          | 30-50   | Reception   | Key Stage 1  | Lower Key Stage 2  | Upper Key Stage 2   |
| Created and Loved by God | <p><b>Religious Understanding</b></p> <p>We are created individually by God as part of His creation plan. We are all God's children and are special. Our bodies were created by God and are good. We can give thanks to God!</p> <p><b>Me, my body and Health</b></p> <p>We are each unique, with individual gifts, talents and skills.. Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</p> <p>That their bodies are good and made by God</p> <p>The names of the parts of the body (not genitalia)</p> <p>That our bodies are good and we need to look after them. What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.</p> <p><b>Emotional Well-being</b></p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>That it is natural for us to relate to and trust one another. A language to describe their feelings</p> <p>An understanding that everyone experiences feelings, both good and bad</p> <p>Simple strategies for managing feelings.</p> <p>That there are natural life stages from birth to death, and what these are.</p> | <p><b>Religious Understanding</b></p> <p>We are created individually by God as part of His creation plan. We are all God's children and are special. Our bodies were created by God and are good. We can give thanks to God!</p> <p><b>Me, my body and Health</b></p> <p>We are each unique, with individual gifts, talents and skills.. Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</p> <p>That their bodies are good and made by God</p> <p>The names of the parts of the body (not genitalia)</p> <p>That our bodies are good and we need to look after them. What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene.</p> <p><b>Emotional Well-being</b></p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>That it is natural for us to relate to and trust one another. A language to describe their feelings</p> <p>An understanding that everyone experiences feelings, both good and bad</p> <p>Simple strategies for managing feelings.</p> <p>That there are natural life stages from birth to death, and what these are.</p> | <p><b>Religious Understanding</b></p> <p>We are created individually by God; God wants us to talk to Him often through the day and treat Him as our best friend; God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; We are created as a unity of body, mind and spirit: who we are matters and what we do matters;</p> <p><b>Me, my body and Health</b></p> <p>To learn that we are unique, with individual gifts, talents and skills. Our bodies are good; The names of the parts of our bodies- including genitalia</p> <p>Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.</p> <p>Our bodies are good and we need to look after them; What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; The importance of sleep, rest and recreation for our health; How to maintain personal hygiene.</p> <p><b>Emotional Well-being</b></p> <p>That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings</p> <p>Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</p> <p>Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven.</p> <p><b>Life Cycles</b></p> <p>Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p> | <p><b>Religious Understanding</b></p> <p>We are created individually by God who is Love, designed in His own image and likeness;</p> <p>God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death;</p> <p>Personal and communal prayer and worship are necessary ways of growing in our relationship with God; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue);</p> <p>It is important to make a nightly examination of conscience. That in Baptism God makes us His adopted children and 'receivers' of His love.</p> <p>That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p><b>Me, my body and Health</b></p> <p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</p> <p>"About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</p> <p><b>(Note: this session may be expanded into further sessions to cover all of the DfE LO's)"</b></p> <p><b>YEAR 4 Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies.</b></p> <p>Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.</p> <p><b>Emotional Well-being</b></p> <p>That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</p> <p>What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about</p> | <p><b>Religious Understanding</b></p> <p>Physically becoming an adult is a natural phase of life. Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! Like Kester, they were made to love and be loved.</p> <p><b>Me, my body and Health</b></p> <p>Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</p> <p>That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately; The need for modesty and appropriate boundaries.</p> <p>That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.</p> <p>"How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc. <b>(Note: this session may be expanded into further sessions to cover all of the DfE LO's)"</b></p> <p><b>Emotional Well-being</b></p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted</p> |



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|                               |  |   | <p>themselves. Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p> <p><b>Life Cycles</b><br/>That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</p>   | <p>parents/carers/teachers when worried ensures healthy well-being.<br/>The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images</p> <p><b>Life Cycles</b><br/>How a baby grows and develops in its mother's womb.<br/><b>Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage.</b><br/><b>*Optional. parental consent needed</b><br/>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;<br/>Some practical help on how to manage the onset of menstruation.</p> |
| <p><b>Vocabulary</b></p>      | <p><b>Unit one:</b><br/>creation, God, amazing, light, sea, sky, land, plants, people.<br/><b>Unit two:</b><br/>unique, special, differences, skills, gifts, talents, abilities. wonderful, body parts, head, eyes, ears, mouth, nose, arms, hands, stomach, legs, feet, ankles, elbows, shoulders, lips healthy lifestyle, exercise, diet, sleep, hygiene, clean, responsibility, duty<br/><b>Unit three:</b><br/>tastes, dislikes, similarities, differences, unique, rested, safe, love, respect. good feelings, bad feelings, happiness, sadness, fear, worry, anger, surprise, frightened, cross, comfort, mistakes, forgiveness, Jesus, choices, sorry, emotions, actions, consequences,<br/><b>Unit Four:</b><br/>life cycles, growing up, birth, born, baby, older, toddler, children, teenagers, adults, God's plan, generous, patient, elderly</p> | <p><b>Unit one:</b> special, different, created, maker, individually<br/><b>Unit two:</b> unique, similarities, differences, skills, physical, emotional, spiritual, male, female penis, testicles, vagina, vulva. dental health, healthy lifestyle, balanced meals, protein, vitamins, minerals, carbohydrates, fat, sugar. sweat glands<br/><b>Unit three:</b><br/>feelings, actions, positive, negative, character, choices, consequences, extreme, sin, forgiveness, reconciliation<br/><b>Unit four:</b><br/>lifelines, cycle of life, die, heaven, death, elderly, teenager</p>   | <p><b>Unit two:</b> unique, commonalities, god-given gift, unhealthy (Y4 - Puberty, adulthood, genitalia, pubic hair, hormones, breasts, periods, menstruation, mood swings)<br/><b>Unit three:</b> feelings, emotions, emotional well-being, media, social media, influence, mislead, inappropriate, unacceptable, risky, resilience, thankfulness,<br/><b>Unit four:</b> conception, implantation, embryo, foetus, birth, womb, fallopian tube, fertilised, umbilical cord.</p>   | <p><b>Unit two:</b> jealous, self-esteem. background, blended, identity, self-conscious, perspiration, boundaries, uterus, voice breaking, erection, ejaculation, personal hygiene.<br/><b>Unit three:</b> insecure, pressure, abusive, psychological, pornographic, addictive, unfamiliar (Y6 - <b>Unit 4:</b> placenta, sex, relationship, sperm, egg, commitment, pregnancy, intercourse) sanitary products, premenstrual syndrome, menstrual cycle, ovaries</p>  |
| <p>Created to Love Others</p> | <p><b>Religious Understanding</b><br/>We are part of God's family. Jesus cared for others and wanted them to live good lives like him. We should love other people in the same way God loves us.</p> <p><b>Personal Relationships</b><br/>To identify special people (e.g. parents, carers, friends) and what makes them special<br/>The importance of the nuclear family and of the wider family<br/>The importance of being close to and trusting of 'special people' and telling them if something is troubling them</p>  | <p><b>Religious Understanding</b><br/>We are part of God's family;<br/>Saying sorry is important and can mend friendships;<br/>Jesus cared for others and has expectations of them and how they should act;<br/>We should love other people in the same way God loves us.</p> <p><b>Personal Relationships</b><br/>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special;<br/>The importance of nuclear and wider family;<br/>The importance of being close to and trusting special people and telling them if something is troubling them.<br/>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</p> | <p><b>Religious Understanding</b><br/>That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> <p><b>Personal Relationships</b><br/>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for</p> | <p><b>Religious Understanding</b><br/>To know that God calls us to love others.<br/>To know ways in which we can participate in God's call to us.</p> <p><b>Personal Relationships</b><br/>Pressure comes in different forms, and what those different forms are;<br/>There are strategies that they can adopt to resist pressure.<br/>Understand what consent and bodily autonomy means;<br/>Discuss and reflect on different scenarios in which it is right to say 'no'.<br/>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;</p>  |



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|  | <p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour<br/>The characteristics of positive and negative relationships<br/>About different types of teasing and that all bullying is wrong and unacceptable<br/>To recognise when they have been unkind to others and say sorry.<br/>That when we are unkind, we hurt God and should say sorry.<br/>To recognise when people are being unkind to them and others and how to respond.<br/>That we should forgive like Jesus forgives.</p> <p><b>Keeping Safe</b><br/>About safe and unsafe situations indoors and outdoors, including online.<br/>That they can ask for help from their special people.<br/>To know they are entitled to bodily privacy<br/>That they can and should be open with 'special people' they trust if anything troubles them<br/>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest.<br/>Medicines should only be taken when a parent or doctor gives them to us.<br/>Medicines are not sweets.<br/>We should always try to look after our bodies because God created them and gifted them to us.<br/>There are lots of jobs designed to help us.<br/>Paramedics help us in a medical emergency.<br/>First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p> | <p>The characteristics of positive and negative relationships;<br/>Different types of teasing and that all bullying is wrong and unacceptable.<br/>To recognise when they have been unkind and say sorry;<br/>To recognise when people are being unkind to them and others and how to respond;<br/>To know that when we are unkind to others, we hurt God also and should say sorry to him as well;<br/>To know that we should forgive like Jesus forgives.</p> <p><b>Keeping Safe</b><br/>To understand safe and unsafe situations, including online.<br/>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;<br/>How to resist pressure when feeling unsafe.<br/>To know that they are entitled to bodily privacy;<br/>That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</p> | <p>the other; the difference between a group of friends and a 'clique'. Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p><b>Keeping Safe</b><br/>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.</p> <p>How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</p> | <p>Apply this approach to personal friendships and relationships<br/><b>Keeping Safe</b><br/>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.<br/>How to use technology safely.<br/>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.<br/>How to report and get help if they encounter inappropriate materials or messages.</p> <p>What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim;<br/>How to get help if they experience cyberbullying.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.<br/>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> |
| <p><b>Vocabulary</b></p>                   | <p><b>Unit one:</b><br/>God's family, Bible, Jesus, family, role model, an example<br/><b>Unit two:</b><br/>trust, special people, family, family tree, friendships, friend, lonely, qualities, fair, behaved, mistakes, forgive<br/><b>Unit three:</b><br/>safe, unsafe, minds, helmet, stabilisers, seatbelt, suncream, armbands, plug sockets, radiators, washing capsules, cleaning products, irons, matches, knives<br/>privates, private, boundaries, underwear, stranger, unacceptable, secrets, medicines, drugs, poorly, parent, doctor, sore, tablets, liquid, needle, harm, emergency, emergency services, urgently, help, police, firefighters, paramedics, first aid, dangerous</p>  | <p><b>Unit one:</b> telling tales, abandon, mean, rumour, 'special people',<br/><b>Unit two:</b> appropriate, inappropriate, generous, jealous, welcoming, selfish, treat, blame, sins,<br/><b>Unit three:</b> unsafe, online, internet, tablet, pressure, guilty, privacy, PANTS, affection,</p>   | <p><b>unit one:</b> forgiveness<br/><b>unit two:</b> relationships, relate, quality, patience, loyalty, trust, clique, discrimination, physical bullying, motional bullying,, resilience<br/><b>unit three:</b> age restriction, cyberbullying, report, abuse, physical abuse. emotional abuse, abuse of private parts</p>  | <p><b>unit one:</b> a calling<br/><b>Unit two:</b> spoken pressure, unspoken pressure, mental health, wellbeing, consent, bodily autonomy, self talk, positive thought, negative thought<br/><b>Unit three:</b> digital world, responsibility, screen-time, privacy, appropriate contact, inappropriate contact, neglect, sexual abuse</p>  |
| <p><b>Created to Live in Community</b></p> | <p><b>Religious Understanding</b><br/>That God is love: Father, Son and Holy Spirit<br/>That being made in His image means being called to be loved and to love others<br/>What a community is, and that God calls us to live in community with one another<br/>Some Scripture illustrating the importance of living in a community<br/>No matter how small our offerings, they are valuable to God and He can use them for His glory</p>   | <p><b>Religious Understanding</b><br/>That God is love: Father, Son and Holy Spirit; That being made in his image means being called to be loved and to love others.<br/>To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.</p>   | <p><b>Religious Understanding</b><br/>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity.<br/>That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese).</p>   | <p><b>Religious Understanding</b><br/>Children will know that God is Trinity - a community of persons; Children will know that the Church is the Body of Christ.<br/>Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally<br/>Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for</p>   |



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|  | <p><b>Living in the Wider World</b></p> <p>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community. That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.). About what harms and what improves the world in which they live</p> | <p><b>Living in the Wider World</b></p> <p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p>                   | <p><b>Living in the Wider World</b></p> <p>To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.</p>  | <p>creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p> <p><b>Living in the Wider World</b></p> <p>Pupils will learn to apply the principles of Catholic Social Teaching to current issues; Pupils will find ways in which they can spread God's love in their community.</p>   |  |
| <b>Vocabulary</b>  | <p><u>Unit one:</u> Trinity, God, Father, Son, Holy Spirit, roles, cross, God's image, community, neighbours,</p> <p><u>Unit two:</u> responsibilities, planet, parish, nation, global, local area, villages, towns, cities, countries, world, Adam and Eve</p>   | <p><u>Unit one:</u> Holy Spirit, Trinity, Father, Son, image of God, neighbour, community, Samaritan, belong,</p> <p><u>Unit two:</u> nation, global, duty of care, harms, improves, parish,</p>  | <p><u>Unit one:</u> trinity, merciful, His image Holy trinity, Father, Son, Holy Spirit, parish, diocese, the common good, stewardship</p> <p><u>Unit two:</u> charity, CAFOD, Emmaus, companion</p>   | <p><u>Unit one:</u> gospel, scripture, The Creed, dignity, rights and responsibilities, vulnerable, solidarity, Catholic Social Teaching, seven principles</p>  |  |
| <p><b>Healthy Lifestyles</b></p> <p><i>References refer to PSHE Association objectives</i></p>               |   | <p>About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p>  | <p>How to make informed decisions about health, about the elements of a balanced, healthy lifestyle</p> <p>About choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> | <p>H5. about what good physical health means; how to recognise early signs of physical illness.</p> <p>H7. 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</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> |  |
| <b>Vocabulary</b>  |   |   | <p><b>dentist, oral, cavities, decay, plaque harmful rays, Sunscreen, dehydration</b></p>  | <p><b>balanced, habit, lifestyles, bacteria, viruses, hygiene,</b></p>  | <p><b>inactive, regulations, restrictions, transition,</b></p> |
| <p><b>Keeping Safe and managing change</b></p> <p><i>References refer to PSHE Association objectives</i></p> |   | <p>About preparing to move to a new class/year group</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. 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>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety;</p> <p>H12. about the benefits of sun exposure and risks of</p>   | <p>The transition to new schools</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common Injuries</p>   |  |



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|  |   | <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>How to keep safe in the sun and protect skin from sun damage.</p>  | <p>overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>  | <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H12. 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>  |
| <b>Vocabulary</b>  |   | <b>change, electrical appliance, unfamiliar, emergency, accident, road safety - names of different crossings</b>   | <b>support, strategies, words linked to firework and beach safety, hazard, harm, exposure, heatstroke, skin cancer, UVA, UVB, Vitamin D</b>   | <b>words linked to first aid, resuscitation,</b>  |
| <p><b>The Wider World</b></p> <p><i>References refer to PSHE Association objectives</i></p> <p><i>Or EYFS ELGs</i></p> | <p><b><u>EYFS PSED: Making Relationships:</u></b><br/> <b>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</b></p> <p><b><u>EYFS PSED: Self Confidence and Self Awareness</u></b><br/> <b>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b></p> <p><b><u>EYFS PSED: Managing Feelings and Behaviour:</u></b><br/> <b>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</b></p> | <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> | <p>26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> | <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L24. to identify the ways that money can impact on people's feelings and Emotions</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, University)</p> |



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| Vocabulary |  |  | rule, spending, saving, job, career, earn, pay | trades, professional, business, stereotypical, discrimination, prejudice, debate, constructively challenge, human rights, responsibilities, | negotiation, influence, voluntary, qualifications |
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