



Years 1-6 Knowledge Organisers

Supporting the new statutory changes to Relationships Education and Health Education

Keeping/Staying Safe

TOPICS: What I Know Now and Road Safety - *Suggested for Year 1*

Our school delivers this topic in year(s):

Year Intent



In Year 1, children build an early understanding of how to stay safe in everyday situations. They explore their existing ideas about safety across familiar environments such as home, school and the wider community, beginning to recognise situations that may involve risk and identify safe and unsafe choices.

Children learn simple strategies that help keep themselves and others safe and understand how to ask a trusted adult for help. They also develop their understanding of road, passenger and pedestrian safety, including recognising safe places to cross and why these rules are important.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety; Health protection and prevention

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about how to stay safe in different environments
- begin to recognise situations that may involve risk
- identify safe and unsafe choices in everyday scenarios
- suggest simple strategies that can help keep themselves and others safe

Road Safety - *Pupils should...*

- understand why it is important to stay safe when crossing the road
- recognise a range of safe places to cross the road
- understand the differences between safe and risky choices
- know different ways to help us stay safe



I will learn the following new words/phrases:



Community	A group of people living in the same place or sharing a common interest.
Discuss	To talk about something with another person or group.
Choice	To pick or choose between two or more possibilities.
Pedestrian	A person walking rather than travelling in a vehicle, such as a car.
Zebra Crossing	A black and white road crossing where drivers should stop to let any pedestrians cross.
Pelican Crossing	A road crossing controlled by traffic lights.
Puffin Crossing	A road crossing with sensors that can detect when a pedestrian is still on the crossing.
Toucan Crossing	A road crossing which both pedestrians and cyclists can use.
Avoid	To keep away from.
Situation	What is happening now.
Risk	The possibility that something unpleasant or dangerous will happen.
Safe	Not likely to cause or lead to harm or injury.
Imaginary	Something that only exists in your mind or imagination.

Ask me a question!

What do you need to keep safe from?

Can you list some road safety rules?

How can you stay safe in a vehicle?

Who keeps us safe?

How can we keep ourselves and others safe?

How can we stay safe from sun rays?

How can you cross a road safely?

Keeping/Staying Safe

TOPICS: Tying Shoelaces and Staying Safe - *Suggested for Year 2*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 2, children deepen their understanding of personal safety and responsibility. Using everyday examples such as learning to tie shoelaces, they begin to recognise how simple actions can help prevent accidents and develop a broader awareness of risk.

Pupils learn to identify situations that may be risky, understand the difference between safe and unsafe choices, and explore rules that help keep themselves and others safe. They also consider ways to stay safe in the community and identify trusted adults who can help when needed.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety

Knowledge & Skills Progression

Tying Shoelaces - *Pupils should..*

- know the reasons to make sure your laces are tied
- learn how to tie up laces properly
- know rules to keep yourself and others safe
- understand the differences between safe and risky choices

Staying Safe - *Pupils should...*

- know ways to keep yourself and others safe
- recognise risky situations
- identify trusted adults around you
- understand the differences between safe and risky choices



I will learn the following new words/phrases:



Laces	A cord or leather strip used to fasten a shoe.
Buckle	A flat, rectangular frame with a pin used to fasten a shoe or belt
Velcro	Two pieces of cloth that stick together used to fasten clothes, bags, shoes etc.
Accident	An event that happens by chance.
Rules	An instruction which tells you what you are allowed or are not allowed to do.
Unsafe	Not safe; dangerous.
PCSO	Police Community Support Officer.

Ask me a question!

What could happen if we did not tie our shoelaces or fasten our shoes correctly?

Can you list some rules to help keep us safe?

Can you think of any situations where rushing or being impatient could cause an accident?

Should we trust everyone we know?

Who could we talk to if we were worried about someone we had just met?

Keeping/Staying Safe

TOPICS: Leaning Out of Windows and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 3, children broaden their understanding of safety by exploring potential risks in familiar environments, particularly at home. They learn to recognise common warning signs, identify possible dangers, and understand the difference between safe and risky choices.

Pupils develop their understanding of the importance of listening to trusted adults and following guidance that helps keep themselves and others safe. Through revisiting earlier learning, quizzes and activities, children consolidate their knowledge, strengthening their understanding before progressing to more complex safety topics.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety; Basic first aid

Ask me a question!

Who is available to help if we call 999?

Can you name some dangers that you may find at home?

Knowledge & Skills Progression

Leaning Out of Windows - Pupils should...

- recognise a range of warning signs
- spot the dangers we may find at home
- know the importance of listening to our trusted adults
- understand ways we can keep ourselves and others safe at home
- know the differences between safe and risky choices

What I've Learnt - Pupils can...

- confidently demonstrate how to keep themselves and others safe in different environments
- recognise and respond appropriately to situations that may place themselves or others at risk
- apply strategies to stay safe at home, at school and in the community
- clearly explain the difference between safe and risky choices

I will learn the following new words/phrases:



Appliances	A device or piece of equipment designed to perform a specific task.
Dangerous	Able or likely to cause harm or injury.
Chemicals	A substance that is created when two or more other substances act upon one another.
Warning sign	A type of sign that indicates a potential hazard, obstacle, or condition requiring special attention.
Pressured	To strongly persuade someone to do something they do not want to do.
Permission	Officially allowing someone to do a particular thing; consent or authorisation.



Keeping/Staying Safe

TOPICS: What I Know Now and Cycle Safety - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about keeping safe before building on this through more complex learning. They revisit how to recognise risks and identify strategies that help keep themselves and others safe in a wider range of situations.

Pupils explore the possible consequences of accidents or incidents and consider how their actions affect others. They also learn about cycle safety and the importance of listening to trusted adults.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety

Ask me a question!

How can we keep safe at home, at school, and in the community?

How can we stay safe when riding a bike?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how to stay safe as they begin to explore more complex safety topics
- recognise situations that may place themselves or others at risk
- identify trusted people and support that can help them stay safe
- suggest and explain safe actions in a range of everyday situations

Cycle Safety - *Pupils should...*

- identify strategies we can use to keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident
- identify what is a risky choice
- create a set of rules for and identify ways of keeping safe

I will learn the following new words/phrases:

I now know...

Statement	Something someone says or writes officially.
Opinion	A thought or belief about someone or something. An opinion is not necessarily based on facts.
Fact	Something known or proved to be true.
Strategies	A plan put in place to achieve a goal.
Junction	A point where two or more things are joined.
Cycle safety	The use of road traffic safety practices to reduce risk associated with cycling.



Keeping/Staying Safe

TOPICS: Peer Pressure and Adults' & Children's Views - *Suggested for Year 5*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 5, children further develop their understanding of how to keep themselves and others safe by exploring how choices, influences and peer pressure can affect decision making. They identify strategies that support safe behaviour and consider how to respond confidently when they feel pressured by others.

Pupils explore the possible consequences of risky actions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to deepen their understanding.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety; Caring friendships

Ask me a question!

How could you help someone who is feeling pressured to do something?

Who could you talk to if you felt pressured to do something?

What is peer pressure?

Knowledge & Skills Progression

Peer Pressure - *Pupils should...*

- identify strategies we can use to keep ourselves and others safe
- understand ways to manage peer pressure
- explain the potential outcomes that may happen when we take risks
- recognise the impact and possible consequences of an accident or incident

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about how to stay safe and ask for help
- identify key ideas and strategies shared by others that help people manage risks and stay safe
- reflect on and build their own understanding of safety using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe

I will learn the following new words/phrases:



Peer Pressure	When a friend or someone you know influences you to do something you do not feel comfortable with.
Encourage	To give hope, confidence, or support to someone.
Risk	The possibility that something unpleasant or dangerous will happen.
Risk assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.
Support network	The people in your life that help you achieve your personal and professional goals.



Keeping/Staying Safe

TOPICS: Water Safety and What I've Learnt - *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 6, children consolidate and extend their understanding of how to keep themselves and others safe by recognising a wider range of risks and warning signs. They explore strategies that help prevent accidents and promote safe behaviour in different situations.

Pupils consider the consequences of unsafe actions and develop the confidence to justify responsible choices. As they prepare for greater independence, they learn when to seek support and identify trusted people who can help maintain their safety and wellbeing.

Curriculum Links

Statutory RSHE Links

Being safe; Personal safety; Caring friendships; Families and people who care for me

Ask me a question!

How can we keep safe at home, at school, and in the community?

How can we stay safe when riding a bike?

Knowledge & Skills Progression

Water Safety - Pupils should...

- identify a range of danger signs
- develop and name strategies that can help keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident

What I've Learnt - Pupils can...

- confidently apply and justify strategies that help keep themselves and others safe in different environments
- evaluate situations and respond responsibly when they or others may be at risk
- clearly explain and justify the difference between safe and risky choices
- take increasing responsibility for making safe decisions at home, at school and in the community

I will learn the following new words/phrases:



Danger	Likely to cause harm or injury. Something that is not safe.
Consequences	A result or effect, often one that is unpleasant.
Water safety	The procedures, precautions and policies associated with safety in, on, and around bodies of water.
Water pollution	When harmful substances contaminate a stream, river, lake, ocean.
Hidden currents	A constant flow of water in the ocean.
Warning flags	A flag used to identify or draw attention to a problem or issue to be dealt with.



Keeping/Staying Healthy

TOPICS: What I Know Now and Washing Hands - *Suggested for Year 1*

Our school delivers this topic in year(s):

Year Intent



In Year 1, children begin to develop an early understanding of how to stay healthy in everyday life. They explore their ideas about what helps keep their bodies and minds well, recognising healthy and less healthy choices at home, at school and in the community.

Children learn simple habits that support good health, such as eating balanced foods, being active and keeping clean.

They also learn how germs can spread and the importance of routines like washing hands.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; General wellbeing; Physical health and fitness; Healthy eating; Health protection and prevention

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about what helps people stay healthy
- begin to recognise choices that help keep their bodies healthy
- identify healthy and less healthy choices in everyday situations
- suggest simple habits that help keep themselves and others healthy

Washing Hands - *Pupils should...*

- understand why it is important to wash our hands
- explain how germs spread and how they affect our health
- demonstrate correct handwashing technique
- begin to identify healthy and unhealthy choices

I will learn the following new words/phrases:



Healthy	In good physical or mental condition.
Unhealthy	Not in good physical or mental condition.
Germs	Tiny organisms that can cause disease.



Ask me a question!

What does a healthy person look like?

How can you stay healthy?

What does an unhealthy person look like?

Why is important to wash our hands?

When should we wash our hands?

**What are germs?
What can they do?**

Keeping/Staying Healthy

TOPICS: Healthy Eating and Brushing Teeth - *Suggested for Year 2*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 2, children deepen their understanding of how everyday choices help keep their bodies healthy. They explore the importance of food for growth and wellbeing, recognising that some foods support good health more than others.

Pupils learn to identify a range of healthy foods and how these choices support a balanced lifestyle.

They also develop their understanding of personal hygiene, particularly the importance of brushing teeth and following simple routines to care for their teeth.

Curriculum Links

Statutory RSHE Links

General wellbeing; Healthy eating; Physical health and fitness; Health protection and prevention

Ask me a question!

Why do we need food?

Why is it important to brush our teeth?

What foods keep us healthy?

Knowledge & Skills Progression

Healthy Eating - Pupils should..

- know that different foods help our bodies to stay healthy and grow strong
- understand why some foods are healthier than others
- be able to explain ways to keep healthy
- recognise and begin to make healthy choices

Brushing Teeth - Pupils should...

- understand why it is important to brush our teeth
- demonstrate how to brush our teeth properly
- suggest ways to remember to brush teeth when we forget, are tired, or busy
- recognise and begin to make healthy choices

I will learn the following new words/phrases:



Ingredients	Items that are used to make food, a product, etc.
Energy	The power and ability to be physically and mentally active.
Repair	To put something that is damaged, broken, or not working correctly, back into good condition.
Vitamins	A group of natural substances that are necessary in small amounts for the growth and good health of the body.
Natural	Derived from nature; not made or caused by humankind
Saturated fat	A type of fat found in meat, eggs, milk, cheese, etc.
Decay	To become gradually damaged, worse, or less.



Keeping/Staying Healthy

TOPICS: Medicine and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 3, children broaden their understanding of how to stay healthy by learning about medicines and how they help when used safely.

They explore simple safety rules, including when it is safe to take medicine and who they should accept it from. Pupils continue developing their understanding of healthy and less healthy choices and recognise habits that support wellbeing.

Through discussion and activities, they consolidate their knowledge of routines that help keep their bodies healthy.

Curriculum Links

Statutory RSHE Links

Caring friendships; Being safe; Personal safety; Drugs, alcohol, tobacco, and vaping (legal, harmful substances) General wellbeing; Health protection and prevention; Physical health and fitness

Ask me a question!

Why do we take medicine?

Who should we take medicine from?

What else can make you feel better when you are poorly?

What is a vaccination?

Knowledge & Skills Progression

Medicine - *Pupils should...*

- understand and explain simple safety rules about medicine
- explain when it is safe to take medicine and why
- know who it is safe to accept medicine from and why
- recognise and make important healthy choices

What I've Learnt - *Pupils can...*

- confidently explain ways to help keep their bodies healthy
- recognise and make healthy choices in everyday situations
- apply simple routines that support good health, such as washing hands and brushing teeth
- clearly explain the difference between healthy and less healthy choices



I will learn the following new words/phrases:



Medicine	A drug or other substance used to treat disease, injury, pain, or other symptoms
Allergies	When you have an unusual reaction to something, like dust or certain foods.
Vaccination	A special medicine that helps protect your body from certain diseases.
Antibodies	A protein in blood that reacts to toxic substances by destroying them or making them ineffective.
Research	Studying something carefully to find out more information about it.
Immune System	The system of the body that fights infection and disease.
Doctor	A person who is qualified to treat people who are ill.

Keeping/Staying Healthy

TOPICS: What I Know Now and Healthy Living - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children revisit and reflect on their understanding of how to keep their bodies healthy before exploring more complex aspects of health and wellbeing.

They develop their knowledge of balanced diets, learning how different foods contribute to a healthy lifestyle and how too much sugar, salt and saturated fat can affect their bodies now and in the future.

Pupils also begin to interpret nutritional information on food packaging and consider how everyday choices support long-term health and wellbeing.

Curriculum Links

Statutory RSHE Links

General wellbeing; Health protection and prevention; Physical health and fitness; Healthy eating

Ask me a question!

What different types of food do our bodies need to stay healthy and grow?

How can we stay healthy?

How can you encourage others to stay healthy?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how to keep their bodies healthy as they begin to explore more complex health topics
- recognise choices and behaviours that can affect their health and wellbeing
- identify people and support who can help them stay healthy and make positive choices
- suggest and explain healthy habits that support physical and personal wellbeing in everyday life

Healthy Living - *Pupils should...*

- explain what is meant by a balanced diet and plan a balanced meal
- recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older
- understand nutritional information on packaged food and explain what it means
- describe different ways to maintain a healthy lifestyle



I will learn the following new words/phrases:



Lifestyle	The way a person or group of people live.
Balanced diet	A diet that includes a variety of different types of food to help you get the nutrients you need.
Blood pressure	Measures how the heart pumps blood around the body.
Saturated fat	A type of fat found in meat and other animal products, such as butter and cheese.
Vital organs	The main organs inside the body, such as the heart, lungs, and brain. It is important to keep these healthy.
Mind map	A diagram, often drawn on paper, to present your ideas.
Food chart	A chart that can be used to see how many servings of each food should be eaten each day.
Carbohydrates	Substances, found in certain kinds of food, that provide you with energy.
Protein	A nutrient which builds, maintains, and replaces the tissues in your body.
Calorie	A unit of energy that can be found in food.

Keeping/Staying Healthy

TOPICS: Smoking and Adults' & Children's Views - *Suggested for Year 5*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 5, children further develop their understanding of how choices and influences affect health and wellbeing by exploring the risks associated with smoking and vaping.

They learn about the physical, social and legal consequences and the addictive substances involved, and consider why some people may start or continue to smoke.

Pupils also revisit a range of health topics, reflecting on the views of adults and children beyond the school setting to support healthy decision making.

Curriculum Links

Statutory RSHE Links

General wellbeing; Healthy eating; Wellbeing online; Health protection and prevention; Personal safety; Drugs, alcohol, tobacco, and vaping; Caring friendships

Ask me a question!

What are the risks of smoking?

Why do you think people start to smoke?

What could you do if you or someone you know felt pressured to smoke?

Can you name one ingredient of a cigarette?

Knowledge & Skills Progression

Smoking - Pupils should...

- explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.
- describe how smoking can affect your immediate and future health and wellbeing
- give reasons why someone might start and continue to smoke
- identify and use skills and strategies to resist any pressure to smoke

Adults' & Children's Views - Pupils can...

- listen to and observe a range of views from adults and children about ways to stay healthy and maintain wellbeing
- identify key ideas and healthy habits shared by others that support physical and personal health
- reflect on and build their understanding of healthy choices using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about maintaining a healthy lifestyle

I will learn the following new words/phrases:



Nicotine	A poisonous substance found in the tobacco plant
Addictive	Wanting to do or have something as often as possible.
Illegal	Against the law or breaks the rules.
Respiratory system	The organs that are involved in breathing.
Cardiovascular disease	A general term for conditions affecting the heart or blood vessels.
Cigarette	A thin cylinder of finely cut tobacco rolled in paper for smoking.
E-cigarette	A device that has the shape of a cigarette, cigar, or pen and does not contain tobacco.
Tobacco	A plant that can be smoked in cigarettes, pipes, or cigars.



Keeping/Staying Healthy

TOPICS: Alcohol and Drugs and What I've Learnt - *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 6, children consolidate and extend their understanding of how to maintain a healthy lifestyle by exploring the risks associated with alcohol and how it can affect immediate and future health.

They learn to recognise risky choices and evaluate how situations and influences may affect decision making.

As they prepare for greater independence, pupils develop strategies to make responsible, healthy choices and reflect on how their actions can support their own wellbeing and that of others.

Curriculum Links

Statutory RSHE Links

General wellbeing; Personal safety; Health protection and prevention; Being safe; Healthy eating; Drugs, alcohol, tobacco, and vaping

Ask me a question!

What affects can alcohol or drugs have on your body?

Can you explain the difference between legal and illegal drugs?

If you or anyone you know is struggling with a mental health issue, what could you do?

Knowledge & Skills Progression

Alcohol and Drugs - *Pupils should...*

- identify what is a risky choice
- explain the risks associated with alcohol
- describe how alcohol can affect your immediate and future health
- develop and recognise skills and strategies to keep safe
- understand the difference between 'legal' and 'illegal' drugs
- identify the risks associated with using cannabis

What I've Learnt - *Pupils can...*

- confidently apply and justify healthy choices that support their own health and wellbeing
- evaluate situations and influences that may affect their health and respond responsibly
- clearly explain and justify the difference between healthy and unhealthy choices
- take increasing responsibility for maintaining healthy habits and supporting the wellbeing of themselves and others



I will learn the following new words/phrases:



Alcohol	A chemical called ethanol that is found in alcoholic drinks.
Ethanol	A chemical compound that is a type of alcohol.
Fermentation	A chemical change that happens in vegetable and animal substances.
Unit	A way to tell how strong your drink is.
Legal age limit	An age under or over which something can or cannot be done.
Alcohol poisoning	When a person drinks a toxic amount of alcohol.
Cannabis	A drug that comes from a plant.
Illegal drugs	Drugs which a person is not allowed to own or use.
Mental illness	Health conditions involving changes in thinking, emotion or behaviour.
Criminal offence	The act of breaking a law or rule or doing something wrong.
Substances	The material, or matter, of which something is made.

Relationships

TOPICS: What I Know Now and Friendship - *Suggested for Year 1*

Our school delivers this topic in year(s):

Year Intent



In Year 1, children begin to develop an early understanding of positive relationships in everyday life. They explore their ideas about how people show care, kindness and respect at home and at school.

Children begin to recognise behaviours that help build positive relationships and those that may upset others. They learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Caring friendships; Respectful, kind relationships; Being safe

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about how people can treat others kindly and respectfully
- begin to recognise behaviours that help build positive relationships
- identify kind and unkind behaviours in everyday situations
- suggest simple ways they can show kindness and respect to others

Friendship - *Pupils should...*

- explain how to be a good friend
- recognise kind and thoughtful behaviours
- understand the importance of caring about other people's feelings
- be able to see a situation from another person's point of view

I will learn the following new words/phrases:

I now know...

Relationship	A connection between two or more people or things.
Love	Strong feelings of affection for another person, activity, or object.
Security	Feeling safe and free from fear or danger.
Stability	Reliable or unlikely to change suddenly.
Disagree	To have a different opinion. The opposite of agree.



Ask me a question!

How can you show that you care about special people/things?

What types of relationships are there?

What makes a good friend?

What kind of things can friends fall out over or disagree about?

What can we do if we fall out with our friends?

Relationships

TOPICS: Bullying and Body Language - *Suggested for Year 2*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 2, children deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions.

Pupils develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help.

Curriculum Links

Statutory RSHE Links

Caring friendships; Respectful, kind relationships; Being safe; General wellbeing

Knowledge & Skills Progression

Bullying - Pupils should..

- name a range of feelings
- understand why we should care about other people's feelings
- be able to see and understand bullying behaviours
- know how to cope with these bullying behaviours

Body Language - Pupils should..

- recognise and name a range of feelings
- understand that feelings can be shown without words
- be able to see a situation from another person's point of view
- explain why it is important to care about other people's feelings

I will learn the following new words/phrases:



Bullying	A repeated aggressive or unkind behaviour.
Mean	Unkind, spiteful, or unfair.
Describe	To say or write what someone or something is like.
Teasing	To laugh at someone or say unkind things about them.
Threatening	Expressing a threat of something unpleasant or violent.
Advice	An opinion that someone offers you about what you should do or how you should act in a particular situation.
Imagine	To form or have a mental picture or idea of something.
Anti-bullying	Opposed to or acting against bullying.

Ask me a question!

How might someone feel if they are being bullied?

What kind of things can friends fall out over or disagree about?

How can you be kind to someone?

What can we do if we fall out with our friends?

If you thought someone was being bullied, what could you do?



Relationships

TOPICS: Touch and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 3, children broaden their understanding of positive relationships by exploring respect, personal boundaries and how their actions affect others. They learn the importance of caring about other people's feelings and how empathy supports healthy relationships.

Pupils develop their understanding of appropriate and inappropriate touch, personal boundaries and body autonomy. They also learn the correct names for body parts and understand who they can ask for help if they feel worried or uncomfortable.

Curriculum Links

Statutory RSHE Links

Developing bodies; Caring Friendships; Being safe; Respectful, kind relationships; Families and people who care for me; General wellbeing

Knowledge & Skills Progression

Touch - Pupils should...

- recognise the difference between appropriate and inappropriate touch
- know why it is important to care about other people's feelings
- understand personal boundaries
- know who and how to ask for help
- name human body parts

What I've Learnt - Pupils can...

- confidently demonstrate behaviours that help build positive and respectful relationships with others
- recognise and respond appropriately to behaviours that may hurt or upset others
- apply strategies to maintain positive relationships at home, at school and in the wider community
- clearly explain the difference between kind, respectful and unkind behaviours

I will learn the following new words/phrases:



Communicate	To exchange or share information or ideas.
Situation	What is happening now.
Penis	The part of a male's body that is used for urinating.
Testicles	Two round male organs that produce sperm.
Vagina	The part of a woman's body that connects her outer organs to her uterus.
Vulva	External female genitalia that surround the opening to the vagina.
Anus	The external opening of the canal through which excrement leaves the body.
Private parts	A person's genitals.
Appropriate	Suitable or acceptable for a particular situation.
Nipples	The dark parts of the skin which stick out from the breast

Ask me a question!

Can you name the different human body parts?

If you feel uncomfortable in a relationship, who could you talk to?

If you know of somebody who is upset about the way someone treats them, what could you do?



Relationships

TOPICS: What I Know Now and Relationships - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow.

Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people.

Curriculum Links

Statutory RSHE Links

Developing bodies; Respectful, kind relationships; Being safe; Families and people who care for me; Caring friendships;

Ask me a question!

What types of relationships are there?

How could you help someone who feels uncomfortable in a relationship?

What is the difference between secrets and surprises?

What can make a relationship healthy or unhealthy?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics
- recognise behaviours and situations that may affect relationships or cause others to feel upset
- identify trusted people and support who can help them manage relationship difficulties or worries
- suggest and explain ways to show respect, kindness and consideration in everyday relationships

Relationships - *Pupils should...*

- recognise the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

I will learn the following new words/phrases:

I now know...

Nervous	Being fearful, worried, or concerned about someone or an event.
Scared	Feeling fearful or frightened.
Inappropriate	Not right for or suited to the situation or purpose. Not appropriate.
Connection	The act of joining or being joined to something else.
Civil partnership	A civil partnership is a legal relationship which can be registered by two people who aren't related to each other.
Marriage	A formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally.



Relationships

TOPICS: Puberty and Adults' & Children's Views - *Suggested for Year 5*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 5, children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others.

They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships.

Curriculum Links

Statutory RSHE Links

Developing bodies; Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing;

Ask me a question!

What does the brain release in order for puberty to begin?

How long do periods normally last?

What changes do females and males go through during puberty?

What coping strategies can help us through puberty?

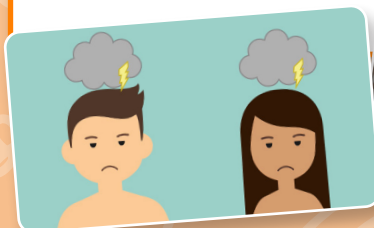
Knowledge & Skills Progression

Puberty - Pupils should...

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

Adults' & Children's Views - Pupils can...

- listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed
- identify key ideas and strategies shared by others that help people build and maintain healthy relationships
- reflect on and build their own understanding of relationships using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships



I will learn the following new words/phrases:



Puberty	When a child matures physically and the reproductive system becomes active.
Hormone	A chemical substance made in the body, which controls the activity of other cells and organs.
Anonymous question	When someone asks a question without revealing their name or identity.
Vagina	A canal that leads from the female uterus to the outside of the body.
Vulva	External female genitalia that surround the opening to the vagina.
Ovaries	A reproductive organ where eggs are produced.
Fallopian tube	The tube where the female egg travels to the womb (uterus).
Penis	A male organ that urine and sperm pass through.
Testicles	Two male sex glands where sperm is produced.
Bladder	An organ inside the body where urine is stored.
Scrotum	A soft sac which holds and protects the testicles.

Relationships

TOPICS: Conception and What I've Learnt - *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 6, children consolidate and extend their understanding of respectful and healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow and recognise behaviours that support positive interactions.

Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed. Where schools choose to deliver sex education, pupils will also learn about human reproduction and how conception occurs.

Curriculum Links

Statutory RSHE Links

Developing bodies; Non-statutory Sex Education; Caring friendships; Respectful, kind relationships

Ask me a question!

Can you name at least three parts of the male reproductive system?

Can you name at least three parts of the female reproductive system?

What is the legal age of consent to have sex?

Can you talk about the different stages of pregnancy?

Knowledge & Skills Progression

Conception - Pupils should...

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explore various different stages of pregnancy
- understand the laws around consent

What I've Learnt - Pupils can...

- confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships
- evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm
- clearly explain and justify the difference between healthy and unhealthy relationship behaviours
- take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others

I will learn the following new words/phrases:

I now know...

Conception	The process of conceiving a baby.
Reproduction	The process by which living things create young or offspring.
Consent	To express willingness or approval.
Conceived	The fertilising of an egg by a sperm; beginning of pregnancy.
Caesarean	The surgical delivery of a baby that involves making incisions in the mother's abdominal wall and uterus.
Foreskin	A retractable fold of skin that covers the glans of the penis.
Cervix	The lower part of the uterus that opens into the vagina.
Womb (uterus)	Where a foetus, or baby, grows.
Urethra	The tube that carries urine from the bladder out of the body.
Fertilised	When a male's sperm enters a female's egg.
IVF	Fertilising an egg outside the body, in a laboratory dish, and then implanting it in a woman's uterus.



Being Responsible

TOPICS: What I Know Now and Water Spillage - *Suggested for Year 1*

Our school delivers this topic in year(s):

Year Intent



In Year 1, children begin to develop an early understanding of what it means to be responsible in everyday situations. They explore what they can do for themselves and how they can help others at home and at school.

Children begin to recognise the things they are responsible for and learn simple ways to prevent accidents, such as dealing with spillages safely.

They also learn the difference between responsible and irresponsible behaviour.

Curriculum Links

Statutory RSHE Links

General wellbeing; Personal safety; Respectful, kind relationships; Families and people who care for me; Basic first aid; Caring friendships

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about what they can do for themselves and what they are responsible for
- begin to recognise responsibilities they have at home and at school
- identify ways their responsibilities may change as they grow and become more independent
- suggest who can help and support them when they need guidance or assistance

Water Spillage - *Pupils should...*

- explain how you can help people around you
- understand the types of things you are responsible for
- know how and understand the importance of preventing accidents
- recognise the differences between being responsible and being irresponsible

I will learn the following new words/phrases:



Responsibility	Something you are expected to do.
Responsible	To have control or be in charge of something. Capable of being trusted.
Accident	Something that is unplanned. It happens by chance and is often a negative event.
Honesty	To speak the truth.
Dishonest	To not tell the truth or to tell lies.



Ask me a question!

What are you responsible for?

How can we prevent accidents?

What new things may you be responsible for as you grow?

How can we be responsible in the classroom?

Being Responsible

TOPICS: Practice Makes Perfect and Helping Someone in Need - *Suggested for Year 2*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 2, children deepen their understanding of what it means to be responsible for their actions and attitudes.

They explore how effort and perseverance can help them improve in activities and learn the importance of trying their best and setting simple goals. Pupils consider how responsible behaviour affects others, recognising kind and thoughtful actions.

They also develop their understanding of responsible and irresponsible choices and how to stay safe in their community.

Curriculum Links

Statutory RSHE Links

Caring friendships; General wellbeing; Respectful, kind relationships; Being safe; Personal safety

Wider PSHE Links - Careers education: aspirations, learning and work

Knowledge & Skills Progression

Practice Makes Perfect - *Pupils should..*

- name ways you can improve in an activity or sport
- understand the importance of trying hard and not giving up
- recognise the benefits of practising an activity or sport
- learn how to set goals and work to reach them

Helping Someone in Need - *Pupils should...*

- know how you can help other people
- recognise kind and thoughtful behaviours and actions
- understand the risks of talking to people you don't know very well in the community
- identify the differences between being responsible and being irresponsible

I will learn the following new words/phrases:



Abilities	The physical or mental power or skill needed to do something.
Thoughtful	Caring about or showing consideration for others.
Qualities	The features or characteristics of a person or thing.
Manners	Polite social behaviour or habits.
Courteous	Polite, respectful, or considerate in manner.
Appropriately	Suitable or right for a particular situation or occasion.
Self-respect	Respect for yourself that shows that you value yourself.
Improve	To get better.

Ask me a question!

What are your best qualities?

Can you name something you'd like to get better at?

Who helps you at home, at school, and in the community?

How can we be kind and thoughtful?



Being Responsible

TOPICS: Stealing and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 3, children broaden their understanding of responsibility by exploring why stealing is wrong and how it differs from borrowing.

They learn how actions such as taking something that does not belong to them can affect others and begin to understand how people may feel if their belongings are not returned.

Pupils develop their understanding of responsible and irresponsible behaviour and consider how their choices affect others before progressing to more complex learning about responsibility.

Curriculum Links

Statutory RSHE Links

Respectful, kind relationships; Being safe; Caring friendships;

Ask me a question!

What are the differences between borrowing and stealing?

How can you be responsible?

Knowledge & Skills Progression

Stealing - *Pupils should...*

- understand the differences between borrowing and stealing
- describe how you might feel if something of yours is borrowed and not returned
- know why it is wrong to steal
- explain the differences between being responsible and irresponsible

What I've Learnt - *Pupils can...*

- confidently demonstrate responsible behaviours that support themselves and others in different environments
- recognise and respond appropriately to situations where responsible choices are needed
- apply strategies to show responsibility at home, at school and in the wider community
- clearly explain the difference between responsible and irresponsible choices

I will learn the following new words/phrases:

I now know...

Borrowing	When you take and use something that belongs to someone else, with their permission. After using it, you return it.
Stealing	When you take something from someone without permission and do not intend to return it.
Consequence	The result or outcome of an event or action.
Irresponsible	Not thinking enough or not worrying about the possible results of what you do.
Responsible	Having good judgement and the ability to act correctly and make decisions on your own



Being Responsible

TOPICS: What I Know Now and Coming Home on Time - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about being responsible before building on this through more complex learning. They revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations.

Pupils explore why rules are important at home and in the wider community and consider when being organised and on time matters.

Through discussion and activities, they develop their understanding of sensible and responsible behaviour.

Curriculum Links

Statutory RSHE Links

Respectful, kind relationships; Families and people who care for me

Ask me a question!

How can we be responsible at home, at school, and in the community?

Why do we have rules?

Why is it important to be on time?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of what it means to be responsible as they begin to explore more complex aspects of responsibility
- recognise situations where responsible choices and actions are needed and consider the positive impact these actions can have
- identify people and support who can help guide them in making responsible decisions
- suggest and explain ways they can act responsibly in a range of everyday situations and how these actions can benefit others

Coming Home on Time - *Pupils should...*

- recognise the importance of behaving in a responsible manner in a range of situations
- describe a range of situations where being on time is important
- explain the importance of having rules in the home
- describe ways that behaviour can be seen to be sensible and responsible

I will learn the following new words/phrases:

I now know...

Punctual	Arriving or doing something at the correct time, not late.
Responsible	To have control or be in charge of something. Capable of being trusted.
Irresponsible	Not thinking enough or not worrying about the possible results of what you do.
Appointment	An arrangement to meet someone at a particular time and place.



Being Responsible

TOPICS: Looking Out for Others and Adults' & Children's Views - *Suggested for Year 5*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 5, children further develop their understanding of what it means to act responsibly towards others by exploring how their choices and behaviours can affect the people around them.

They learn to recognise when someone is being treated unkindly and consider why it is important to show care and take action.

Through discussion and shared activities, pupils reflect on the views of adults and children beyond the school setting to build on their understanding of responsible behaviour and positive relationships.

Curriculum Links

Statutory RSHE Links

Respectful, kind relationships; Caring friendships; General wellbeing; Being safe; Families and people who care for me

Ask me a question!

If someone is being unkind to you or someone you know, what could you do?

How can we help others?

Knowledge & Skills Progression

Looking Out for Others- *Pupils should...*

- recognise why we should take action when someone is being unkind
- describe caring and considerate behaviour, including the importance of looking out for others
- demonstrate why it is important to behave in an appropriate and responsible way
- identify how making some choices can impact others' lives in a negative way

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about what it means to act responsibly in different situations
- identify key ideas and strategies shared by others that help people make responsible choices and support those around them
- reflect on and build their own understanding of responsibility using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about acting responsibly and supporting others

I will learn the following new words/phrases:

I now know...

Considerate	Careful not to inconvenience or harm others.
Inconsiderate	Thoughtlessly causing hurt or inconvenience to others.



Being Responsible

TOPICS: Stealing and What I've Learnt - *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 6, children consolidate and extend their understanding of what it means to act responsibly towards themselves and others.

They revisit concepts such as consent, honesty and trust, recognising how these support positive relationships. Pupils consider how their choices and behaviours can impact others, including the consequences of irresponsible actions.

They develop the confidence to evaluate situations, justify responsible decisions and take increasing responsibility for their actions as they prepare for greater independence.

Curriculum Links

Statutory RSHE Links

Respectful, kind relationships; Being safe; Families and people who care for me; Developing bodies; Caring friendships

Ask me a question!

What are the differences between borrowing and stealing?

Can you explain a time where you may need to seek permission?

Can you describe the meaning of consent?

Knowledge & Skills Progression

Stealing - Pupils should...

- explain what consent means
- recognise the importance of being honest and not stealing
- understand why it is important to have a trusting relationship between friends and family
- identify how making some choices can impact others' lives in a negative way

What I've Learnt - Pupils can...

- confidently demonstrate and justify responsible behaviours that support themselves and others in different environments
- evaluate situations and respond appropriately when responsible choices are needed
- clearly explain and justify the difference between responsible and irresponsible choices
- take increasing responsibility for their actions and decisions at home, at school and in the community



I will learn the following new words/phrases:

I now know...

Consent	To give permission or approval, to agree.
Possession	The condition of having or owning something.
Permission	Approval to do something.
Trust	Firm belief in the reliability, truth, or ability of someone or something.
Borrowing	When you take and use something that belongs to someone else, with their permission. After using it, you return it.
Stealing	When you take something from someone without permission and do not intend to return it.
Responsible	Having good judgement and the ability to act correctly and make decisions on your own.
Irresponsible	Not thinking enough or not worrying about the possible results of what you do.

Feelings and Emotions

TOPICS: What I Know Now and Jealousy - *Suggested for Year 1*

Our school delivers this topic in year(s):

Year Intent



In Year 1, children begin to develop an early understanding of feelings in everyday situations. They share their ideas about different emotions and recognise how feelings can affect their bodies and behaviour.

Children learn to name a range of feelings and understand the difference between pleasant and unpleasant ones.

They explore simple ways to express their feelings through words and actions and learn basic strategies to help manage uncomfortable emotions.

Curriculum Links

Statutory RSHE Links

General wellbeing; Caring friendships; Respectful, kind relationships

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about different feelings and emotions they may experience
- begin to recognise situations that may cause different feelings
- identify a range of feelings in everyday situations
- suggest simple ways they and others can express and manage their emotions

Jealousy - *Pupils should...*

- identify and name difficult feelings, such as jealousy, and describe some physical signs they may notice
- know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them
- learn and practise simple strategies to manage difficult feelings in positive ways
- recognise that feelings can be shown through words, actions and body language

I will learn the following new words/phrases:

I now know...

Recognising	Identifying someone or something from previous experience or contact.
Loneliness	The feeling of being alone, even when people are around.
Frustration	Feeling upset or annoyed because you cannot change or achieve something.
Experience	Gaining knowledge or skill from doing, seeing, or feeling things.
Jealousy	A feeling of envy towards another person and what they have or can do.



Ask me a question!

Can you describe the feeling of jealousy?

Who can support us with our feelings/emotions?

How do we experience feelings and emotions in our bodies?

How can we reduce the unpleasant effects of negative emotions?

Feelings and Emotions

TOPICS: Worry and Anger - *Suggested for Year 2*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 2, children deepen their understanding of feelings and emotions by learning how emotions such as anger and worry can affect their thoughts, behaviour and bodies. They learn to recognise and name these emotions and identify situations that may cause them.

Pupils explore ways feelings can be communicated through words, actions and body language.

Through discussion and activities, children practise simple strategies to manage uncomfortable emotions and express their feelings in positive ways.

Curriculum Links

Statutory RSHE Links

General wellbeing; Being safe; Respectful, kind relationships; Families and people who care for me: Caring friendships



Knowledge & Skills Progression

Worry - Pupils should..

- identify and name feelings of worry and describe some physical signs they may experience
- understand that worry is a normal emotion and identify situations that may cause someone to feel worried
- learn and practise strategies to manage feelings of worry in positive ways
- explain that feelings of worry can be communicated through words, actions and body language

Anger - Pupils should...

- identify and name feelings of anger and describe some physical signs they may experience
- understand that anger is a normal emotion and distinguish between helpful and unhelpful ways of expressing it
- learn and practise strategies to manage feelings of anger in positive ways
- explain that anger can be communicated through words, actions and body language



I will learn the following new words/phrases:



Fidgety	To make small, restless movements using your hands or other body parts.
Annoyed	Irritated, disturbed, or slightly angry.
Worry	To feel anxious or troubled about actual or potential problems.
Anger	A strong feeling of annoyance, displeasure, or hostility.
Manage	Maintain control over or be in charge of.
Control	The power to influence or direct people's behaviour or the course of events.
Trust	Firm belief in the reliability, truth, or ability of someone or something.

Ask me a question!

If you feel worried, what actions could help you to feel better?

Why is it important to talk and share your worries with someone?

Who could you talk to about your feelings?

How can we control the feeling of anger?

Feelings and Emotions

TOPICS: Grief and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 3, children broaden their understanding of feelings and emotions by learning about grief and loss in an age-appropriate way.

They explore how experiences of loss can affect how people feel, think and behave, and recognise the emotional and physical responses that may occur. Pupils build on their understanding of pleasant and unpleasant emotions and consider situations that may cause different feelings.

Through discussion and activities, they practise strategies to manage and express emotions in positive ways.

Curriculum Links

Statutory RSHE Links

General wellbeing; Respectful, kind relationships; Families and people who care for me; Physical health and fitness



Knowledge & Skills Progression

Grief - Pupils should...

- identify and name feelings linked to loss and grief and describe some physical signs of sadness or upset
- understand that grief is a natural response to loss and identify situations that may cause these feelings
- learn and practise strategies to cope with feelings related to loss and grief in healthy ways
- explain that feelings of loss and grief can be communicated through words, actions and body language

What I've Learnt - Pupils can...

- confidently recognise and describe a range of emotions and how they may affect thoughts, behaviour and physical feelings
- recognise and respond appropriately to situations that may cause different emotions for themselves or others
- apply strategies to help manage and express their feelings in positive ways at home and at school
- clearly explain the difference between pleasant and unpleasant emotions and how they can be managed

I will learn the following new words/phrases:

I now know...

Grief	Great sadness, often following a death or loss.
Confusion	Uncertainty about what is happening, intended, or required.
Memory box	A special place where memories are stored.

Ask me a question!

What are some of the reasons we might feel or experience grief?

What other kinds of feelings could we experience if we were feeling grief?

What could you do if you feel sad about losing someone or something?

How could you help someone who is experiencing grief?

How can manage other difficult emotions, such as worry, anger, and jealousy?

Feelings and Emotions

TOPICS: What I Know Now and Jealousy - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about feelings and emotions before building on this through more complex learning.

They revisit how different situations can cause a range of emotions and identify strategies to help manage and express their feelings in positive ways.

Pupils explore more challenging emotions and recognise the physical and emotional responses these feelings may bring. Through discussion and activities, they consider how their responses can affect themselves and others.

Curriculum Links

Statutory RSHE Links

General wellbeing; Physical health and fitness; Health protection and prevention: Caring friendships; Respectful, kind relationships

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of feelings and emotions as they begin to explore more complex emotional experiences
- recognise situations that may cause different emotions for themselves or others
- identify people and support who can help them manage difficult or uncomfortable emotions
- suggest and explain strategies that can help them express and manage their feelings in positive ways

Jealousy - *Pupils should...*

- identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience
- understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them
- learn and practise strategies to manage challenging emotions in positive ways
- explain that emotions can be communicated through words, actions and body language

I will learn the following new words/phrases:

I now know...

Feelings	Emotions, such as love, anger, joy and fear.
Emotions	Strong feelings.
Physical health	The well-being and overall condition of your body.
Mental health	Emotional, psychological, and social well-being.
Strategies	A plan of action designed to achieve a long-term or overall aim.

Ask me a question!

How can you manage the feeling of jealousy?

Who can help us if we feel worried about ourselves or someone else?

If someone you know is experiencing jealousy, how could you help them?

Can you name some benefits of having different types of friends?



Feelings and Emotions

TOPICS: Anger and Adults' & Children's Views - *Suggested for Year 5*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 5, children further develop their understanding of feelings and emotions by exploring how anger can be triggered and how it may affect thoughts, behaviour and physical reactions.

They consider how anger can influence actions and relationships and learn to evaluate helpful and unhelpful responses. Pupils practise strategies that support positive ways of managing strong emotions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.

Curriculum Links

Statutory RSHE Links

General wellbeing; Respectful, kind relationships; Families and people who care for me; Caring friendships; Being safe

Ask me a question!

Can you describe the feeling of anger?

How can we manage the feeling of anger in a positive, healthy way?

Knowledge & Skills Progression

Anger- Pupils should...

- recognise triggers that may lead to feelings of anger and describe how anger can affect thoughts, behaviour and physical reactions
- explain how anger can influence actions and relationships and evaluate helpful and unhelpful ways of responding
- apply a range of strategies to manage feelings of anger in positive and responsible ways
- reflect on how anger can be communicated and managed through words, actions and self-control

Adults' & Children's Views - Pupils can...

- listen to and observe a range of views from adults and children about managing feelings and emotions in different situations
- identify key ideas and strategies shared by others that help people understand and manage their emotions
- reflect on and build their own understanding of emotions using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about feelings and emotions

I will learn the following new words/phrases:

I now know...

Displeasure	Feeling annoyed, dissatisfied, or disappointed.
Annoyance	Something that annoys or irritates someone.
Hostility	The state of being unfriendly or full of hate.



Feelings and Emotions

TOPICS: Worry and What I've Learnt - *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 6, children consolidate and extend their understanding of feelings and emotions as they prepare for new experiences and greater independence.

They explore how emotions such as worry may arise during times of change, including the transition to secondary school, and how these feelings can affect thoughts and behaviour. Pupils develop strategies to manage emotions in positive ways.

They also reflect on communicating worries, seeking support from trusted people and taking responsibility for their emotional wellbeing.

Curriculum Links

Statutory RSHE Links

General wellbeing; Families and people who care for me; Caring friendships; Respectful, kind relationships; Developing bodies

Ask me a question!

Who could you talk to to help you manage a difficult emotion?

How can you manage feelings of worry?

If someone you know is feeling worried, what could you do to help?

Knowledge & Skills Progression

Worry - Pupils should...

- recognise situations that may cause feelings of worry, including changes and new experiences such as moving to secondary school
- explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change
- apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations
- reflect on ways to communicate worries and seek support from trusted people when preparing for new experiences such as secondary school

What I've Learnt - Pupils can...

- confidently apply and justify strategies that help them manage and express their emotions in positive and responsible ways
- evaluate situations and respond appropriately when emotions may affect their behaviour or relationships
- clearly explain and justify the difference between helpful and unhelpful ways of expressing emotions
- take increasing responsibility for managing their feelings and supporting the emotional wellbeing of themselves and others

I will learn the following new words/phrases:

I now know...

Worry	To feel anxious or troubled over actual or potential problems.
Anxious	Feeling worried, nervous, or afraid about something certain or uncertain.
Troubled	Having problems or difficulties. Feeling nervous or worried.
Positive action	Doing something that results in a good or beneficial outcome.
Prepare for change	To make or get ready for something different.
Mindfulness	Slowing down to really notice what you're doing.
Strategies	A plan, method, or series of actions meant to perform a particular goal or effect.
Managing emotions	To look after and make decisions about your feelings.



Computer Safety

TOPICS: What I Know Now and Online Bullying- *Suggested for Year 1*

Our school delivers this topic in year(s):

Year Intent



In Year 1, children begin to develop an early understanding of technology and how it forms part of everyday life.

They explore their ideas about devices such as computers and tablets and consider how technology can be used in helpful ways.

Pupils learn that the same kindness and respect shown in real life should also apply when using technology. They also begin to understand who they can ask for help if something worries them.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Being safe; Respectful, kind relationships; Caring friendships; General wellbeing

Ask me a question!

What are the positives and negatives of being online?

Who could you talk to if you experience someone being unkind to you?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their ideas about using computers and the internet
- begin to recognise when something online may not be safe
- identify safe and unsafe choices when using technology
- suggest ways to stay safe online and ask an adult for help

Online Bullying - *Pupils should...*

- understand how your online actions can affect others
- identify the positives and negatives of using technology
- know who and how to ask for help
- recognise kind and unkind comments

I will learn the following new words/phrases:

I now know...

Online	Connected to or controlled by a computer or network.
Positive	Full of hope and confidence.
Negative	Not helpful or constructive



Computer Safety

TOPICS: Image Sharing and Computer Safety Documentary- *Suggested for Year 2*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 2, children deepen their understanding of technology and how it can be used safely and responsibly. They explore the positives and negatives of using technology and begin to recognise how what they do when using devices can affect others.

Pupils learn simple rules that help keep themselves and others safe and consider why these rules are important. They also develop their understanding of who they can ask for help if something online or on a device worries them.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; General wellbeing; Personal safety; Caring friendships

Knowledge & Skills Progression

Image Sharing - Pupils should..

- identify the positives and negatives of using technology
- know who and how to ask for help
- list rules for keeping and staying safe
- understand how your online activity can affect others

Computer Safety Documentary - Pupils should...

- recognise that we should not share personal information online
- understand that we should be kind and respectful when using technology
- identify when it is important to ask a trusted adult before downloading apps or sharing images
- explain that people online may not always be who they say they are

I will learn the following new words/phrases:



Permission	Allowing someone to do something.
Opinion	A view or judgement formed about something, not necessarily based on factor knowledge.
Rules	An instruction which tells you what you are allowed or are not allowed to do
Declaration	An important spoken or written agreement

Ask me a question!

What types of information can you share online?

Are there any types of images that you shouldn't share online?

How can you stay safe online?



Computer Safety

TOPICS: Making Friends Online and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 3, children broaden their understanding of how to stay safe when using technology by exploring potential risks that can arise when communicating online.

They learn to recognise possible dangers, including the risks of talking to strangers in online spaces, and consider the consequences of unsafe choices.

Pupils also explore the positives and negatives of using technology and develop their understanding of safe and risky behaviour online before progressing to more complex online safety topics.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships; Personal safety



Knowledge & Skills Progression

Making Friends Online - Pupils should...

- identify possible dangers and consequences of talking to strangers online
- know how to keep safe in online chatrooms
- name the positives and negatives of using technology
- understand the difference between safe and risky choices online

What I've Learnt - Pupils can...

- confidently demonstrate how to use technology safely and responsibly in different environments
- recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology
- apply strategies to stay safe when using devices at home and at school
- clearly explain the difference between safe and unsafe choices when using technology



I will learn the following new words/phrases:



Chatroom	A group of people living in the same place or sharing a common interest.
Report	Give a spoken or written account of something that one has observed, heard, done, or investigated.
Reply	Say something in response to something someone has said.
Respond	Do something as a reaction to someone or something.
Childline	A free, private and confidential service where you can talk about anything

Ask me a question!

If you are worried or unsure about something you see online, what could you do? Who could you speak to?

If you receive a message online from someone you do not know, what could you do?

If someone was worried about something they had seen online, how could you help them?

Computer Safety

TOPICS: What I Know Now and Online Bullying - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about staying safe when using technology before building on this through more complex learning.

They revisit how to recognise situations that may place themselves or others at risk online and identify strategies that support safe and respectful behaviour.

Pupils explore positive values in online relationships and consider the feelings that may arise from online bullying. They also learn coping strategies and who they can ask for help.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing; Caring friendships; Being safe;

Ask me a question!

What are the positives and negatives of using computers and being online?

How can you keep yourself and others safe online?

If someone you know is being bullied online, what could you do?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how to stay safe when using technology as they begin to explore more complex online safety topics
- recognise situations that may place themselves or others at risk when using technology or communicating online
- Identify trusted people and support who can help them if something online or on a device worries them
- suggest and explain safe actions that help them use technology responsibly in everyday situations

Online Bullying - *Pupils should...*

- recognise the key values that are important in positive online relationships
- explain the feelings and emotions that may arise from online bullying
- develop coping strategies to use if we or someone we know is being bullied online
- identify how and who to ask for help

I will learn the following new words/phrases:



Online relationship	A relationship between people who have met online, and in many cases know each other only via the Internet.
Online bullying	Bullying which takes place over digital devices, such as phones, tablets, and computers.
Offensive	Causing someone to feel upset or annoyed.
Insulting	Something that is rude, offensive, or disrespectful.
Rude	Not polite or kind.
Device	A piece of portable electronic equipment that can connect to the internet, such as a smartphone, tablet, or laptop/ computer.
Posting	A piece of writing, image, or other item of content published online.
False content	Content published online that is false or misleading.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
Rumours	A story or statement that is being passed around without confirmation that the information is true.



Computer Safety

TOPICS: Image Sharing and Adults' & Children's Views - *Suggested for Year 5*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 5, children further develop their understanding of how to use technology safely and responsibly by exploring how choices, influences and peer pressure can affect decision making online.

They learn why people may share images online and identify rules that help keep themselves and others safe. Pupils consider the possible consequences of sharing images and recognise situations where they may feel pressured. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.

Curriculum Links

Statutory RSHE Links

Online safety and awareness;
Wellbeing online; Being safe; Respectful, kind relationships; General wellbeing; Caring friendships

Ask me a question!

What could be the positive and negative outcomes of sharing an image online?

What do people need to think about before they share an image online?

Knowledge & Skills Progression

Image Sharing - *Pupils should...*

- list reasons for sharing images online
- identify rules to follow when sharing images online
- describe the positive and negative consequences of sharing images online
- recognise possible influences and pressures to share images online

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about staying safe when using technology and the internet
- identify key ideas and strategies shared by others that help people use technology safely and responsibly
- reflect on and build their own understanding of online safety using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about safe and responsible use of technology

I will learn the following new words/phrases:



Application	A computer program that is designed for a particular purpose
Survey	Look closely at or examine
Kind action	The fact or process of doing something kind or good.
Image sharing	The act of sending or posting an image online.
Illegal	Against the law or breaks the rules



Computer Safety

TOPICS: Making Friends Online and What I've Learnt- *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 6, children consolidate and extend their understanding of how to use technology safely and responsibly. They explore the range of applications they may use now and in the future and consider why some platforms have age restrictions.

Pupils recognise that people online may not always be who they say they are and evaluate situations that may place themselves or others at risk.

They develop strategies to stay safe online and offline as they prepare for greater independence.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships; Personal safety; General wellbeing

Knowledge & Skills Progression

Making Friends Online- *Pupils should...*

- list the key applications that we may use now and in the future
- know and understand why some applications have age restrictions
- identify ways to keep yourself and others safe in a range of situations online and offline
- recognise that people may not always be who they say they are online

What I've Learnt - *Pupils can...*

- confidently apply and justify strategies that help them use technology safely and responsibly in different environments
- evaluate online situations and respond appropriately when they or others may be at risk or feel pressured to share information or images
- clearly explain and justify the difference between safe and risky choices when using technology and communicating online
- take increasing responsibility for making safe and respectful decisions when using devices at home, at school and in the wider community

I will learn the following new words/phrases:



Application	A program or piece of software, mostly found on smartphones and tablets.
Pretending	To behave as if something is true when you know that it is not.
Age restriction	An age under or over which something can or cannot be done.
Online activity	Activities performed on and data available on the Internet.
Social media sites	An online platform which people use to build social networks or social relationships with other people.
Password	A secret word or phrase that must be used to gain admission to a place.

Ask me a question!

Why are there age restrictions on certain apps and games?

How can we keep ourselves safe online?

If you were worried about someone else's online activity, what could you do?

If you wanted to meet an online friend in real life, how could you make sure you were safe?



Our World

TOPICS: What I Know Now and Growing in Our World - *Suggested for Year 1*

Our school delivers this topic in year(s):

Year Intent



In Year 1, children begin to develop an early understanding of the world around them and how living things grow and are cared for.

They explore their ideas about what lives and grows in our world and begin to understand the needs of a baby.

Pupils recognise what they can do for themselves as they grow and develop greater independence. They also explore family life and understand how families care for one another.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; General wellbeing; Health protection and prevention; Respectful, kind relationships; Developing bodies (early introduction to human life cycle)

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about what lives and grows in our world
- begin to recognise that people, animals and plants need care to grow and stay healthy
- identify who helped to look after them when they were babies
- suggest simple ways they are learning to look after themselves as they grow

Growing in Our World - *Pupils should...*

- understand the needs of a baby
- explain what you can do for yourself now you are older
- describe the common features of family life
- recognise the ways in which your family is special and unique

I will learn the following new words/phrases:



Planet	A planet is a large object that orbits a star.
World	The earth, together with all of its countries and people
Environment	The surroundings or conditions in which a person, animal, or plant lives or operates.
Humans	Being, relating to, or belonging to a person or to people.
Reproduce	To create another life
Protect	Keep safe from harm or injury
Unique	Being the only one of its kind; unlike anything else.
Common	Occurring, found, or done often.

Ask me a question!

What things grow on Earth?

What can you do for yourself now, that you couldn't do as a baby?

What do all families have in common?

What does a baby need to grow?



Our World

TOPICS: Living in Our World and Working in Our World - *Suggested for Year 2*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 2, children deepen their understanding of how they can care for the world around them. They explore why it is important to look after living things and consider ways they can help care for plants, animals and their environment at home and in their community.

Pupils learn about keeping places clean and encouraging others to do the same. They also begin to develop an early understanding of money and the jobs people do in their community.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; General wellbeing

Wider PSHE Links

Careers education: aspirations, learning and work; Economic wellbeing

Knowledge & Skills Progression

Living in Our World- *Pupils should..*

- understand why we should look after living things
- identify how we can look after living things both inside and outside of the home
- recognise why it is important to keep our communities and countryside clean
- encourage others to help keep their communities and countryside clean

Working in Our World - *Pupils should...*

- understand different ways we can receive money
- know how to keep money safe
- describe the skills you may need in a future job or career
- recognise the differences between wants and needs

I will learn the following new words/phrases:



Wildlife	A planet is a large object that orbits a star.
Community	A group of living things that share the same environment.
Credit Card	A card that allows the owner to buy goods or services and pay for them later.
Debit Card	A card that allows the owner to withdraw money or pay for goods or services using money in their bank account.
Spend	To exchange money or vouchers when buying a product or service.
Receive	To get or be given something.
Save	To place money in a money box or bank account to use at a later date.

Ask me a question!

How can we look after house and garden plants?

How can we spend or save money?

How can we receive money?

How can we look after our pets?

Why do we need money?

How can we look after others?



Our World

TOPICS: Looking After Our World and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 3, children broaden their understanding of the world around them by exploring how people grow, live and work within their environment.

They learn about the importance of caring for the planet and begin to understand how their choices can help protect it. Pupils explore ideas such as reducing, reusing and recycling, and consider ways to save water and electricity.

Through discussion and activities, they recognise how small actions can help care for the world and reduce their impact on the environment.

Curriculum Links

Statutory RSHE Links

Developing bodies (early introduction to human life cycle)

Ask me a question!

How can we save water?

What does the phrase 'reduce, re-use, recycle' mean?

How can we reduce the amount of electricity we use?

Knowledge & Skills Progression

Looking After Our World - Pupils should...

- explain the meaning of reduce, reuse, and recycle
- recognise how we can help look after our planet
- identify how to reduce the amount of water and electricity we use
- understand how we can reduce our carbon footprint

What I've Learnt - Pupils can...

- confidently demonstrate ways to care for living things and the world around them in different environments
- recognise and respond appropriately to situations where people, animals or the environment may need care or protection
- apply strategies to help look after their surroundings at home, at school and in their community
- clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment

I will learn the following new words/phrases:



Reduce	To make the size or quantity of something smaller.
Re-use	To use more than once.
Recycle	To convert waste into reusable materials or to use again.
Environment	The surroundings in which a person, animal, or plant lives.
Carbon footprint	The amount of carbon dioxide we produce.
Carbon dioxide	A gas released into the environment when we carry out certain activities, such as driving or using electricity.
Global warming	A change in the planet which can cause it to become warmer than usual.



The Working World

TOPICS: What I Know Now and Chores at Home- *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about how people contribute to family and community life before building on this through more complex learning.

They explore the ways their actions can positively support those who care for them and consider how they can contribute at home, at school and in their community.

Pupils begin to develop an awareness of the skills people use in different roles and start to recognise how these skills may help them in future jobs.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; General wellbeing; Respectful, kind relationships

Wider PSHE Links

Careers education: aspirations, learning and work; Economic wellbeing

Ask me a question!

How can we support society, our community, and our family/friends?

What chores could you be responsible for at home?

Can you name any skills that may be required for a future job role?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how people support their families, communities and wider society
- recognise responsibilities they may have at home and how helping with everyday tasks contributes to family life
- identify skills and qualities that may be useful in different jobs and roles people do
- suggest and explain simple ways money is used, earned and saved in everyday life

Chores at Home - *Pupils should...*

- recognise ways in which we can help those who look after us
- explain the positive impact of our actions
- describe the ways in which we can contribute to our home, school, and community
- identify the skills we may need in our future job roles



I will learn the following new words/phrases:

I now know...

Income tax	An employee will pay a percentage of their wages to the government
VAT	An amount added to items purchased.
Contribution	Something you give or do that helps achieve an end result.
HM Revenue and Customs	The UK's tax, payments and customs authority.
Society	A group of people living as a community.
Chore	Everyday work around a house or farm.
Independence	Not influenced or controlled by others.
Self-motivation	Able and willing to work without being told what to do.
Apprenticeship	An arrangement in which someone learns an art, trade, or job under another.
Volunteer	A person who does something, especially helping other people, willingly and without being forced or paid to do.
Stereotype	A set idea that people have about what something or someone is like.

The Working World

TOPICS: Enterprise and Adults' & Children's Views - *Suggested for Year 5*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 5, children further develop their understanding of how people contribute to family life, work and the wider economy.

They explore how adults support their families and communities and consider the skills and responsibilities involved in different jobs.

Pupils learn about money, including why people save, how it can be earned and the importance of looking after it. Through discussion and activities, they reflect on the views of adults and children beyond the school setting.

Curriculum Links

Statutory RSHE Links

Families and people who care for me

Wider PSHE Links

Economic wellbeing; Careers education: aspirations, learning and work

Ask me a question!

Why do we need money?

How can we save money?

How can we receive money?

Knowledge & Skills Progression

Enterprise - Pupils should...

- understand and explain why people might want to save money
- identify ways in which you can help out at home
- budget for items you would like to buy
- recognise ways to make money and the early stages of enterprise

Adults' & Children's Views - Pupils can...

- listen to and observe a range of views from adults and children about how people work, support their families and contribute to society
- identify key ideas and skills shared by others that help people succeed in different jobs and roles
- reflect on and build their own understanding of how money is earned, spent and looked after using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about future jobs, responsibilities and the role money plays in everyday life

I will learn the following new words/phrases:

I now know...

Enterprise	A project that requires boldness or energy. A company or organisation
Priority	The fact or condition of being regarded or treated as more important than others.
Fundraising	To generate financial support for a charity, cause, or other enterprise.



The Working World

TOPICS: In-App Purchases and What I've Learnt - *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 6, children consolidate and extend their understanding of money, work and financial responsibility in everyday life.

They explore money-related terms and consider different ways money can be spent, including through technology and online purchases.

Pupils recognise the potential impact of spending money without permission and learn strategies for saving. They also consider how their actions can show responsibility now by contributing positively to their home, school and community.

Curriculum Links

Statutory RSHE Links

Wellbeing online; Families and people who care for me; Respectful, kind relationships

Wider PSHE Links

Economic wellbeing; Careers education: aspirations, learning and work

Ask me a question!

Can you explain how we can spend money via technology?

How can you help your family save money?

How can we spend money?

Knowledge & Skills Progression

In-App Purchases- *Pupils should...*

- know and understand various money-related terms
- recognise some of the ways in which we can spend money via technology
- describe the potential impact of spending money without permission
- identify strategies to save money

What I've Learnt - *Pupils can...*

- confidently apply and justify responsible decisions when managing money and considering spending choices in everyday and online situations
- evaluate situations and respond appropriately when spending, saving or making purchases that may affect themselves or their household
- clearly explain and justify the difference between responsible and irresponsible choices when using money, including online and in-app purchases
- take increasing responsibility for understanding how work, earning, saving and spending money can affect individuals, families and communities



I will learn the following new words/phrases:

I now know...

Bank account	An arrangement that allows you to keep your money in a bank.
Loan	An amount of money that you borrow and pay back with interest.
Tax	An amount of money you pay to the government.
Interest	You can earn a certain amount of money back when you save. Or if you have borrowed money, you may have to pay interest back.
Debit card	A small plastic card that allows the holder to spend their own money on goods and services.
Credit card	A small plastic card that allows the holder to borrow money to purchase goods or services and pay for them at a later date.
Wages	The amount of money your employer pays you.
Debt	An amount of money that you owe someone or something, such as a bank.
In-app purchases	Extra content or subscriptions that you buy inside an app.
Budget	To plan to spend money for a particular purpose.
Comparison	The act of showing that something is similar or equal to something else.
Fairtrade	A product with the FAIRTRADE Mark means producers and businesses have met internationally agreed standards which have been independently certified.
Gambling	The activity or practice of playing at a game of chance for money or other stakes.

A World Without Judgement

TOPICS: What I Know Now and Democracy - *Suggested for Year 1*

Our school delivers this topic in year(s):

Year Intent



In Year 1, children begin to develop an early understanding of fairness, choice and respect for others. They explore their existing ideas about how groups make decisions together and learn that everyone's voice can be heard.

Pupils begin to understand what democracy means in simple terms, recognising times when people vote or choose things together.

They also learn that people may think differently and begin to explore ways to make fair choices when they do not agree.

Curriculum Links

Statutory RSHE Links

Caring friendships; Respectful, kind relationships; Being safe

Wider PSHE Links

Economic wellbeing; Careers education: aspirations, learning and work

Ask me a question!

What does it mean to be fair?

Why is it important to share and take turns?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about rules, fairness and how we treat others kindly
- begin to recognise why rules help keep classrooms and communities fair and safe
- identify ways they can show kindness, respect and fairness to others
- suggest simple ways they can make positive choices and help everyone feel included

Democracy - *Pupils should...*

- understand what a democracy is
- spot times when people vote or choose things together
- know that people can think differently
- talk about ways to make fair choices when we do not agree



I will learn the following new words/phrases:



Democracy	A way people choose leaders by voting and sharing ideas together.
Individual Liberty	Being free to make your own choices while respecting others' rights.
Rule of Law	Everyone must follow the same laws, even leaders and people in power.
Tolerance	Accepting people who are different from you and treating them kindly.
Fair	Treating everyone equally, sharing nicely, and making sure rules are followed.
Rules	Clear instructions about what we should do to stay safe and kind.
Included	Feeling welcomed and part of a group where everyone gets a turn.
Vote	To choose something or someone by raising a hand or marking paper.
Choose	Pick what you like best from different options or ideas given.
Election	A special time when people vote to pick leaders or make decisions.
Conflict	A disagreement or problem between people who want different things or ideas.
Patient	Waiting calmly without getting upset, even when things take a long time.

A World Without Judgement

TOPICS: Individual Liberty and Rule of Law - *Suggested for Year 2*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 2, children deepen their understanding of fairness, choice and responsibility. They explore how people can make their own choices and begin to recognise that these choices may be different from those around them.

Pupils consider their own strengths, interests and goals while learning to respect the choices of others.

They also explore the importance of rules in helping people stay safe and treat each other fairly, recognising how rules support communities at home, at school and in everyday life.

Curriculum Links

Statutory RSHE Links

Caring friendships; Respectful, kind relationships; General wellbeing; Personal safety

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

How can we listen to other people's ideas?

Why is it important that everyone can share their ideas?

Knowledge & Skills Progression

Individual Liberty - *Pupils should..*

- understand that people can make their own choices and that these choices may be different from others
- explain why it is important that everyone can make safe choices
- recognise ways to respect the choices of others while making responsible choices themselves
- identify their own strengths, interests and goals, understanding that these may be different from those around them

Rule of Law - *Pupils should...*

- explain how rules help groups work and learn together at home, at school and in the community
- understand why rules are important in helping people stay safe and treat others fairly
- identify examples of rules that people follow in everyday life
- recognise that rules apply to everyone and help people make fair and responsible choices

I will learn the following new words/phrases:



Choices	Different options you can pick from when deciding what to do.
Freedom to choose	Being able to pick what you want without unfair control.
Express opinions	Share what you think or feel using words, drawings, or actions.
Celebrate differences	Enjoy and respect how people are not all the same.
Respectful	Being kind, polite, and caring about other people's feelings and ideas.
Pressure	When someone tries to push you to do something you may not want.
Law	Rules made by leaders to keep people safe and things fair.
Rules	Directions that tell us how to behave and keep everyone safe.
Chaotic	Very messy, loud, and confusing, where things feel out of control.
Agree	Think the same as someone else or say yes to an idea.
Disagree	Think differently from someone else or say no to an idea.



A World Without Judgement

TOPICS: Tolerance and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 3, children broaden their understanding of tolerance and respect by exploring how people may have different beliefs, opinions and ways of living.

They learn why it is important to respect these differences and recognise how kindness and respectful behaviour help create fair and inclusive communities.

Pupils consider how their actions can support others and practise responding positively where fairness and respect are important. Through quizzes and activities, children consolidate their understanding before progressing to more complex ideas about equality and inclusion.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing; Being safe

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

What does respect mean?

Why is it important to include everyone?

How can we be kind to people who are different from us?

Knowledge & Skills Progression

Tolerance - *Pupils should...*

- understand that people may have different beliefs, opinions and ways of living
- explain why it is important to respect and tolerate differences between people
- identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own
- recognise how respectful behaviour helps create a fair and inclusive community

What I've Learnt - *Pupils can...*

- confidently demonstrate respectful behaviour towards people with different beliefs, opinions or backgrounds
- recognise and respond appropriately when fairness, respect and tolerance are important
- apply strategies that help create inclusive environments at home, at school and in the community
- clearly explain why respect, tolerance and fairness help people live and work together positively

I will learn the following new words/phrases:

I now know...

Respect	Treating people kindly, listening, and caring about their feelings and ideas.
Different beliefs	Ideas people think are true, even if others think differently.
Disrespectful	Being rude or unkind, not caring about someone's feelings or thoughts.
Preferences	Things you like better than others, like favourite foods or games.
Judge	Decide what you think about someone or something, sometimes too quickly.
Represent	Stand for or speak on behalf of a person or group.
Respectfully	In a kind, polite way that shows you care about others.



A World Without Judgement

TOPICS: What I Know Now and Breaking Down Barriers - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about respect, fairness and belonging before building on this through more complex learning.

They revisit how communities include people with different strengths, goals and experiences.

Pupils explore the importance of recognising positive qualities in others and understanding that being different is okay. They also consider barriers that may prevent people from being treated equally and explore ways their actions can promote fairness and inclusion.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

How can we challenge stereotypes?

How are we all different?

How can we respect ourselves and others?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how communities work together as they begin to explore ideas about judgement and fairness
- recognise situations where unfair judgement or discrimination may affect individuals or groups
- identify people and groups that help support fairness and respect within communities
- suggest and explain ways they can show respect for themselves and others and help create inclusive communities

Breaking Down Barriers - *Pupils should...*

- recognise positive attributes in others
- explain why being different is okay
- explore your own strengths and goals, and understand that these may be different from those around you
- identify some of the ways we can overcome barriers and promote equality

I will learn the following new words/phrases:

I now know...

Judgement	The ability to judge, make a decision, or form an opinion of someone or something.
Equality	All members of a society, group, or family have equal status, rights, and responsibilities.
Diversity	An understanding that people are unique and can exist together in a group.
Cohesion	Everyone fits together well and works as a whole.
Barrier	A circumstance or obstacle that keeps people or things apart or prevents communication or progress.
Attributes	A quality or feature of a person or thing.
Similarities	A similar feature or aspect.
Differences	A point or way in which people or things are not the same.
Disability	A physical or mental condition that limits a person's movements, senses, or activities.
Polite	Having or showing behaviour that is respectful and considerate of other people.
Courteous	Polite, respectful, or considerate in manner.
Respectful	Feeling or showing respect.



A World Without Judgement

TOPICS: Inclusion and Acceptance and Adults' & Children's Views - *Suggested for Year 5*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 5, children further develop their understanding of diversity, inclusion and acceptance by exploring how people can be different and unique. They learn about the elements that help create diverse communities and consider why respecting these differences is important.

Pupils explore strategies that help overcome barriers and promote fairness and inclusion. Through discussion and shared activities, they listen to and reflect on the views of adults and children beyond the school setting.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing

Wider PSHE Links

Careers education: aspirations, learning and work



Knowledge & Skills Progression

Inclusion and Acceptance - *Pupils should...*

- identify some of the ways in which we are different and unique
- explain some of the elements which help us to have a diverse community
- describe strategies to overcome barriers and promote diversity and inclusion
- recognise the importance of inclusion and acceptance and identify ways we can help others feel valued and respected

Adults' & Children's Views - *Pupils can...*

- listen to and observe a range of views from adults and children about respect, equality and inclusion in communities
- identify key ideas and actions shared by others that help challenge judgement and support fairness
- reflect on and build their own understanding of acceptance and inclusion using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about respecting differences and supporting others

I will learn the following new words/phrases:

I now know...

Inclusion	Including or being included within a group or structure.
Acceptance	Agreeing that a person is equal to you or your group, despite their differences.
Discrimination	Treating a person or group unfairly because of their race, sex, sexuality etc.
Unique	Being the only one of its kind; unlike anything else.
Anti-social	Actions that harm or lack consideration for the well-being of others.
Hate crime	Crimes that are targeted at a person because of hostility or prejudice towards that person's disability, race or ethnicity, religion or belief, sexual orientation or transgender identity.

Ask me a question!

How can we help people who are discriminated against?

Can you describe the different groups that make a community?

What kind of judgements or opinions might prevent the community from working together?

A World Without Judgement

TOPICS: British Values and What I've Learnt - *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 6, children consolidate and extend their understanding of respect, equality and British values by exploring how people of different religions and beliefs can live together in a diverse society.

They learn about the range of beliefs represented in the UK and develop a clearer understanding of each of the British values.

Pupils consider how shared values support fairness and cohesion within communities and create their own set of values for their educational setting.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Respectful, kind relationships; Caring friendships

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

Can you name any of the British values?

Can you name one of your class/school values?

Knowledge & Skills Progression

British Values - *Pupils should...*

- understand that there are a wide range of religions and beliefs in the UK
- describe each of the British values
- create a range of values for your educational setting
- explain how all religions can live in cohesion

What I've Learnt - *Pupils can...*

- confidently demonstrate and justify respectful behaviours that support fairness, equality and inclusion in different environments
- evaluate situations and respond responsibly when people's beliefs, values or backgrounds may be treated unfairly
- clearly explain and justify the importance of British values, including respect for different religions and beliefs
- take increasing responsibility for promoting respect, tolerance and cohesion within their school and wider community

I will learn the following new words/phrases:

I now know...

Democracy	We all have equal rights. Everyone has a voice and should be listened to.
Rule of Law	We should know what is right and wrong and behave within the boundaries of the law.
Individual Liberty	We are free to be ourselves.
Mutual Respect	We have a right to be respected for our choices. I know my actions affect others.
Tolerance of those with different faiths and beliefs	We should treat others as we want to be treated. All people are included, whatever their faith.
Stereotype	A set idea that people have about something or someone is like.
British values	A government initiative to teach students the values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
Cohesion	Everyone fits together well and works as a whole.
Equal rights	The concept that every person is to be treated equally by the law.

Fire Safety

TOPICS: What I Know Now and Hoax Calling - *Suggested for Year 1*

Our school delivers this topic in year(s):

Year Intent



In Year 1, children begin to develop an early understanding of the people and services that help keep communities safe. They explore their ideas about emergencies and learn about the roles of emergency services, with a particular focus on the Fire Service.

Pupils begin to recognise how their actions can affect others and understand why hoax calls are dangerous.

Through discussion and activities, they learn simple ways to stay safe and share their knowledge of fire safety.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal Safety; Basic first aid

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share their existing ideas about how people stay safe and who helps keep us safe in our community
- begin to recognise situations that may be emergencies or unsafe
- identify emergency services, such as the Fire Service, and understand how they help people
- suggest simple actions that help keep themselves and others safe in everyday situations

Hoax Calling - *Pupils should...*

- understand the importance of being responsible and how our actions/choices can affect others
- know what a 'hoax call' is and why it can be risky
- explain why our emergency services are an important part of our community
- show my knowledge of fire safety to others

I will learn the following new words/phrases:

I now know...

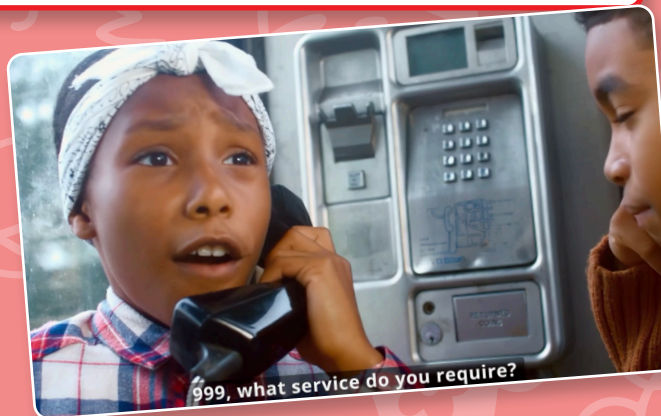
Burgled	When a building is illegally entered and items are stolen.
Collapsed	A person or structure that suddenly falls down.
Hoax	When you trick someone into believing that something fake is real or genuine.
Emergency	A crisis or dangerous situation that requires immediate action.

Ask me a question!

Who can help keep us safe?

What is an emergency?

What is a hoax call?



Fire Safety

TOPICS: Petty Arson and Enya and Deedee Visit the Fire station - *Suggested for Year 2*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 2, children deepen their understanding of fire safety and personal responsibility. They explore how certain actions can be potentially dangerous and recognise the difference between safe and risky choices in everyday situations.

Pupils practise simple ways to stay safe and identify how they can find help if needed. They also consider how their actions affect others and develop a growing awareness of the importance of behaving responsibly to help keep themselves and those around them safe.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal Safety; Basic first aid

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

Petty Arson - Pupils should...

- understand the importance of being responsible and how our actions/ choices can affect others
- practise simple ways of staying safe and finding help
- know that even small fires can be very dangerous
- identify the differences between safe and risky choices

Enya and Deedee Visit the Fire station - Pupils should...

- explain the importance of being responsible and how our actions/ choice can affect others
- show my knowledge of fire safety to others
- understand the importance of being responsible and how our actions/ choices can affect others
- practise simple ways of staying safe and finding help

I will learn the following new words/phrases:



Flammable

Can easily catch fire.

Ask me a question!

What could we do if an item of our clothes caught on fire?

If you were being encouraged to take part in a dangerous activity, what could you do?

What should we do if we see something dangerous in our home?



Fire Safety

TOPICS: Texting Whilst Driving and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 3, children broaden their understanding of fire safety by exploring how their actions and choices can affect the safety of others.

They learn to recognise situations where behaviour may create risk, including how drivers can become distracted, and consider ways they can help keep people safe. Pupils develop their understanding of the difference between safe and risky choices.

Through discussion and activities, they consolidate their knowledge before progressing to first aid topics.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal Safety; Basic first aid

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

Texting Whilst Driving - *Pupils should...*

- understand how our actions and choices can affect others
- recognise how drivers can be distracted
- know how to help others stay safe
- describe the differences between safe and risky choices

What I've Learnt - *Pupils can...*

- confidently demonstrate ways to help keep themselves and others safe in different situations
- recognise and respond appropriately to situations where actions may place themselves or others at risk
- apply strategies that help keep people safe at home, at school and in the community, including around roads and vehicles
- clearly explain the difference between safe and risky choices and how these choices can affect others

I will learn the following new words/phrases:



Distraction	Something that prevents you from concentrating on something else.
Declaration	An important spoken or written agreement.

Ask me a question!

Why should you not distract a driver?

When might the Fire Service be needed?



First Aid

TOPICS: What I Know Now and First Aid Year 4 - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about the people and services who help keep us safe before building on this through learning about first aid.

They revisit how to recognise situations where someone may need help and begin to identify signs that a person may be struggling to breathe, such as during an asthma attack, choking or an allergic reaction.

Pupils explore how to seek emergency help and learn simple first aid actions until support arrives.

Curriculum Links

Statutory RSHE Links

Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

What could trigger an asthma attack?

How could you help someone who is choking?

What is an epi-pen?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how people can help in medical emergencies as they begin to explore first aid topics
- recognise situations where someone may need help due to illness, injury or breathing difficulties
- identify trusted adults and emergency services who can provide help and support in an emergency
- suggest and explain simple actions that can help keep someone safe until help arrives

First Aid Year 4 - *Pupils should...*

- identify and name situations that may require first aid
- list reasons why someone may struggle to breathe
- recognise the signs of an asthma attack or choking
- identify the signs of an allergic reaction and anaphylactic shock
- understand the correct steps for seeking immediate emergency help
- provide first aid treatment to someone who is struggling to breathe



I will learn the following new words/phrases:

I now know...

Treatment	Medical care given to a patient for an illness or injury.
Emergency	A serious, unexpected, and often dangerous situation requiring immediate action.
Severe	Very bad, serious, or unpleasant.
Clinical Advisor	A person responsible for the assessment of health and clinical needs.
Life-threatening	Capable of causing death
Conscious	Awake, aware of what is happening around you, and able to think.
Asthma	A common lung condition that causes occasional breathing difficulties.
Anaphylaxis	A severe and potentially life-threatening reaction to a trigger such as an allergy.
Allergic	Having an allergy to a substance.
Prescribed	To officially advise someone to use a medicine or treatment
Obstruction	Something that gets in the way, sticks out, or blocks passage.

First Aid

TOPICS: First Aid Year 5 (Part 1) and First Aid Year 5 (Part 2) - *Suggested for Year 5*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 5, children further develop their understanding of how to respond in emergency situations by learning a range of first aid skills.

They explore how to carry out a primary survey and recognise when someone may need urgent help.

Pupils learn when to call emergency services and practise techniques such as the recovery position and CPR. They also learn how to support someone with a head injury, seizure or severe bleed until help arrives.

Curriculum Links

Statutory RSHE Links

Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

First Aid Year 5 (Part 1) - Pupils should...

- complete a primary survey for first aid
- demonstrate the recovery position for an unresponsive breathing casualty
- know when to deliver CPR
- demonstrate how to do CPR
- understand when to call for emergency help

First Aid Year 5 (Part 2) - Pupils can...

- identify a range of situations that may require first aid
- explain how to support someone with a minor or serious head injury
- recognise how to support someone who is having a seizure
- understand how to support someone with a severe bleed
- know when to call for medical help

I will learn the following new words/phrases:

I now know...

Unresponsive	Not reacting or responding to communication.
Underlying	Significant as a cause or basis of something but not necessarily obvious.
Casualty	A person badly affected by an event or situation.
Compressions	To press or squeeze (something).
Unconscious	Not awake and aware of and responding to one's environment.
Seizure	A sudden, uncontrolled electrical disturbance in the brain.

Ask me a question!

What does DRs ABC stand for?

Can you explain the different steps of the recovery position?

What is CPR?

What could you do if someone was bleeding severely?

If somebody is having a seizure, when should you call 999?

How could you spot a head injury?



First Aid

TOPICS: First Aid Year 6 and What I've Learnt - *Suggested for Year 6*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 6, children consolidate and extend their understanding of first aid by recognising a wider range of situations where someone may need medical help.

They explore how to respond safely to injuries or illnesses such as burns, fractures and suspected heart attacks.

Pupils consider the importance of acting calmly and responsibly in an emergency and develop the confidence to apply their first aid knowledge, while understanding these are important skills they will hopefully never need to use.

Curriculum Links

Statutory RSHE Links

Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

What should you do if you believe someone is having a heart attack?

How could you treat a minor burn or scald?

How could you spot a broken/fractured bone?

Knowledge & Skills Progression

First Aid Year 6 - *Pupils should...*

- identify a range of situations that may require first aid
- recognise how to support someone with a minor burn or scald
- explain how to support someone who is having a heart attack
- understand how to support someone with a fractured bone
- know when to call for medical help

What I've Learnt - *Pupils can...*

- confidently apply and justify first aid strategies that help keep themselves and others safe in a range of emergency situations
- evaluate situations and respond appropriately when someone may require first aid or urgent medical support
- clearly explain and justify appropriate first aid responses for injuries or illnesses such as burns, fractures or suspected heart attacks
- take increasing responsibility for recognising when to seek medical help and supporting others safely until help arrives

I will learn the following new words/phrases:

I now know...

Minor	Lesser in importance, seriousness, or significance.
Nauseous	To feel sick in your stomach, as if you might vomit.
Incident	An event or occurrence.

