

# Bearwood Primary and Nursery School - Personal, Social, Health and Economic Education

## Purpose of Study

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

*"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum"*  
(Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

PSHE comprises all that our school undertakes to support and promote the personal and social development and well-being of its learners. In this way we will be developing good citizens for the future and ensuring our pupils have realistically high goals and realize their own worth to the community and the world at large. The school ensures it provides a balanced PSHE provision to meet the specific needs of all learners. Learners are equipped to be more informed, confident and skilled in order to take an active and responsible part in society and enhance learning, motivation and achievement.

## Aims

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. Through implementing the Jigsaw PSHE programme it will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions

- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning

- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Alongside Jigsaw, PSHE we also draw upon the objectives posed by the PSHE Association to ensure that we are teaching a full progressive safety curriculum ensuring that all our children can recognise how to be safe in their own lives and support the safety of others around them. The Department of Education statement about British Values reads: 'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.' We use Jigsaw activities to contribute to our teaching of British Values.

## Importance to Bearwood's children:

PSHE is fundamental to support everyone's journey in life, most specifically for Bearwood's children - getting them ready for their next phase of learning. Our children greatly benefit physically, emotionally and mentally through the PSHE learning that they receive at our school. Our children develop and aim to maintain a healthy idea of self (including self-confidence, realistic self-image, self-worth, assertiveness) as well as identify and use links between values, beliefs, decisions and actions so that they become a well-rounded and fulfilled individual.

## The Role of the Pupil Engagement and Welfare Officer:

At Bearwood Primary and Nursery School our Pupil Engagement and Welfare Officer supports the PSHE Lead to plan curriculum opportunities and assess children's personal, social and emotional development. Where necessary, she provides additional opportunities and interventions for children to develop their skills through 1:1 and group intervention sessions. The Pupil Engagement Welfare Officer has obtained a Diploma from TIS UK and undertaken other relevant training in Safeguarding, Childhood Bereavement to ensure these interventions are well-suited to the needs of the children. At times, the Pupil Engagement and Welfare Officer undertakes work with vulnerable children whose individual circumstances have been assessed to place them at greater risk of harm than their peers. In this way pupils are Safeguarded from harm and provided with necessary support and skills to achieve wellbeing. The Pupil Engagement Welfare Officer also works with the Headteacher to ensure Parents/Carers receive clear and accurate information and guidance to keep their children safe and to support them in developing safe and healthy habits for life.

## We want children leaving Bearwood Primary and Nursery School to:

- understand what makes a strong and appropriate relationship
- know how to keep themselves physically healthy
- know how to keep themselves mentally healthy
- know how they change as they get older

- understand how to follow an agreed charter for PSHE discussions in every lesson: We take turns to speak, we use kind and positive words, we listen to each other, we have the right to pass, we only use names when giving compliments or when being positive and we respect each other's privacy (confidentiality)

**How all children are included in PSHE:**

- \* Pre-teaching is used to explain key vocabulary and concepts prior to the lesson (particularly for Relationships and Sex Education linking to science)
- \* Partner work is encouraged to develop children's thinking and responses to key enquiry questions.
- \* Child led discussions or partner work spoken at the child's level to ensure that key concepts and learning are understood.
- \* Where possible, practical activities (e.g. role play, debates), images or videos are used to explain key learning to children.

**PSHE in the EYFS**

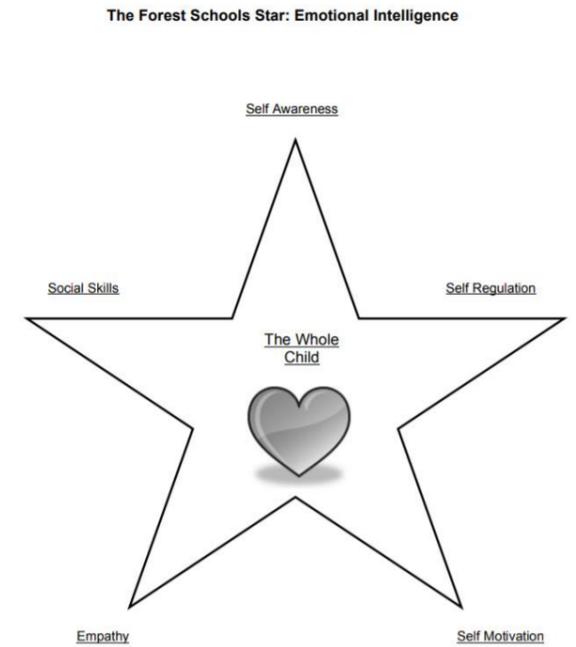
PSHE in the EYFS can contribute to most areas of learning covered by the Early Learning Goals but perhaps most significantly to:

- personal, social and emotional development, especially 'building relationships, managing self and self-regulation'
- understanding the world, specifically 'people, cultures and communities' and 'the natural world'

Teaching of PSHE in the Early Years is cohort specific identified objectives will be covered throughout the year using a variety of different methods. The teaching sequence may vary.

**PSHE through Forest School:**

Children at Bearwood Primary and Nursery School has regular opportunities to attend Forest School. Our Forest School sessions provide opportunities for children to become better learners. Knowing how to learn, how to be and how to function in society effectively gives the freedom and the ability to choose your own direction wisely and with respect for yourself, respect for others and respect for the environment in which we find ourselves. In carefully risk assessed sessions, children have opportunities to explore and experiment, taking risks that are not possible within the classroom environment. They engage in active learning planned carefully to link to classroom topics and the individual needs of specific cohorts, promoting wellness, consideration of others and own emotional well-being.



EYFS PSHE	Term	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation and assessment
	Aut 1	Being in my world	Belong, similar, different, kind, gentle, rights, responsible, feelings	I understand how it feels to belong and that we are similar and different I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means	I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be	<b>Time allocation:</b> 1 x ½ term (6 lessons)  <b>Impact Piece</b> F2 - Being Me in My World Unit plan – Jigsaw PSHE. Puzzle Outcome – Learning Class Charter for the classroom (linking with UNCRC RRSA)
	Aut 2	Celebrating Difference	Special, different, home, friend, stand up, unkind, kind	I understand that being different makes us all special. I know we are all different but the same in some ways. I know which words to use to stand up for myself when someone says or does something unkind	I can identify something I am good at and understand everyone is good at different things. I can tell you why I think my home is special to me I can tell you how to be a kind friend	<b>Time allocation:</b> 1 x ½ term (6 lessons)  <b>Impact Piece</b> F2 - Celebrating Difference Unit plan – Jigsaw PSHE. Puzzle Outcome – Paper Chains displayed in the classroom
	Spr 1	Dreams and Goals	Persevere, challenges, achieve, goal, encourage, job, proud	I understand that if I persevere I can tackle challenges I understand the link between what I learn now and the job I might like to do when I'm older	I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people I can say how I feel when I achieve a goal and know what it means to feel proud	<b>Time allocation:</b> 1 x ½ term (6 lessons)  <b>Impact Piece</b> F2 - Dreams and Goals Unit plan – Jigsaw PSHE. Puzzle Outcome – Footprint awards
	Spr 2	Healthy Me	Exercise, body, healthy, moving, resting, healthy eating, sleep	I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I know what a stranger is and how to stay safe if a stranger approaches me	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	<b>Time allocation:</b> 1 x ½ term (6 lessons)  <b>Impact Piece</b> F2 - Healthy Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Bedtime recipes  Link to Science Curriculum.
	Sum 1	Relationships	Family, lonely, solve, problems, impact, manage feelings	I know how to make friends to stop myself from feeling lonely I am starting to understand the impact of unkind words I know how to be a good friend	I can identify some of the jobs I do in my family and how I feel like I belong I can think of ways to solve problems and stay friends I can use Calm Me time to manage my feelings	<b>Time allocation:</b> 1 x ½ term (6 lessons)  <b>Impact Piece</b> F2 - Relationships Unit plan – Jigsaw PSHE. Puzzle Outcome – Mittens display
	Sum 2	Changing Me	Body parts - eye, ear, knee, fingers, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg, baby, adult, grow	I know and can name parts of the body I understand that we all grow from babies to adults	I can tell you some things I can do and foods I can eat to be healthy I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception	<b>Time allocation:</b> 1 x ½ term (6 lessons)  <b>Impact Piece</b> F2 - Changing Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Fruit Mobiles  Refer to 'NSPCC PANTS' materials where appropriate. Link to Science curriculum.

EYFS Safety	Topic	New Key Vocabulary	Knowledge to remember “I know”	Skills to build on “I can”	Implementation, assessment and suggested term
	<b>Online Safety</b>	Sad, upset, embarrassed, information, online, devices, trust, personal information	<p><u>Self-image &amp; Identity</u>: I know that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, upset or embarrassed.</p> <p><u>Online Relationships</u>: I can recognise some ways in which the internet can be used to communicate</p> <p><u>Online reputation</u>: I understand that I can put information online for others to see.</p> <p><u>Online bullying</u>: See skills</p> <p><u>Managing online information</u>: See skills</p> <p><u>Health, wellbeing, lifestyle</u>: See skills</p> <p><u>Privacy &amp; Security</u> See skills</p> <p><u>Copyright &amp; ownership</u>: I know that the work I create belongs to me.</p>	<p><u>Self-image &amp; Identity</u>: I can give different examples of how to say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’</p> <p><u>Online relationships</u>: See knowledge</p> <p><u>Online reputation</u>: I can identify ways that I can put information on the internet.</p> <p><u>Online bullying</u>: I can describe ways that some people can be unkind online.</p> <p><u>Managing Online information</u>: I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I can use to access information online.</p> <p><u>Health, well being, lifestyle</u>: I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can name at least one trusted adult who can help me keep safe when using technology / internet.</p> <p><u>Privacy &amp; Security</u>: I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p><u>Copyright &amp; ownership</u>: Demonstrate why and how the work I create belongs to me.</p>	<p><b>Time allocation</b>: 6 lessons – one at the start of each Computing unit plus Internet Safety week in February.</p> <p><b>Resources / Impact Piece</b>            Draw ideas and resources from <a href="#">Project Evolve EYFS modules</a>.            Draw ideas from ‘Digi Duck’ resources <a href="https://www.childnet.com/resources/digiduck-stories/detective-digiduck">https://www.childnet.com/resources/digiduck-stories/detective-digiduck</a></p> <p>Draw ideas from ‘Smartie the penguin’ resources <a href="#">Smartie the Penguin - Childnet</a></p> <p>Purple Mash tray system and computer logins.</p>
	<b>Body Safety (inc. consent)</b>	Body, underwear, private, trusted adult, (PANTS).	<p>I know that parts of my body are private.</p> <p>I know my underwear covers my private parts.</p> <p>I know that my body belongs to me.</p> <p>I know that ‘no’ means ‘no’</p> <p>I know that I should speak to a trusted adult if I am worried.</p>	<p>I can talk about secrets that upset me with a trusted adult.</p> <p>I can explain what the PANTS rule is.</p>	<p><b>Time allocation</b>: 2 x lessons (1 in Autumn term, 1 in Spring term).            Recap during Summer 2 ‘Changing Me’ topic.</p> <p><b>Resource ideas / Impact Piece</b>            Follow guidance and lesson plan from <a href="#">EYFS NSPCC PANTS materials</a>            Draw ideas from Jigsaw PSHE Changing Me lesson 1.            Pair of pants decorated for display?</p>
	<b>First Aid</b>	name, address (where I live), emergency services.	<p>I know my name and where I live.</p> <p>I know the emergency services number – 999.</p> <p>I know the four emergency services.</p>	<p>I can tell you my name.</p> <p>I can tell you where I live.</p> <p>I can tell you the number to call in an emergency.</p> <p>I can tell you what the four emergency services are.</p>	<p><b>Time allocation: Autumn 2: Link with fire service visit.</b>            One lesson when looking at people who help us. Follow up with home learning to learn address.</p>
	<b>Stranger Danger</b>	Safe adults, ID, community.	<p>I know who are the safe adults in my life.</p> <p>I know that I need to stay with/listen to a safe adult.</p> <p>I understand why adults wear ID badges.</p>	<p>I can identify safe people in the community.</p>	<p><b>Time allocation</b>: 1 lesson in Spring term (reminder throughout year in reflection times).</p> <p><b>Resource ideas / Impact Piece</b>            Poster or sentences about rules for keeping safe and knowing who safe adults are.            Draw ideas from Jigsaw PSHE Healthy Me lesson 6 (stranger danger).            Me in my community in Spring 1.</p>
	<b>Fire &amp; Electrical Safety</b>	Fire drill, firework, bonfire, fire, danger, hot, cold	<p>I know how to respond to a fire drill.</p> <p>I know who helps us in the event of a fire.</p> <p>I know what to do in a real fire.</p> <p>I know how to stay safe around bonfires and fireworks.</p> <p>I know what items are hot or cold to touch in the home so that I can keep safe.</p>	<p>I can tell you what I need to do in a fire drill (e.g. walking calmly out of the classroom).</p> <p><i>I can call 999 to report a fire in the community (link to first aid unit)</i></p>	<p><b>Time allocation</b>: 2 lessons. 1 lesson – fire safety (inc. fire drills) in Autumn, 1 lesson on firework safety in November.  <i>Assembly Firework / Bonfire Night Safety – Covered in reflection times in November.</i></p> <p><b>Autumn 2: Link with fire service visit.</b></p> <p><b>Resource ideas / Impact Piece</b>            Draw ideas from <a href="#">Dorset and Wiltshire Fire service website</a></p>
	<b>Road Safety</b>	Stop, look, listen, road, pavement, pedestrian crossing.	<p>I know that I should walk on pavements and not on the road.</p> <p>I know that I need to stop, look and listen when walking on the pavement.</p> <p>I know that it is safest to walk with an adult holding hands.</p> <p>I know that it is safe to cross at a pedestrian crossing.</p>	<p>I can wait for the green man before crossing at a pedestrian crossing.</p> <p>I can use stop, look and listen skills when walking on the pavement.</p>	<p><b>Time allocation</b>: 1 lesson</p> <p><b>Resource ideas / Impact Piece</b>            Children to draw a map of their route to school.            Trip to the post box            Draw ideas from <a href="#">Think resources Age 3- 6 (6 lessons</a></p>

					<a href="#">available</a> Me in my community in Spring 1.
<b>Water &amp; Beach Safety</b>	Dangerous, safe, adult, water sources – beach, sea, lake, river, swimming pool.	I know that water sources (sea, lakes, rivers) can be dangerous. I know that I need to stay close to an adult when near water. I know strategies for keeping safe near water.	I can describe things I find by the water. I can explain what I would expect to find at the beach and inland water sources.		<b>Time allocation:</b> 2 lessons (1 in Spring, 1 in Summer) <b>Resource ideas / Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 3 – 7 year olds</a> . (Suggest these activities: 'Fun by the water', 'Beach Bag', 'Sounds like fun', 'Stay together') <a href="#">Birmingham Early Years water safety</a>
<b>Sun Safety</b>	Sun hat, sun screen, protect.	I know that when it is sunny I need to wear a sun hat. I know that applying sun screen protects me from the sun. I know that I can go in the shade to shelter from the sun.	I can put on a sun hat when it is sunny I can put sun screen on my skin. I can go in the shade to shelter from the sun.		<b>Time allocation:</b> 1 lesson in the Summer term <b>Resource ideas / Impact Piece</b> Draw ideas from <a href="#">'Sun Safe Schools' resources</a> .
<b>Our local environment</b>	Safe, unsafe, open, closed	I know which parts of school are safe and unsafe.	I can describe simple ways to manage risks in my school environment i.e. not going on equipment if it is wet.		<b>Time allocation</b> – continuous classroom practice. Tour of school in A1. Me in my community in Spring 1 and 2. <b>Visit to Barrett homes site.</b>

Yr 1 PSHE	Term	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation and assessment (Working At and Greater Depth)
	Aut 1	Being in my world	Safe, class charter, views, value, contribute, achievement, choices, consequence, rights and responsibilities	I understand the rights and responsibilities as a member of my class and within the class charter. I know that I belong to my class. I know how to make my class a safe place for everybody to learn. I know my views are valued and can contribute to a whole class charter.	I feel special and safe in my class. I can recognise how it feels to be proud of an achievement. I can recognise the choices I make and understand the consequences. I can recognise the range of feelings when I face certain consequences.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 1 - Being Me in My World Unit plan – Jigsaw PSHE. Puzzle Outcome – Learning Class Charter for the classroom (linking with UNCRC RRSA)
	Aut 2	Celebrating Difference	Bully, similarities, differences, unique,	I understand how being bullied might feel. I know some people who I could talk to if I was feeling unhappy or being bullied. I know how it feels to make a new friend	I can identify similarities and differences between people in my class. I can tell you what bullying is. I can tell you some ways I am different from my friends.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 1 - Celebrating Difference Unit plan – Jigsaw PSHE. Puzzle Outcome – Gingerbread people display in the classroom <b>Working at...</b> I can tell you some ways I am different from my friends. I understand these differences make us all special and unique <b>Greater Depth...</b> I can describe a variety of ways that I am different from my friends. I can tell you why I am proud of the things that make me special
	Spr 1	Dreams and Goals	Success, succeed, learn, achievement, challenge, difficult, overcome.	I know how I learn best.	I can identify my successes and achievements. I can set goals and work out how to achieve it. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 1 - Dreams and Goals Unit plan – Jigsaw PSHE. Puzzle Outcome – Stretchy Flowers and dream wellies display <b>Working at...</b> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest. <b>Greater Depth...</b> I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success. I can choose how to celebrate my success and know how to store it in my internal treasure chest.
	Spr 2	Healthy Me	Unhealthy, choices, clean, disease, illness, medicines,	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to keep myself clean and healthy and understand how germs cause disease/illness. I understand that medicines can help me if I feel poorly and I know how to use them safely. I know how to keep safe when crossing the road and about people who can help me stay safe.	I feel good about myself when I make healthy choices.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 1 - Healthy Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Keeping Clean and healthy display in classroom. Link to Science Curriculum. <b>Working at...</b> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy. <b>Greater Depth...</b> I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy and some things that may harm it if I am not careful. I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy.
	Sum 1	Relationships	Physical contact, important, community, preference, acceptable, unacceptable, relationship, appreciate.	I know how it feels to belong to a family and care about the people who are important to me. I know who can help me in my school community. I know when I need help and know how to ask for it.	I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 1 - Relationships Unit plan – Jigsaw PSHE. Puzzle Outcome – Colours of friendship dance <b>Working at...</b>

					I can recognise my qualities as a person and a friend.	I can tell you why I appreciate someone who is special to me. And I can express how I feel about them <b>Greater Depth...</b> I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together. I can tell you how I feel about my relationship with this person.
<b>Sum 2</b>	<b>Changing Me</b>	Life cycle, animal, human, changes, penis, testicles, vagina, anus, respect, private, coping, anxious.	I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and this is ok. I understand that every time I learn something new I change a little bit. I know some ways to cope with changes.	I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private. I can tell you about changes that have happened in my life.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 1 - Changing Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Flowers of change display in classroom. Refer to 'NSPCC PANTS' materials where appropriate. Link to Science curriculum  <b>Working at...</b> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private. <b>Greater Depth...</b> I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina. I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these.	

Yr 1 Safety	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation, assessment and suggested term
	<b>Online Safety</b>	Kind, considerate, password, protect, technology, designed	<p><u>Self-image &amp; Identity</u>: See skills</p> <p><u>Online Relationships</u>: I know why it is important to be considerate and kind to people online and to respect their choices.</p> <p>I know what kind and considerate means.</p> <p><u>Online reputation</u>: I know that I should not share my personal information online.</p> <p><u>Online bullying</u>: See skills</p> <p><u>Managing online information</u>: I know and understand that we can encounter a range of things online including things we like and don't like as well as things which are real / not real or a joke.</p> <p><u>Health, wellbeing, lifestyle</u>: See skills</p> <p><u>Privacy &amp; Security</u> See skills</p> <p><u>Copyright &amp; ownership</u>: I know that the work I create using technology belongs to me.</p>	<p><u>Self-image &amp; Identity</u>: If something happens online which makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p><u>Online relationships</u>: I can use the internet with adult support to communicate with people I know (e.g. video call apps or services)</p> <p><u>Online reputation</u>: I can describe what information I should not put online without asking a trusted adult first.</p> <p><u>Online bullying</u>: I can describe how to behave online in ways that do not upset others and can give examples.</p> <p><u>Managing Online information</u>: See knowledge.</p> <p><u>Health, well being, lifestyle</u>: I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p><u>Privacy &amp; Security</u>: I can explain that passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (e.g. address)</p> <p><u>Copyright &amp; ownership</u>: I can say why work I create belongs to be (e.g. 'I designed it', I filmed it')</p>	<p><b>Time allocation</b>: 6 lessons – one at the start of each Computing unit plus Internet Safety week in February.</p> <p><b>Resources / Impact Piece</b>            Draw ideas and resources from <a href="#">Project Evolve Year 1 modules</a>.            Draw ideas from 'Smartie the penguin' resources. (Online Safety subject folder)            Draw ideas from CEOP 'Jessie and Friends' resources (Online Safety subject folder)</p>
	<b>Body Safety (inc. consent)</b>	Help, appropriate, inappropriate, touch,	<p>I understand and know the PANTS rules.</p> <p>I know the difference between appropriate and inappropriate touch.</p> <p>I understand that I have the right to say 'no' to unwanted touch.</p> <p>I know what to do if I feel unsafe or worried for myself or others.</p> <p>I know words to use when asking for help and to keep trying until I am heard.</p>	<p>I can name body parts and know which parts are private.</p> <p>I can explain what the PANTS rule is.</p> <p>I can name a trusted adult who I can ask for help</p>	<p><b>Time allocation</b>: 2 x lessons (1x Autumn term, 1 x Spring term). Recap during Summer 2 'Changing Me' topic.</p> <p><b>Resource ideas / Impact Piece</b>            Follow <a href="#">guidance</a> and <a href="#">lesson plan</a> from KS1 NSPCC PANTS materials            Draw ideas from Jigsaw PSHE Relationships lesson 3, Relationships lesson 4 and Changing Me lesson 4.            PANTS rules written out /poster.</p>
	<b>First Aid</b>	name, address (where I live), emergency services.	<p>I know my name and home address.</p> <p>I know the emergency services number – 999.</p> <p>I know the four emergency services.</p>	<p>I can tell you my name.</p> <p>I can tell you where I live.</p> <p>I can tell you the number to call in an emergency.</p> <p>I can tell you what the four emergency services are.</p>	<p><b>Time allocation</b>: One lesson linking with emergency services visit.            Joint base assembly in Summer term.</p>
	<b>Stranger Danger</b>	Stranger, being safe.	<p>I know my role in keeping myself safe.</p> <p>I know how to respond safely to adults I don't know.</p>	<p>I can identify safe adults and strangers in the community</p>	<p><b>Time allocation</b>: 1 lesson in Autumn term (reminder throughout year in reflection times).            Trip to Kingfisher Barn</p> <p><b>Resource ideas / Impact Piece</b>            Poster or sentences about identifying safe adults and strangers in the community.            Draw ideas and guidance from '<a href="#">Clever Never Goes</a>' website.</p>
	<b>Fire &amp; Electrical Safety</b>	Firework Code, electrical appliances	<p>I know how to respond to fire drills from different points in the school.</p> <p>I know the Firework Code.</p> <p>I know how to keep safe when near a bonfire.</p> <p>I know how to keep safe at home (including around electrical appliances)</p>	<p>I can explain how to keep safe with fireworks and bonfires.</p> <p>I can use the Firework code.</p> <p>I can tell you what I need to do in the event of a fire drill (e.g. leave everything in the classroom / place)</p> <p><i>I can call 999 to report a fire in the community (link to first aid unit)</i></p>	<p><b>Time allocation</b>: 2 lessons. 1 lesson – fire safety (inc. fire drills) in Spring linked with GFoL, 1 lesson on firework safety in November.</p> <p><b>Resource ideas / Impact Piece</b>            Draw ideas from <a href="#">Fire Safety Website</a> ideas for KS1.            Draw ideas from <a href="#">Dorset and Wiltshire Fire service website</a>            Draw ideas from the <a href="#">Firework Code</a>.            John Sweet visit during GFoL Spring 1.</p>

<b>Road Safety</b>	Road safety signs – pedestrian, stop, traffic warnings.	I can recognise simple road safety signs (e.g. stop signs, pedestrian crossing signs) I know that I need to stay with an adult when walking beside a road (holding hands on a pavement). I know that there are safer places to cross (e.g. zebra crossings, pedestrian crossings). I know how pedestrian crossings work (e.g. wait, red man = stop, green man = go).	I can use stop, look and listen skills to make sure I am safe on the roads. I can cross the road using a pedestrian crossing or a zebra crossing.	<b>Time allocation:</b> 2 lessons (1 lesson recognising safety signs, 1 lesson safe crossings) <b>Resource ideas / Impact Piece</b> Draw on ideas from Jigsaw PSHE Healthy Me lesson 5 (road safety) Draw ideas from <a href="#">Think resources Age 3- 6 (6 lessons available)</a>
<b>Rail Safety</b>	Train station, danger, hazards, safety	I know how to keep safe at a train station. I know that there are dangers and hazards at the train station.	I can identify / spot hazards and dangers at the train station. I can explain how I can keep safe at the train station.	<b>Time allocation:</b> 1 lesson <b>Resource ideas / Impact Piece</b> Draw ideas from <a href="#">Twinkl KS1 Railway safety ideas</a> . Draw ideas from <a href="#">Lesson 1 and Lesson 4 from Network Rail primary resources</a> . Picture of a train station labelled with hazards and how to keep safe from them.
<b>Water &amp; Beach Safety</b>	Safe, unsafe, lifeguard	I know strategies for keeping safe when near water (e.g. stop and think, stay together, float, call 999 or 112) I know how a lifeguard helps people.	I can recognise safe and unsafe ways to behave near water.	<b>Time allocation:</b> 2 lessons in Summer 1&2 (1 – RNLI Water safety passport, 1 – safe/unsafe & rescue) <b>Resource ideas / Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 3 – 7 year olds</a> . (Suggest these activities: RNLI Water Safety Passport 1, 'is it safe or unsafe', 'to the rescue') Kingfisher Barn trip - application Beach trip - application
<b>Sun Safety</b>	Damage, hydrated	I know that the sun can damage my skin. I know that I need to protect my skin from the sun by wearing a sun hat, keeping my arms covered and wearing sun screen. I know that drinking water helps keep me hydrated especially when sunny. I know I can go in the shade to shelter from the sun.	I can put on a sun hat and cover my arms when it is sunny. I can put sun screen on my skin.	<b>Time allocation:</b> 1 lesson in the Summer term <b>Resource ideas / Impact Piece</b> Draw ideas from <a href="#">'Sun Safe Schools' resources</a> . Draw ideas from <a href="#">'Wrap, Splat, Hat' resources</a> .
<b>Money and work</b>	Money, lost, found, law, stolen, right, wrong, item	I know what the right thing to do is if I find money or lost items. I know the law around lost money/ items.	I can explain moral decisions around lost of found money/ items.	<b>Resources/ ideas 1x assembly in Summer term as a base during money week.</b>  PSHE association values and money stories - <a href="https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks1">https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks1</a>  NatWest resources
<b>Our local environment</b>	Equipment, supervised, unsupervised	I know which parts of school are safe and unsafe. I know how to stay safe in different areas of the school – practical room, Computing suite, music room, hall, reading courtyard.	I can describe simple ways to manage risks in my school environment i.e. not getting out paint/ equipment unless an adult is present.	<b>Time allocation</b> – continuous classroom practice. Tour of school in A1.

Yr 2 PSHE	Term	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation and assessment
	Aut 1	Being in my world	Hope, fear, fair, reward (consequence).	I understand the rights and responsibilities as a member of my class and school  I understand how following the class charter will help me and others learn.	I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help I can help to make my class a safe and fair place. I can listen to other people and contribute my own ideas about rewards and consequences.	<b>Time allocation:</b> 1 x ½ term (6 lessons)  <b>Impact Piece</b> Year 2 - Being Me in My World Unit plan – Jigsaw PSHE. Puzzle Outcome – Learning Class Charter for the classroom (linking with UNCRC RRSA)
	Aut 2	Celebrating Difference	Assumption, stereotypes,	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand that bullying is sometimes about difference. I know some ways to make new friends.	I can tell you how someone who is bullied feels. I can recognise what is right and wrong and know how to look after myself. I can tell you some ways I am different from my friends.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 2 - Celebrating Difference Unit plan – Jigsaw PSHE. Puzzle Outcome – Trophy of celebration  <b>Working at...</b> I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her <b>Greater Depth...</b> I can compare myself with a friend and describe the similarities and difference between us. I can express how I feel about our similarities and differences.
	Spr 1	Dreams and Goals	Realistic, (persevere), cooperatively.	I understand how working with other people can help me learn. I know how to share success with other people.	I can choose a realistic goal and think about how to achieve it. I can persevere even when I find tasks difficult. I can work cooperatively in a group.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 3 - Dreams and Goals Unit plan – Jigsaw PSHE. Puzzle Outcome – Window box of dream flowers and garden decorations.  <b>Working at...</b> I can explain some of the ways I worked cooperately in my group to create an end product. I can express how it felt to be working as part of a group. <b>Greater Depth...</b> I can explain how my own and other people's contributions helped the group to create the end product. I can explain what felt good and what felt difficult about working in a group.
	Spr 2	Healthy Me	Weak, strong, stressed, relaxed, safely, energy.	I know what I need to keep my body healthy. I understand how medicines work in my body and how important it is to use them safely.	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can sort foods into the correct food groups and know which foods my body needs to keep healthy. I can decide which foods to eat to give my body energy. I can make some healthy snacks and explain why they are good for my body.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 2 - Healthy Me Unit plan – Jigsaw PSHE. Puzzle Outcome – 'Healthy Me' café – creating healthy snacks.  Link to Science Curriculum.  <b>Working at...</b> I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends. <b>Greater Depth...</b> I can identify and prepare snacks that are healthy and explain my choice by saying why they are good for my body. I can compare my own and my friends' choices and can express how it feels to make and share healthy food together.
	Sum 1	Relationships	Cooperate, conflict, point of view, positive problem solving, secret, trust, compliment.	I understand that sometimes it is good to keep a secret and sometimes not. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I understand how it feels to trust someone.	I can identify different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family. I can identify some of the things that cause conflict with my friends. I can use the positive problem solving technique to resolve conflicts.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 2 - Relationships Unit plan – Jigsaw PSHE. Puzzle Outcome – Compliment bunting display in classroom.  <b>Working at...</b> I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to

						<p>resolve conflicts with my friends.</p> <p><b>Greater Depth...</b></p> <p>I can identify a range of things that cause conflict between me and my friends and explain why these conflict arise.</p> <p>I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be.</p>
	<b>Sum 2</b>	<b>Changing Me</b>	Nature, control, independent, responsibilities	I understand there are different types of touch and can tell you which ones I like and don't like.	<p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise the physical differences between boys and girls and use the correct names for the part of the body (penis, testicles, vagina, vulva and anus) and appreciate that some parts of my body are private</p>	<p><b>Time allocation:</b> 1 x ½ term (6 lessons)</p> <p><b>Impact Piece</b></p> <p>Year 2 - Changing Me Unit plan – Jigsaw PSHE.</p> <p>Puzzle Outcome – Leaf mobiles.</p> <p>Refer to 'NSPCC PANTS' materials where appropriate.</p> <p>Link to Science curriculum</p> <p><b>Working at...</b></p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p> <p><b>Greater Depth...</b></p> <p>I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour. I can talk about the physical differences with respect and understand how to protect my own and others privacy.</p> <p>I can explain how I feel about being a boy/girl and talk about what I like and dislike about it.</p>

Yr 2 Safety	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation, assessment and suggested term
	<b>Online Safety</b>	Permission, consent, online ('cyber') bullying, web page, search engine, public places, private / privacy	<p><u>Self-image &amp; Identity</u>: I know and can explain how other people may look and act differently online and offline.</p> <p><u>Online Relationships</u>: See skills</p> <p><u>Online reputation</u>: I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p><u>Online bullying</u>: I know and can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p><u>Managing online information</u>: See skills</p> <p><u>Health, wellbeing, lifestyle</u>: See skills</p> <p><u>Privacy &amp; Security</u> See skills</p> <p><u>Copyright &amp; ownership</u>: I know that content on the internet may belong to other people.</p>	<p><u>Self-image &amp; Identity</u>: I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and give examples of how they might get help.</p> <p><u>Online relationships</u>: I can give examples of how someone might use technology to communicate with other they don't also know offline and explain why this might be risky.</p> <p>I can describe different ways to ask for, give, deny my permission online.</p> <p><u>Online reputation</u>: I can explain how information put online about someone can last for a long time.</p> <p><u>Online bullying</u>: I can talk about how anyone experiencing bullying can get help.</p> <p><u>Managing Online information</u>: I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs, sections)</p> <p><u>Health, well being, lifestyle</u>: I can explain simple guidance for using technology in different environments and settings (e.g. accessing online in public places/home)</p> <p><u>Privacy &amp; Security</u>: I can explain and give examples of what is meant by 'private' and 'keeping things private'</p> <p><u>Copyright &amp; ownership</u>: I can describe why other people's work belongs to them.</p>	<p><b>Time allocation</b>: 6 lessons – one at the start of each Computing unit plus Internet Safety week in February.</p> <p><b>Resources / Impact Piece</b>            Draw ideas and resources from <a href="#">Project Evolve Year 2 modules</a>.            Draw ideas from CEOP 'Jessie and Friends' resources  <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a></p>
	<b>Body Safety (inc. consent)</b>	Safe touching, secret, permission, physical contact, uncomfortable.	<p>I know the adults I trust and who I can ask for help.</p> <p>I know how to respond if physical contact makes me feel uncomfortable or unsafe.</p> <p>I understand about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>I know there are situations when I should ask for permission and also when my permission should be sought.</p>	<p>I can explain the PANTS rules and how they keep me safe.</p> <p>I can name trusted adults and those whose job it is to help.</p>	<p><b>Time allocation</b>: 2 x lessons (1x Autumn term, 1 x Spring term). Recap during Summer 2 'Changing Me' topic.</p> <p><b>Resource ideas / Impact Piece</b>            Follow <a href="#">guidance</a> and <a href="#">lesson plan</a> from KS1 NSPCC PANTS materials            Draw ideas from Jigsaw PSHE Relationships lesson 2 (physical contact), Relationships lesson 4 (secrets), Relationships lesson 5 (trust) and Changing Me lesson 4 (private parts).            Scenarios using secrets and permission – comic strip examples of what they would do? Two truths and a lie?</p>
	<b>First Aid</b>	name, address (where I live), emergency services.	<p>I know my name and home address.</p> <p>I know the emergency services number – 999.</p> <p>I know the four emergency services.</p>	<p>I can tell you my name.</p> <p>I can tell you where I live.</p> <p>I can tell you the number to call in an emergency.</p> <p>I can tell you what the four emergency services are.</p>	<p><b>Time allocation</b>: One lesson linking with emergency services visit.            Joint Base assembly in Summer term.</p>
	<b>Stranger Danger</b>	Separation, approach,	<p>I know what to do if I get separated from a group (when on a trip or out and about).</p> <p>I know what to do if a stranger approaches me.</p>	<p>I can explain what to do if a stranger approaches me.</p>	<p><b>Time allocation</b>: 1 lesson in Autumn term (reminder throughout year in reflection times).</p> <p><b>Resource ideas / Impact Piece</b>            Poster or 'How to' guide for what to do if a stranger approaches (Could be written for Year 1 / EYFS children)            Draw ideas and guidance from <a href="#">'Clever Never Goes'</a> website.            Kingfisher Barn application</p>
	<b>Fire &amp; Electrical Safety</b>	Fire alarm, fire officer, hazard	<p>I know how to respond in the event of a real fire.</p> <p>I know what a fire alarm is and how to use this in the event of a fire.</p> <p>I know about different electrical appliances and understand how to switch these on/off safely.</p> <p>I know that if an electrical appliance is unsafe, it could cause a fire.</p>	<p>I can explain what a fire officer does in the event of a fire.</p> <p>I can identify electrical fire hazards in the home.</p> <p>I can explain how to make sure electrical appliances are safe in the home.</p> <p><i>I can call 999 to report a fire in the community (link to first aid unit)</i></p>	<p><b>Time allocation</b>: 2 lessons including fire drills in Autumn, 1 assembly on firework safety in November, 1 lesson – Fire Officer visit (linked to Topic), 1 lesson – spotting hazards in the home.</p> <p><b>Resource ideas / Impact Piece</b>            Draw ideas from <a href="#">Fire Safety Website</a> ideas for KS1.            Draw ideas from <a href="#">Dorset and Wiltshire Fire service website</a>            John Sweep visit GFoL Spring 1.</p>
	<b>Road Safety</b>	Bright, reflective clothing, travelling, passenger	<p>I know that wearing bright, reflective clothing ensures that I can be seen when walking.</p>	<p>I can look for safe places to cross the road in a range of different scenarios.</p>	<p><b>Time allocation</b>: 2 lessons (1 lesson -reflective clothing / safe places to cross, 1 lesson on being a car passenger)</p>

			I know the rules I need to follow as a passenger when travelling in a car to ensure that I am safe.	I can explain the purpose of simple road safety signs.	<b>Impact Piece</b> Draw pictures of themselves wearing bright, reflective/fluorescent clothing. Look at reflective materials? Draw ideas from the <a href="#">highway code to look at keeping safe when in a car.</a> Draw ideas from <a href="#">Think resources Age 3- 6 (6 lessons available)</a>
<b>Water &amp; Beach Safety</b>	Beach safety flags, rescue,		I know about beach safety flags. I know where and when it is safe to go into the water. I know how to call for help using 999 or 112.	I can recognise safe and unsafe ways to behave near water.	<b>Time allocation:</b> 1 in summer 1 and 1 in summer 2 (1 – Beach safety flags, 1 – safe/unsafe & rescue) <b>Resource ideas / Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 3 – 7 year olds.</a> (Suggest these activities: 'Beach safe Beach ball', 'fly the flag', 'Real life rescue') Kingfisher Barn trip - application Beach trip - application
<b>Sun Safety</b>	Shade, block		I know that shade is created when objects block the sun. I know that finding shade helps protect me from the sun.	I can explain all the different ways I can keep safe in the sun.	<b>Time allocation:</b> 1 lesson in the Summer term <b>Impact Piece</b> Draw ideas from <a href="#">'Sun Safe Schools' resources.</a> Draw ideas from <a href="#">'Wrap, Splat, Hat' resources.</a>
<b>Money and work</b>	Money, lost, found, law, stolen, right, wrong, item		I know what the right thing to do is if I find money or lost items. I know the law around lost money/ items.	I can explain moral decisions around lost of found money/ items.	<b>Resources/ ideas 1x assembly in Summer term as a base during money week.</b>  PSHE association values and money stories - <a href="https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks1">https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks1</a>  <b>NatWest resources Spring 2.</b>
<b>Our local environment</b>	Poison, toxic, ingestion, contact, allergens		I know not to play with or eat growing plants. I know that I must use gloves when pruning or weeding. I know that eating or touching some plants can be dangerous.	I can explain why it is unsafe to touch or eat unknown plants.	<b>Time allocation</b> – Spring term linked with plants Science teaching unit. <a href="https://www.rhs.org.uk/prevention-protection/potentially-harmful-garden-plants">https://www.rhs.org.uk/prevention-protection/potentially-harmful-garden-plants</a>

Yr 3 PSHE	Term	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation and assessment
	Aut 1	Being in my world	Personal, point of view,	I understand why rules are needed and how they relate to rights and responsibilities.  I understand my actions affect others and try to see things from their points of view.	I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help I can help to make my class a safe and fair place. I can listen to other people and contribute my own ideas about rewards and consequences.	<b>Time allocation:</b> 1 x ½ term (6 lessons)  <b>Impact Piece</b> Year 3 - Being Me in My World Unit plan – Jigsaw PSHE. Puzzle Outcome – Learning Class Charter for the classroom (linking with UNCRC RRSA)
	Aut 2	Celebrating Difference	Witness, hurtful	I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen amongst family members. I know what it means to be a witness to bullying. I recognise that some words are used in hurtful ways.		<b>Time allocation:</b> 1 x ½ term (4 lessons) <b>Impact Piece</b> Year 3 - Celebrating Difference Unit plan – Jigsaw PSHE. Puzzle Outcome – Compliment kites display in the classroom  <b>Working at...</b> I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels <b>Greater Depth...</b> I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship. I can give and receive genuine compliments and know how this feels and affects me and the other person.
	Spr 1	Dreams and Goals	Ambition/dream, motivated, enthusiastic, obstacles	I can tell you about a person who has faced difficult challenges and achieved success.	I can identify a dream/ambition that is important to me. I am motivated and enthusiastic about achieving a new challenge. I can recognise obstacles which might hinder achievements and take steps to overcome them. I can evaluate my own learning process.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 3 - Dreams and Goals Unit plan – Jigsaw PSHE. Puzzle Outcome – Window box of dream flowers and garden decorations.  <b>Working at...</b> I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest. <b>Greater Depth...</b> I can recognise and express my strengths in tackling a learning challenge and I can plan steps to me do better next time. I am confident to share with others both my success and the difficulties I faced and I know how to store my feelings of success in my internal treasure chest.
	Spr 2	Healthy Me	Exercise, drugs, complex.	I understand how exercise affects my body and know why my heart and lungs are such important organs. I understand how complex my body is and how important it is to take care of it.	I can tell you my knowledge and attitude towards drugs. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.	<b>Time allocation:</b> 1 x ½ term (4 lessons) <b>Impact Piece</b> Year 3 - Healthy Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Keeping Safe display in classroom.  Link to Science Curriculum.  <b>Working at...</b> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels. <b>Greater Depth...</b> I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear.
	Sum 1	Relationships	Male, female, influence,	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 3 - Relationships Unit plan – Jigsaw PSHE.

					I can explain how some of the actions and work of people around the world help and influence my life.	<p>Puzzle Outcome – Appreciation streamers and short films about special relationships.</p> <p><b>Working at...</b> I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.</p> <p><b>Greater Depth...</b> I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood. I can express a sense of the responsibility we have for each other because of these connections.</p>
<b>Sum 2</b>	<b>Changing Me</b>	Conception, develop, mother, uterus,	<p>I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby</p> <p>I understand how babies grow and develop in the mother's uterus.</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they group up.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p>	<p><b>Time allocation:</b> 1 x ½ term (6 lessons)</p> <p><b>Impact Piece</b> Year 3 - Changing Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Ribbons of change mobiles</p> <p>Refer to 'NSPCC PANTS' materials where appropriate. Link to Science curriculum</p> <p><b>Working at...</b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they group up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p><b>Greater Depth...</b> I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they group up. I can express how I feel about these changes happening to me and can weigh up the positives and negatives and I understand how to manage these feelings.</p>	

Yr 3 Safety	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation, assessment and suggested term
	<b>Online Safety</b>	Identity, avatar, 'bullying behaviour', accurate, age restrictions	<p><u>Self-image &amp; Identity</u>: I know what the term 'identity' means.</p> <p><u>Online Relationships</u> See skills</p> <p><u>Online reputation</u>: I know and can give examples of what people may or may not be willing to share about themselves online.</p> <p><u>Online bullying</u>: See skills</p> <p><u>Managing online information</u>: See skills</p> <p><u>Health, wellbeing, lifestyle</u>: I know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming)</p> <p><u>Privacy &amp; Security</u> I know simple strategies for creating and keeping passwords private.</p> <p><u>Copyright &amp; ownership</u>: See skills</p>	<p><u>Self-image &amp; Identity</u>: I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar, social media) and why.</p> <p><u>Online relationships</u>: I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online inc. what information and content they are trusted with.</p> <p><u>Online reputation</u>: I can explain the need to be careful before sharing anything personal online.</p> <p><u>Online bullying</u>: I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p><u>Managing Online information</u>: I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain the difference between 'belief', 'opinion' and 'fact' and can give examples of how and where they might be shared online.</p> <p><u>Health, well being, lifestyle</u>: I can explain why some online activities have age restrictions and why it is important to follow them.</p> <p><u>Privacy &amp; Security</u>: I can describe how connected devices can collect and share anyone's information with others.</p> <p><u>Copyright &amp; ownership</u>: I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>	<p><b>Time allocation:</b> 6 lessons – one at the start of each Computing unit plus Internet Safety week in February.</p> <p><b>Resources / Impact Piece</b>            Draw ideas and resources from <a href="#">Project Evolve Year 3 modules</a>.            Draw ideas from CEOP 'Jessie and Friends' resources <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/">https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/</a>            Draw ideas from CEOP 'Play Like share' resources (Online Safety subject folder)</p>
	<b>Body Safety (inc. consent)</b>	Peer pressure, consent, confidential.	<p>I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable</p> <p>I know where to get advice and report concerns if I am worried about my own or someone else's personal safety. (e.g. pastoral team, Childline)</p> <p>I know what giving permission (consent) means.</p> <p>I know what keeping something 'confidential' or secret means.</p>	<p>I can recall the contact number for Childline to report concerns.</p> <p>I can explain what consent means.</p>	<p><b>Time allocation:</b> 2 x lessons (1x Autumn term, 1 x Spring term). Recap during Summer 2 'Changing Me' topic.</p> <p><b>Resource ideas / Impact Piece</b>            Draw examples from <a href="#">LKS2 Twinkl 'Body Awareness and Consent' lesson pack</a>            Draw ideas from Jigsaw PSHE Healthy Me lesson 5 (safe/unsafe).</p>
	<b>First Aid</b>	name, address (where I live), emergency services, bites, stings, allergic reaction, anaphylactic shock, cold compress severe allergic reaction,	<p>I know my name and home address.</p> <p>I know the emergency services number – 999.</p> <p>I know the four emergency services.</p> <p>I can recognise when someone has been bitten or stung.</p> <p>I can respond appropriately to someone who has been bitten or stung.</p>	<p>I can tell you my name.</p> <p>I can tell you where I live.</p> <p>I can tell you the number to call in an emergency.</p> <p>I can tell you what the four emergency services are.</p> <p>I can recognise when someone has been bitten or stung.</p> <p>I can respond appropriately to someone who has been bitten or stung.</p>	<p>Spring term – one lesson delivered by JB. Jayne's holds a QA level 3 award in emergency paediatric first aid.</p> <p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p>
	<b>Stranger Danger</b>	Appropriate, Appropriately,	I know how to respond safely and appropriately to adults I may encounter whom I do not know	I can respond safely and appropriately to adults I may encounter whom I do not know	<p><b>Time allocation:</b> 1 lesson in Autumn term (reminder throughout year in reflection times).</p> <p><b>Resource ideas / Impact Piece</b>            Draw ideas and guidance from '<a href="#">Clever Never Goes</a>' website.</p>
	<b>Fire &amp; Electrical Safety</b>			<p><i>I can explain what the Firework Code is and apply this when in the presence of fireworks.</i></p> <p><i>I can explain how to keep safe when in the presence of a bonfire.</i></p> <p><i>I can call 999 to report a fire in the community (link to first aid unit)</i></p>	<p><b>Time allocation:</b>  <i>Assembly Firework / Bonfire Night Safety – Covered in reflection times in November.</i></p>

<b>Road Safety</b>	Countryside code, environment	I know what the countryside code is and that as a pedestrian in the countryside environment I should follow this.	I can explain the countryside code and how to follow this.	<b>Time allocation:</b> Summer 1 1 lesson <b>Resource ideas / Impact Piece</b> Draw on ideas from Jigsaw PSHE Healthy Me lesson 4 (keeping safe in the environment) Draw on ideas from <a href="#">Twinkl Countryside code</a> Draw ideas from <a href="#">Think resources Age 7 - 12 (6 lessons available)</a>
<b>Rail Safety</b>	Electrical dangers, strategies	I know how to keep safe when travelling by train. I know about the electrical dangers on a railway track I know strategies for keeping safe near a railway track.	I can identify / spot hazards and dangers on a railway track (including electrical dangers).	<b>Time allocation:</b> 1 Assembly – network rail <b>Resource ideas / Impact Piece</b> Draw ideas from <a href="#">Twinkl KS2 Railway Safety ideas</a> . Draw ideas from <a href="#">Network Rail – Electricity and the railway</a> presentation and resources.  Instructions for how to keep safe when travelling by train and when near a railway track.
<b>Water &amp; Beach Safety</b>	Swimming pool, treading water, huddle position, floatation	I know about safer and less safe ways to behave near water. I know and can apply strategies for keeping safe at the swimming pool. I understand and can follow instructions for keeping safe at a swimming pool.	I can explain how to keep safe when I am at the swimming pool. I can explain what the role of a lifeguard is at the swimming pool. I can listen to and respond to an adult's instructions to keep me safe at the swimming pool.	<b>Time allocation:</b> 1 lesson before swimming lessons commence (Spring term) <b>Resource ideas / Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 7 - 11 year olds</a> . (Suggest this activity: 'Is this safe?') Draw ideas from <a href="#">water safety resources from Swim England</a> Link to Beach trip in Summer term. <b>Beach trip – Summer 1</b>
<b>Sun Safety</b>	Sunglasses, burning, sun burn, sun protection factor (SPF)	I know that I must never look directly at the sun, even when wearing sunglasses. I know that I should choose closely woven, light-weight fabrics which are best for protecting my skin from the sun. I know that SPF stands for Sun Protection Factor	I can explain about things that are necessary to protect me from burning in the sun I can explain what SPF stands for.	<b>Impact Piece – Summer 1</b> Draw ideas from <a href="#">Year 3 Care in the Sun resources</a> . Draw ideas from <a href="#">'Wrap, Splat, Hat'</a> resources. Instructions for keeping safe in the sun. Posters? Link to beach trip in the Summer 1.
<b>Money and work</b>	Want, need, responsibilities, chores, stereotypes, contribute and paid.	I know the difference between a want and a need. I know how best adults should prioritise how to spend limited money for their family.	I can name some responsibilities and chores that are needed at home. I can justify my opinions on how different family members should contribute to chores, including any stereotypes. I can justify my opinion whether certain chores should be paid for or done out of kindness.	<b>Resources/ ideas 3x per year Spring term – I want it story</b>  PSHE association values and money stories - <a href="https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</a>  <b>NatWest resources</b>
<b>Our local environment</b>	Tics, vegetation, heath, woodlands.	I know that tics get onto people by jumping. I know that tics live in areas of vegetation such as woodlands, the heath and long grass. I know how to protect myself from tics.	I can identify a tic.	<b>Time allocation</b> – Summer 1x lesson  <a href="https://www.pestworldforkids.org/pest-guide/ticks/">https://www.pestworldforkids.org/pest-guide/ticks/</a>

Yr 4 PSHE	Term	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation and assessment
	Aut 1	Being in my world	Included, excluded, community, roles, democracy, empathise, benefits	I know my attitudes and actions make a difference to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded. I understand who is in my school community, the roles they play and how I fit. I understand how democracy and having a voice benefits the school community. I understand that my actions affect myself and others; I can think about other people's feelings and try to empathise with them.		<b>Time allocation:</b> 1 x ½ term (6 lessons)  <b>Impact Piece</b> Year 4 - Being Me in My World Unit plan – Jigsaw PSHE. Puzzle Outcome – Learning Class Charter for the classroom (linking with UNCRC RRSA)
	Aut 2	Celebrating Difference	Judge, appearance, target, First impression,	I understand that, sometimes, we make assumptions based on what people look like. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.	I can tell you a time when my first impression of someone changed when I got to know them.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 4 - Celebrating Difference Unit plan – Jigsaw PSHE. Puzzle Outcome – Picture frames display in the classroom.  <b>Working at...</b> I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are. <b>Greater Depth...</b> I can use a variety of examples to show how first impressions can be misleading. I can consider how I form my opinions of people and explain why it is good to accept people for who they are.
	Spr 1	Dreams and Goals	disappointment	I understand that sometimes hopes and dreams do not come true and that this can hurt. I know that reflecting on positive and happy experience can help me to counteract disappointment. I know how to make a new plan and set new goals even if I have been disappointed.		<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 4 - Dreams and Goals Unit plan – Jigsaw PSHE. Puzzle Outcome – Dream mobiles and garden decorations.  <b>Working at...</b> I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude. <b>Greater Depth...</b> I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals. I can explain how resilience and a positive attitude contribute to a greater chance of success.
	Spr 2	Healthy Me	Dynamics, alcohol, pressure	I understand the facts about smoking and its effects on health and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I recognise how different friendship groups are formed how I fit into them and the friends I value the most. I can recognise the changing dynamics between people in different groups see who takes on which role and understand the roles I take on different situations. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 4 - Healthy Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Healthy friendships display in classroom.  Link to Science Curriculum.  <b>Working at...</b> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. <b>Greater Depth...</b> I can explain with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this. I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices.

	<b>Sum 1</b>	<b>Relationships</b>	Distant, close	I know how to show love and appreciation to the people and animals who are special to me.	I can identify the web of relationship that I am part of, starting from those closest to me and including those more distant. I can explain different people of view on an animal rights issue.	<p><b>Time allocation:</b> 1 x ½ term (6 lessons)</p> <p><b>Impact Piece</b> Year 4 - Relationships Unit plan – Jigsaw PSHE. Puzzle Outcome – Fabric collage (Our special relationships)</p> <p><b>Working at...</b> I can explain different people of view on an animal rights issue. I can express my own opinion and feelings on this.</p> <p><b>Greater Depth...</b> I can explain and weigh up different points of view people may hold on an animal rights issue. I can take these into account in expressing and justifying my own opinions and feelings on this.</p>
	<b>Sum 2</b>	<b>Changing Me</b>	Egg, sperm, internal, external, menstruation (periods)	I understand that some of personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (periods) is a natural part of this. I can identify changes that have been and may continue to be outside of my control that I learnt to accept.	<p><b>Time allocation:</b> 1 x ½ term (6 lessons)</p> <p><b>Impact Piece</b> Year 4 - Changing Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Circles of change</p> <p>Refer to 'NSPCC PANTS' materials where appropriate. Link to Science curriculum</p> <p><b>Working at...</b> I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p> <p><b>Greater Depth...</b> I can explain the changes I am looking forward to when I am in Year 5 and I can identify which changes are within my control. I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes.</p>

Yr 4 Safety	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation, assessment and suggested term
	<b>Online Safety</b>	Healthy / unhealthy online behaviours, content, reputation, accuracy, (consent)	<u>Self-image &amp; Identity</u> : See skills <u>Online Relationships</u> : See skills <u>Online reputation</u> : I understand that I can put information online for others to see. <u>Online bullying</u> : See skills <u>Managing online information</u> : I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. <u>Health, wellbeing, lifestyle</u> : See skills (& Spending too much time online – negative impacts) <u>Privacy &amp; Security</u> I know how to respond when online services seek consent to store information about me and who I can ask if I am not sure. <u>Copyright &amp; ownership</u> : See skills	<u>Self-image &amp; Identity</u> : I can explain how my online identity can be different to my offline identity. <u>Online relationships</u> : I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. <u>Online reputation</u> : I can explain ways that some of the information about anyone online could have been created, copied or shared by others. <u>Online bullying</u> : I can explain why people need to think carefully about how content they post online might affect others, their feelings and how it may affect how others feel about them (their reputation). <u>Managing Online information</u> : I can analyse information to make a judgement about probable accuracy. <u>Health, well being, lifestyle</u> : I can explain how using technology can be a distraction from other things, in both a positive and negative way. <u>Privacy &amp; Security</u> : I can describe how some online services may seek consent to store information about me. <u>Copyright &amp; ownership</u> : When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	<b>Time allocation</b> : 6 lessons – one at the start of each Computing unit plus Internet Safety week in February. <b>Resources / Impact Piece</b> Draw ideas and resources from <a href="#">Project Evolve Year 4 modules</a> . Draw ideas from CEOP 'Play Like share' resources <a href="https://www.thinkuknow.co.uk/parents/playlikeshare/">https://www.thinkuknow.co.uk/parents/playlikeshare/</a>
	<b>Body Safety (inc. consent)</b>	Privacy, personal, boundaries, consent.	I know about privacy and personal boundaries. I know how to recognise pressure from others to do something unsafe and strategies for managing this. I know when keeping something 'confidential' or secret should be or should not be agreed to and when it is right to break a confidence or share a secret. I know about seeking and giving permission (consent) in different situations.	I can explain and provide examples of what are appropriate boundaries in my friendships and wider relationships.  <i>I can recall the contact number for Childline to report concerns.</i>	<b>Time allocation</b> : 2 x lessons (1x Autumn term, 1 x Spring term). Recap during Summer 2 'Changing Me' topic. <b>Resource ideas / Impact Piece</b> Draw examples from <a href="#">LKS2 Twinkl 'Body Awareness and Consent' lesson pack</a> Draw ideas from Jigsaw PSHE Healthy Me lessons 3, 4 and 5 (pressure) and Relationships lesson 5 (pressure).
	<b>First Aid</b>	name, address (where I live), emergency services, anxiety, asthma, consciousness, deterioration, distress, exhaustion, inhaler, laboured breathing, wheeziness.	I know my name and home address. I know the emergency services number – 999. I know the four emergency services. I can recognise when someone is having an asthma attack. I can respond appropriately to someone who is having an asthma attack.	I can tell you my name. I can tell you where I live. I can tell you the number to call in an emergency. I can tell you what the four emergency services are. I can recognise when someone is having an asthma attack. I can respond appropriately to someone who is having an asthma attack.	Spring term – one lesson delivered by JB. Jayne's holds a QA level 3 award in emergency paediatric first aid. <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a>
	<b>Stranger Danger</b>		I know how to respond safely and appropriately to adults I may encounter) whom I do not know NB link to online safety but consider separately.	I can respond safely and appropriately to adults I may encounter whom I do not know	<b>Time allocation</b> : 1 lesson in Autumn term (reminder throughout year in reflection times). <b>Resource ideas / Impact Piece</b> Draw ideas and guidance from <a href="#">'Clever Never Goes' website</a> .
	<b>Fire &amp; Electrical Safety</b>	Minimising risk, fire hazards.	I know about fire hazards that may cause injury or risks in the home. I know how to respond and react in the event of a fire. I understand how to make electrical appliances safe in the home to ensure that I am minimising the risk of a fire. I know how to contact the emergency services in the event of a fire.	<i>I can explain what the Firework Code is and apply this when in the presence of fireworks.</i> <i>I can explain how to keep safe when in the presence of a bonfire.</i> I can describe different fire hazards and how to minimise their risk. I can explain how to use 999 and what to say to them.	<b>Time allocation: Autumn 2 Science</b> –1 lesson 1 assembly <i>Assembly Firework / Bonfire Night Safety – Covered in reflection times in November.</i> <i>Lesson 1 – how to make appliances safe</i> <b>Resource ideas / Impact Piece</b> (Link to Science Electrical circuits planning) Draw ideas from <a href="#">Fire Safety Website</a> ideas for KS2. Draw ideas from <a href="#">Dorset and Wiltshire Fire service website</a>
	<b>Road Safety</b>	Electrical substation, pylons, electrical fences, dangers	I know that there are different electrical hazards and dangers on pavements and on roadside (e.g. electrical substations / pylons)	I can recognise electrical hazards in the environment I can explain the risk presented by flying a kite near to a pylon	<b>Time allocation</b> : 1 lesson Autumn 2 Science <b>Resource ideas / Impact Piece</b>

			I know and understand strategies for keeping safe when travelling to/from school. I know what laws pedestrians should follow. I know that I am responsible for my own safety when travelling to/from school.		Draw on ideas from <a href="#">Kidzsafe</a> to explore electrical hazards on the road. Play <a href="#">Spot the Hazard</a> Draw ideas from <a href="#">Think resources Age 7 - 12 (6 lessons available)</a>
<b>Beach Safety</b>	Emergency situation,		I know strategies for keeping safe near water. I know what to do in the event of an emergency situation in water. I know how to call for help using 999 or 112.	I can spot a range of dangers at the beach / water source. I can plan for a day out at the beach I can identify an emergency situation.	<b>Time allocation:</b> 2 lessons in Summer (1 lesson – RNLI Water Passport 2, 1 lesson – safe/unsafe behaviour) <b>Resource ideas / Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 7 - 11 year olds</a> . (Suggest these activities: 'RNLI Water passport 2, 'How risky is this?')
<b>Water Safety</b>	Swimming pool, treading water, huddle position, floatation		I know about safer and less safe ways to behave near water. I know and can apply strategies for keeping safe at the swimming pool. I understand and can follow instructions for keeping safe at a swimming pool.	I can explain how to keep safe when I am at the swimming pool. I can explain what the role of a lifeguard is at the swimming pool. I can listen to and respond to an adult's instructions to keep me safe at the swimming pool.	<b>Time allocation:</b> 1 lesson before swimming lessons commence (Autumn term) <b>Resource ideas / Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 7 - 11 year olds</a> . (Suggest this activity: 'Is this safe?') Draw ideas from <a href="#">water safety resources from Swim England</a>
<b>Money and work</b>	Values, branded and non-branded, pension, budget, law, moral, lost and found.		I know the law around lost or found money.	I can make moral decisions about dilemmas around lost or found money. I can explain the meaning of a pension. I can make shopping choices to stay within a budget.	<b>Resources/ ideas 4x per year Spring term – Finders Keeper</b>  PSHE association values and money stories - <a href="https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks2">https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks2</a>
<b>Our local environment</b>	Adders, bite, venomous, risk		I know that the adder is Britain's only venomous snake. I know that adders live in areas of vegetation such as woodlands, the heath and long grass. I know how to reduce the risk of being bitten by an adder. I know what to do if a person is bitten by an adder.	I can identify an adder.	<b>Time allocation</b> – Summer 1x lesson  <a href="https://www.arc-trust.org/facts-and-advice-on-adder-bites">https://www.arc-trust.org/facts-and-advice-on-adder-bites</a>

Yr 5 PSHE	Term	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation and assessment
	Aut 1	Being in my world	British citizen	I understand my rights and responsibilities as a British citizen and member of my school. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.	I can make choices about my own behaviour because I understand how rewards and consequences feel.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 5 - Being Me in My World Unit plan – Jigsaw PSHE. Puzzle Outcome – Learning Class Charter for the classroom (linking with UNCRC RRSA)
	Aut 2	Celebrating Difference	Cultural difference, racism, rumour spreading, name-calling, indirect, direct, developing world.	I understand that cultural differences sometimes cause conflict	I understand what racism is. I am aware of my attitude towards people from different races. I can explain the difference between direct and indirect types of bullying. I can compare my life with people in the developing world.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 5 - Celebrating Difference Unit plan – Jigsaw PSHE. Puzzle Outcome – Culture displays <b>Working at...</b> I can explain differences between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. <b>Greater Depth...</b> I can consider a range of bullying behaviours and understand the impact these may have. I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying.
	Spr 1	Dreams and Goals	career	I understand that I will need money to help me achieve some of my dreams. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I can describe the dreams and goals of a young person in a culture different from mine.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 5 - Dreams and Goals Unit plan – Jigsaw PSHE. Puzzle Outcome – Dream tree and fundraising event at garden opening and fete. <b>Working at...</b> I can describe the dreams and goals of a young person in a culture different from mine. I can reflect on how these goals relate to my own goals. <b>Greater Depth...</b> I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals. I can evaluate the ways in which our opportunities and life chances are different.
	Spr 2	Healthy Me	Tobacco, health risks, misusing, anti-social behaviour, emergency aid, disorder	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I understand how the media and celebrity culture promotes certain body types.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 5 - Healthy Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Recipe cards for having a healthy body image  Link to Science Curriculum. <b>Working at...</b> I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body <b>Greater Depth...</b> I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop. I respect and value my body and I understand the part this plays in maintaining my self-confidence.

	<b>Sum 1</b>	<b>Relationships</b>	Accurate, characteristics, personal qualities, boyfriend/girlfriend, attracted, attributes, self-esteem, age limit, responsibility, risky, social network, community, violence, trolling, trustworthy, mental health, physical health, screen time	I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.	<p><b>Time allocation:</b> 1 x ½ term (6 lessons)</p> <p><b>Impact Piece</b> Year 5 - Relationships Unit plan – Jigsaw PSHE. Puzzle Outcome – Internet Safety Posters display in classroom. <i>Link with Computing Online Safety plans</i></p> <p><b>Working at...</b> I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p><b>Greater Depth...</b> I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe. I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures.</p>
	<b>Sum 2</b>	<b>Changing Me</b>	Self-image, body image, physically, emotionally, sexual intercourse, teenager, age of consent, puberty, menstruation, period, ovary, vagina, uterus (womb), tampon, penis, sperm, testicles, ejaculation, hormones, conception, pregnancy, embryo, foetus.	I am aware of my own self-image and how my body image fits into that. I understand that sexual intercourse can lead to conception and that is how babies are usually made.	I can describe how boys' and girls' bodies change during puberty. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.	<p><b>Time allocation:</b> 1 x ½ term (6 lessons)</p> <p><b>Impact Piece</b> Year 5 - Changing Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Change cards (displayed on a tree of change)</p> <p>Refer to 'NSPCC PANTS' materials where appropriate. Link to Science curriculum</p> <p><b>Working at...</b> I can describe how boys' and girls' bodies change during puberty. I can express how I feel about these changes that will happen to me during puberty.</p> <p><b>Greater Depth...</b> I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and I understand the emotional changes that may take place at the same time. I can consider how these changes will affect me and prepare myself for the feelings I may experience.</p>

Yr 5 Safety	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation, assessment and suggested term
	<b>Online Safety</b>	Harm, judgement, evaluate, stereotype, influence, app permissions,	<p><u>Self-image &amp; Identity:</u> See skills</p> <p><u>Online Relationships:</u> I know and can explain how someone can get help if they are having problems online and identify when to tell a trusted adult.</p> <p><u>Online reputation:</u> I understand that I can put information online for others to see.</p> <p><u>Online bullying:</u> I know and can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline).</p> <p><u>Managing online information:</u> See skills</p> <p><u>Health, wellbeing, lifestyle:</u> See skills</p> <p><u>Privacy &amp; Security</u> See skills</p> <p><u>Copyright &amp; ownership:</u> See skills</p>	<p><u>Self-image &amp; Identity:</u> I can explain how identity online can be copied, modified or altered.</p> <p><u>Online relationships:</u> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</p> <p><u>Online reputation:</u> I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p> <p><u>Online bullying:</u> I can describe how what one person perceives as playful joking and teasing ('banter') might be experienced by others as bullying.</p> <p><u>Managing Online information:</u> I can evaluate digital content and can explain how to make choices about what is trustworthy.</p> <p>I can explain how 'stereotypes' are amplified and reinforced online and why accepting 'stereotypes' may influence how people think about others.</p> <p><u>Health, well being, lifestyle:</u> I can describe ways technology can affect health and well-being both positively and negatively.</p> <p><u>Privacy &amp; Security:</u> I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain what app permissions are and can give some examples.</p> <p><u>Copyright &amp; ownership:</u> I can assess and justify when it is acceptable to use the work of others.</p>	<p><b>Time allocation:</b> 6 lessons – one at the start of each Computing unit plus Internet Safety week in February.</p> <p><b>Resources / Impact Piece</b> Draw ideas and resources from <a href="#">Project Evolve Year 5 modules</a>.</p> <p>Draw ideas from CEOP 'Play Like share' resources <a href="https://www.thinkuknow.co.uk/parents/playlikeshare/">https://www.thinkuknow.co.uk/parents/playlikeshare/</a></p>
	<b>Body Safety (inc. consent)</b>	Privacy, personal, boundaries, consent, physical contact, genitals	I know strategies to respond to unwanted physical contact	<p><i>I can recall the contact number for Childline to report concerns.</i></p> <p>I recognise different types of physical contact – what is acceptable and unacceptable.</p> <p>I can explain the strategies I would use if responding to unwanted physical contact.</p>	<p><b>Time allocation:</b> 1 lesson in Autumn term. Revisit in Summer 2 Changing me Jigsaw Unit.</p> <p><b>Resource ideas / Impact Piece</b> Physical contact – draw ideas from <a href="#">NSPCC Making sense of relationships materials</a>.</p> <p>Brooke Sexual behaviour traffic tool for teachers - <a href="https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/">https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/</a></p>
	<b>First Aid</b>	name, address (where I live), emergency services, disposable gloves, hygiene, infection, minor bleed, nosebleed, plaster, wound.	<p>I know my name and home address.</p> <p>I know the emergency services number – 999.</p> <p>I know the four emergency services.</p> <p>I can recognise when someone has a minor bleed.</p> <p>I can understand the risk of cross infection and take appropriate precautions to minimise risk to both the casualty and the first aider.</p> <p>To recognise and respond appropriately to someone who has a nosebleed.</p>	<p>I can tell you my name.</p> <p>I can tell you where I live.</p> <p>I can tell you the number to call in an emergency.</p> <p>I can tell you what the four emergency services are.</p> <p>I can recognise when someone has a minor bleed.</p> <p>I can respond appropriately to someone who has a minor bleed.</p> <p>I can understand the risk of cross infection and take appropriate precautions to minimise risk to both the casualty and the first aider.</p> <p>To recognise and respond appropriately to someone who has a nosebleed.</p>	<p>Spring term – one lesson delivered by JB. Jayne's holds a QA level 3 award in emergency paediatric first aid.</p> <p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p>
	<b>Stranger Danger/ CCE.</b>	Child exploitation	I know what child exploitation means	I can explain how I can keep myself safe from being exploited.	<p><b>Time allocation:</b> Maple Base assembly in the Summer term.</p> <p><b>Resource ideas / Impact Piece</b> Take ideas from <a href="#">NSPCC Child Criminal Exploitation</a> website</p>

					Visit from Escapeline – Summer term Visit from SSCT – Anti-Social Behaviour workshop.
<b>Fire &amp; Electrical Safety</b>				<i>I can explain what the Firework Code is and apply this when in the presence of fireworks. I can explain how to keep safe when in the presence of a bonfire. I can make a 999 call in the case of a fire in the community</i>	Assembly Firework / Bonfire Night Safety – Covered in reflection times in November. Fire safety talk beginning of Nov – A2.
<b>Road Safety</b>	Road safety signs – pedestrian, stop, traffic warnings, crossings, hazards, stop, look, listen	I know what laws pedestrians should follow. I know that I am responsible for my own safety when travelling to/from school. I know the rules and laws relating to cycling.		I can understand and explain simple road safety advice. I can apply road safety rules in a controlled setting in my local neighbourhood. I can apply the rules and laws I have learnt when riding my bike (application provided through bike ability) Only children who take part in this will do this.	<b>Time allocation:</b> 1 lesson Autumn term <b>Resource ideas / Impact Piece</b> Becoming a safe road user Safely using the pelican crossing to and from school. Practice on trips to the church. Bike ability in Summer 2 Wow week.
<b>Rail Safety</b>	Level crossing	I know some of the risks associated with the railway. I know what level crossings look like and what they do. I know how to use level crossings safely.		I can explain how a level crossing works and how to cross one safely.	<b>Time allocation:</b> 2 lessons (1 – risks of the railway, 1 – level crossings) <b>Resource ideas / Impact Piece</b> Draw ideas from <a href="#">Lesson 1, 2 and 4 from Network Rail primary resources.</a> Draw ideas from <a href="#">Twinkl KS2 Railway Safety ideas.</a>  Instructions for how to use a level crossing.
<b>Water &amp; Beach Safety</b>	Current, rip tide,	I know what a 'current' and a 'rip tide' is and how these can be dangerous when swimming. I know what to do when faced with different situation near the water. I know what the impact of cold water is on the body. I know about different beach safety flags.		I can explain how I know where and when it is safe to go in the water at the beach.	<b>Time allocation:</b> 2 lessons in Summer (1 lesson – Beach flags and safe choices, 1 lesson – Cold water impact, currents/rip tides) <b>Resource ideas / Impact Piece</b> Draw ideas from the <a href="#">RNLI website for 7 - 11 year olds.</a> (Suggest these activities: 'Making safe choices', 'Cold water impact', 'Fly the flag') Link to RNLI Sea safety session / beach trip in the Summer term. Trip to Poole Quay Boat safety – Bird trip. Water wise visitor in Autumn 1.
<b>Money and work</b>	Loan, debt, interest rate, loan shark, pay day loan.	I know that some loan options are more costly and risky than other options.		I can name some situations where people might want to borrow money.	<b>Resources/ ideas 2x per year Summer term – Do you need it? Story</b>  PSHE association values and money stories - <a href="https://www.valuesmoneyandme.co.uk/teachers/do-you-need-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/do-you-need-it-ks2</a>

Yr 6 PSHE	Term	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation and assessment
	Aut 1	Being in my world	Universal rights,	I know that there are universal rights for all children but for many citizens these rights are not met. I understand that my actions affect other people locally and globally. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 6 - Being Me in My World Unit plan – Jigsaw PSHE. Puzzle Outcome – Learning Class Charter for the classroom (linking with UNCRC RRSA)
	Aut 2	Celebrating Difference	Different perceptions, disability, power	I understand there are different perceptions about what normal means. I understand how having a disability could affect someone's life.	I can explain some of the ways in which one person or a group can have power over another. I can explain ways in which difference can be a source of conflict and a cause for celebration.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 6 - Celebrating Difference Unit plan – Jigsaw PSHE. Puzzle Outcome – Admiration accolades display in classroom.  <b>Working at...</b> I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation. <b>Greater Depth...</b> I can talk about one thing that makes me different from my friends. I can express how I feel about this.
	Spr 1	Dreams and Goals	Challenging but realistic,	I know my learning strengths and can set challenging by realistic goals for myself. I know what some people in my class like or admire about me and can accept their praise.	I can identify problems in the world that concern me and talk to other people about them. I can empathise with people who are suffering or who are living in difficult situations. I can describe some ways in which I can work with other people to help make the world a better place.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 6 - Dreams and Goals Unit plan – Jigsaw PSHE. Puzzle Outcome – Garden totem pole and fundraising event at garden opening and fete.  <b>Working at...</b> I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this. <b>Greater Depth...</b> I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action. I can show how our choice is based on an awareness of the experience and the needs of people affected.
	Spr 2	Healthy Me	Alteration/altering, mood, evaluate, mental health, stress	I know the impact of food on the body e.g. creating energy, giving comfort and altering mood. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.	I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.	<b>Time allocation:</b> 1 x ½ term (6 lessons) <b>Impact Piece</b> Year 6 - Healthy Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Healthy body, healthy mind display in classroom.  Link to Science Curriculum.  <b>Working at...</b> I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this. <b>Greater Depth...</b> I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse. I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older.
	Sum 1	Relationships	Significant, grief,	I know some of the feelings we can have	I can identify the most significant people to be in my	<b>Time allocation:</b> 1 x ½ term (6 lessons)

			grieve, loss,	<p>when someone dies or leaves. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p>	<p>life so far. I can recognise when people are trying to gain power or control. (including use of technology) I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p><b>Impact Piece</b> Year 6 - Relationships Unit plan – Jigsaw PSHE. Puzzle Outcome – Film Clip – how to stay safe online. <i>Link with Computing Online Safety plans</i></p> <p><b>Working at...</b> I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p><b>Greater Depth...</b> I can analyse and explain some of the methods people can use to try and gain power and control over others, in both obvious and hidden ways. I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem.</p>
<b>Sum 2</b>	<b>Changing Me</b>	Pregnancy, birth, teenager	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I know that different religious and worldview beliefs can affect how a person feels about sex.</p>	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p> <p>I can discuss and describe how sex affects a person emotionally, physically and spiritually.</p>	<p><b>Time allocation:</b> 1 x ½ term (6 lessons)</p> <p><b>Impact Piece</b> Year 6 - Changing Me Unit plan – Jigsaw PSHE. Puzzle Outcome – Journey t-shirts</p> <p>Draw ideas from 'Love and Sex Matters' lesson 6 when discussing how sex affects people emotionally, spiritually and physically (See PSHE subject folder for resources).</p> <p>Refer to 'NSPCC PANTS' materials where appropriate. Link to Science curriculum</p> <p><b>Working at...</b> I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I recognise how I feel when I reflect on the development and birth of a baby.</p> <p><b>Greater Depth...</b> I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. I can reflect on how they experience might feel from the point of view of a parent and express my own thoughts and feelings about it.</p>	

Yr 6 Safety	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation, assessment and suggested term
	<b>Online Safety</b>	Critically evaluate, inappropriate representations, screen grab, online reputation, influence, manipulation, fake news, secure, browser, source.	<p><u>Self-image &amp; Identity</u>: See skills.  <u>Online Relationships</u>: See skills.  <u>Online reputation</u>: I know what a positive online reputation looks like.  <u>Online bullying</u>: See skills  <u>Managing online information</u>: I know what the terms 'influence', 'manipulation' and 'persuasion' online mean.  <u>Health, wellbeing, lifestyle</u>:  I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.  <u>Privacy &amp; Security</u> See skills  <u>Copyright &amp; ownership</u>: See skills</p>	<p><u>Self-image &amp; Identity</u>: I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups. I can explain why it is important to challenge and reject inappropriate representations online.  <u>Online relationships</u>: I can describe how things shared privately online can have unintended consequences for others (e.g. screen grabs).  <u>Online reputation</u>: I can explain the ways in which anyone can develop a positive online reputation.  <u>Online bullying</u>: I can explain how someone would report online bullying in different contexts.  <u>Managing Online information</u>: I can explain how someone might encounter 'influence', 'manipulation' and 'persuasion' online (e.g. advertising or targeting for fake news).  <u>Health, well being, lifestyle</u>: See knowledge  <u>Privacy &amp; Security</u>: I can describe effective ways people can manage passwords.  I can explain what to do if a password is shared, lost or stolen.  <u>Copyright &amp; ownership</u>: I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>	<p><b>Time allocation</b>: 6 lessons – one at the start of each Computing unit plus Internet Safety week in February.</p> <p><b>Resources / Impact Piece</b>  Draw ideas and resources from <a href="#">Project Evolve Year 6 modules</a>.  Draw ideas from CEOP 'Play Like share' resources <a href="https://www.thinkuknow.co.uk/parents/playlikeshare/">https://www.thinkuknow.co.uk/parents/playlikeshare/</a></p>
	<b>Body Safety (inc. consent)</b>	Domestic violence, abusive relationship, Female Genital mutilation (FGM)	<p><i>I know that female genital mutilation (FGM) is against British law, what to do and whom to tell if I think I am or someone I know might be at risk. (I know what the term FGM means)</i>  I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this.  I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable (e.g. Childline, Shout Service)</p>	I can recall the contact number for Childline to report concerns and how to use the shout service to report concerns.	<p><b>Time all location</b>: 2 x lessons (1x Autumn term (peer pressure) Recap during Summer 2 'Changing Me' topic.  <b>Resource ideas / Impact Piece</b>  Relationships/peer pressure – draw ideas from <a href="#">NSPCC Making sense of relationships materials</a>.  Draw ideas from Jigsaw PSHE Healthy Me lesson 2, 3 and 4 (pressure) and Relationships lesson 4 (power / control)  FGM – Introduce the term and use UNCRC as a basis for discussions. See PSHE Association FGM lesson for guidance. (Parents need to be informed of lesson content before the lesson.  Visit re: peer pressure (alcohol)</p>
	<b>First Aid</b>	name, address (where I live), emergency services, abdomen, abdominal thrusts back blows, breathing, choking, obstruction, rib cage, throat.	<p>I know my name and home address.  I know the emergency services number – 999.  I know the four emergency services.  I can recognise when someone is choking.</p>	<p>I can tell you my name.  I can tell you where I live.  I can tell you the number to call in an emergency.  I can tell you what the four emergency services are.  I can recognise when someone has a minor bleed.  I can respond appropriately to someone who is choking.</p>	Spring term – one lesson delivered by JB. Jayne's holds a QA level 3 award in emergency paediatric first aid. <a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a>
	<b>Stranger Danger/ CCE</b>	Child criminal exploitation, County lines	I know the impact of child exploitation and how to keep safe from the dangers of child criminal exploitation.	I can make informed decisions to keep me safe from child criminal exploitation.	<p><b>Time allocation</b>: Maple Base assembly in the summer term.</p> <p><b>Resource ideas / Impact Piece</b>  Draw ideas from Jigsaw PSHE Healthy Me lessons 3 and 4 (gangs, criminal exploitation)  Take ideas from <a href="#">NSPCC Child Criminal Exploitation</a> website  Visit from Escapeline – Summer term  Visit from SSCT – Anti-Social Behaviour workshop.</p>
	<b>Fire &amp; Electrical Safety</b>	Escape plan	<p>I know about fire hazards that may cause injury or risks in the home (inc. electrical appliances) and know what I can do to reduce the risk and stay safe.  I know how to respond and react in the event of a fire.</p>	<p><i>I can explain what the Firework Code is and apply this when in the presence of fireworks.</i>  <i>I can explain how to keep safe when in the presence of a bonfire.</i></p>	<p><b>Time allocation</b>: 1 lesson 1 assembly– 1 lesson on hazards in the home and 1 lesson on creating an escape plan.  Firework / Bonfire Night Safety – Covered in reflection times in November.</p>

		I know that I can keep safe from fire by having an escape plan.	I can create and describe an escape plan in my home that I can use in the event of a fire. I can explain how to use 999 and what to say to the emergency services in the event of a fire.	<i>Assembly Firework / Bonfire Night Safety – Covered in reflection times in November.</i>  <b>Resource ideas / Impact Piece</b> (Link to Science Electrical circuits planning) Draw ideas from <a href="#">Fire Safety Website</a> ideas for KS2. Draw ideas from <a href="#">Dorset and Wiltshire Fire service website</a> <a href="#">Escape plan ideas</a>
<b>Road Safety</b>	Road safety signs – pedestrian, stop, traffic warnings, crossings, hazards, stop, look, listen	I know what laws pedestrians should follow. I know that I am responsible for my own safety when travelling to/from school. I know the rules and laws relating to cycling.	I can understand and explain simple road safety advice. I can apply road safety rules in a controlled setting in my local neighbourhood. I can apply the rules and laws I have learnt when riding my bike (application provided through bike ability) Only children who take part in this will do this.	<b>Impact Piece</b> Risk assessment discussions when completing trips to PGL in the Autumn term. Bike ability sessions
<b>Rail Safety</b>		I know how fast trains travel and the associated risks and dangers. I recognise my own possible vulnerability to peer pressure when near railways tracks. I understand the need to take responsibility for my own safety around the railway and in the community.	I can explain strategies for keeping safe near railways.	<b>Time allocation:</b> 1 assembly <b>Resource ideas / Impact Piece</b> Draw ideas from <a href="#">Lesson 5 and 6 from Network Rail primary resources</a> . A range of scenarios for children to debate as to what their actions would be for keeping safe in the community.
<b>Water &amp; Beach Safety</b>	<b>River, Lake, Tidal, Coastal, Weir</b>	I know how to stay safe near rivers and lakes I know the difference between water which is tidal and not	I can explain the risks presented by rivers and lakes I know that river conditions can change quickly I can describe how to stay safe by rivers and lakes	<b>Resource ideas / Impact Piece</b> Risk assessment discussions for trips involving water aspects – e.g. PGL – safety during water sports Geography trip.
<b>Money and work</b>	<b>Pay slip, deductions, earnings, local and central taxation, pay</b>	I know what a pay slip is. I know what deductions are taken from earnings. I know the purpose of central and local taxation and what it pays for.	I can explain what a pay slip is. I can explain what deductions are taken from earnings. I can explain the purpose of central and local taxation and what it pays for.	<b>Resources/ ideas 3x per year Summer term – A fair days pay story.</b>  PSHE association values and money stories - <a href="https://www.valuesmoneyandme.co.uk/teachers/a-fair-days-pay-ks2">https://www.valuesmoneyandme.co.uk/teachers/a-fair-days-pay-ks2</a> Resource – financial literacy

Safety	Topic	New Key Vocabulary	Knowledge to remember "I know"	Skills to build on "I can"	Implementation, assessment and suggested term
	<b>Snow Safety</b>	Snow, ice, temperature, cold, weather, slip, dangerous, risk	I know what causes snow I know that snow and ice can impact safety for individuals outdoors and when travelling in vehicles I know how to enjoy the snow safely	<p><i>NB: This will depend on children's previous experiences of snow and it may be necessary for older children to work on prior learning objectives first</i></p> <p><u>EYFS &amp; KS1</u>            I can describe what snow looks and feels like            I can describe how icy surfaces are slippery            I can explain a suitable outfit to wear in the snow            I can follow instructions from adults to keep myself safe in the snow</p> <p><u>KS2</u>            I can explain the cause of snow            I can describe the impact of ice on friction between surfaces            I can explain a suitable outfit to wear in the snow            I can keep myself safe in the snow by following guidance from adults</p>	<p><b>Time allocation:</b> 1 lesson to be set (in case of school closure this can be set as remote learning)            Teachers to set tasks that allow children to demonstrate their learning eg; photographs, writing, labelled diagrams appropriate to their age and level of understanding</p> <p><a href="https://www.safekids.co.uk/childrens-snow-ice-safety.html">https://www.safekids.co.uk/childrens-snow-ice-safety.html</a></p> <p><u>NB: School to send safety advice to Parents/Carers in the event of school closures due to snow/ice</u></p>