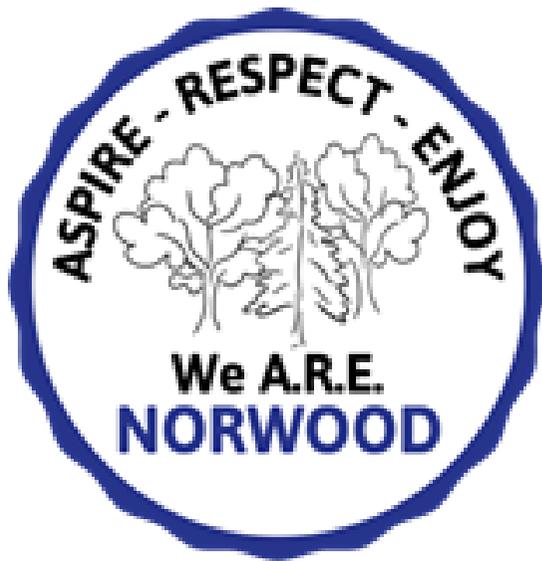


Curriculum Skills and Progression Map Relationship Health Education (R.H.E)



Key Concepts:

- Keeping/Staying safe
- Keeping/Staying healthy
- Relationships
- Being Responsible
- Feelings and Emotions
- Computer Safety

Curriculum Skills and Progression Map

Organisation of knowledge	Relationships	Health & Wellbeing	Living in the wider world
Relevant ELG	<p>ELG: Building relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs 	<p>ELG: Self-regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>Outdoor play within continued provision, trim trail, play equipment at lunchtimes, ROAR materials</p> <p>ELG: Managing self</p> <ul style="list-style-type: none"> - be confident to try new activities and show independence, resilience and perseverance in the face of challenge - explain the reasons for rules, know right from wrong and try to behave accordingly - manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>PE, school rules/ visual reminders, toileting/lunchtime choices. ROAR materials</p>	<p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> - describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <p>Diwali day, rainbow colour/pattern day</p>
	<p>ELG: Listening, attention and understanding</p> <ul style="list-style-type: none"> - make comments about what they have heard and ask questions to clarify their understanding - hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p><u>Enrichment Opportunities</u></p> <p>School Nurse, Teeth - Keeping/Staying Healthy</p> <p>STEM Ambassador - engineering through stories</p>		
Vocabulary	Family, love, safety, hygiene, communicate, care, empathy, toothbrush, toothpaste, handwashing, cleanliness, independence, share, turn-take, listen, negotiate.		
KS1 readiness objectives	<ul style="list-style-type: none"> • Knows right from wrong and can explain why it is important to have boundaries and routines • Working and play co-operatively and taking turns with others • Recognise and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others 	<ul style="list-style-type: none"> • Managing their own personal hygiene and basic needs • Shows an understanding of their own feelings; and those of others • Being to regulate their behaviour • Shows an understanding of how to stay safe in a range of common situations. 	<ul style="list-style-type: none"> • Shows care and concern for living things. • Name and describe people who might help us in the local community (police, fire service, doctors and teachers).

Curriculum Skills and Progression Map

Year 1	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.					
Vision	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding. Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.					
Our Aims	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.					
	Keeping/Staying Safe	Keeping/Staying Healthy	Relationships	Being Responsible	Feelings and Emotions	Computer Safety
	Road Safety Develop road sense Explore real life scenario	Washing Hands Germs and how they may spread How to prevent spread	Friendship Recognise and name a range of feelings Caring about others How to be a good friend	Water Spillage Importance of preventing accidents Recognise responsible and irresponsible actions	Jealousy Be able to recognise and name emotions and their physical effects	On-line bullying Understand how online activity can affect others Be able to recognise negative aspects of using technology

Curriculum Skills and Progression Map

<p>Assessment</p>	<p>What do I need to keep safe from? What may put me or others at risk? Understand road safety</p>	<p>What does a healthy person look like? What do we do as a class to keep healthy?</p>	<p>How should a good friend behave? What makes a good friendship?</p>	<p>What are you responsible for? How do responsibilities grow as you grow?</p>	<p>Understanding a range of emotions and how they make us feel physically and mentally. If I feel jealous, I can ... Something I have learnt about feelings and emotions is</p>	<p>Awareness of current games and apps used. Awareness of computer safety rules Understand how online activity can affect others Be able to recognise negative aspects of using technology. If someone says something unkind to me, I can... I can stay safe online by ...</p>
<p>Vocabulary</p>	<p>Keeping/ staying healthy - Avoid, Categories, Community, Safe, Situation, Discuss, Choice, Imaginary, Risk, Identify, PCSO, Trust, Appliances, Dangerous, Chemicals, Pedestrian, Categories, zebra crossing, accident, buckle, legs, unsafe, permission, pelican crossing, rules, Velcro, Warning sign, Pressured, Toucan crossing, Puffin crossing, healthy, allergies, antibodies, ingredients, research, unhealthy, prescription, immunisation, medicine, decay, responsible, risky, vaccination, germs, immune system, energy, repair, vitamins, natural, doctor, saturated fats Relationships - relationship, disagree, communicate, mean, situation, nervous, boundary, appropriate, inappropriate, love, security, stability, describe, bullying, teasing, threatening, advice, image, penis, anti-bullying, testicles, vagina, vulva, anus, private parts Being Responsible - Responsibility, borrowing thoughtful, accident, consequences, stealing, qualities, abilities, dishonest, honesty, responsible, manners, courteous, improve, appropriately, self-respect, irresponsible Feelings and emotions - recognising, experience, loneliness, frustration, calm, grief, annoyed, jealousy, fidgety, worry, anger, manage, control, trust, confusion, memory box Computer Safety - online, positive, negative, permission, chat room, consequences, opinion, rules, declaration, report, respond, reply, childline Our World - re-use, wildlife, community, planet, reduce, recycle, environment, credit card, bills, spend, debit card, receive, save Hazard Watch - Potential, Sibling, Community Hazard Danger Fire Safety - burgled, collapsed, flammable, distraction, hoax, declaration, emergency</p>					
<p>Inspirational Speakers / visitors</p>	<p><u>Enrichment Opportunities</u> Dogs trust - Keeping/Staying safe STEM Ambassador - engineering through stories Opportunities develop throughout the academic year.</p>					

Curriculum Skills and Progression Map

Year 2	Keeping/Staying Safe	Keeping/Staying Healthy	Relationships	Being Responsible	Feelings and Emotions	Computer Safety	Money matters
	<p>Tying Shoelaces</p> <p>Developing understanding of safe and unsafe scenarios.</p>	<p>Brushing Teeth Understand how and why to brush your teeth Know the differences between healthy and unhealthy choices</p> <p>Healthy Eating Foods for health and growth Healthy and unhealthy food choices</p>	<p>Bullying Be able to see and understand bullying behaviours Know how to cope with bullying behaviours</p> <p>Body Language Understand that feelings can be shown without words Understand why it is important to care about other people's feelings</p>	<p>Practice Makes Perfect Be able to name ways you can improve in an activity or sport Be able to see the benefits of practising an activity or sport</p> <p>Helping Someone in Need Know how you can help other people Understand the risks of talking to people you don't know very well in the community</p>	<p>Worry Learn a range of skills for coping with unpleasant / uncomfortable emotions</p> <p>Anger Be able to recognise and name emotions and their physical effects</p>	<p>Image Sharing Understand how your online actions can affect others Know the risks of sharing images without permission</p> <p>Understand the difference between safe and risky choices online</p>	<p>Understand different ways we can receive money Know how to keep money safe Understand the importance of saving money</p>
Assessment	<p>I need to make sure my laces are tied properly to that ...</p> <p>An example of a safe choice is ...</p>	<p>I should brush my teeth because</p> <p>If I forget to brush my teeth, this could happen;</p> <p>I can keep myself healthy by</p> <p>Three foods that are healthy for me are;</p>	<p>If I see bullying behaviours, I should</p> <p>I can tell if someone is feeling sad because they</p> <p>It is important to care about other people's feelings because</p>	<p>It is important to not give up because</p> <p>A way I can reach my goal is</p> <p>I can help people by;</p> <p>An example of an irresponsible action is</p>	<p>Something I worry about is</p> <p>Something I can do when I am worried is</p> <p>Something that made me feel angry was</p> <p>If it made me feel angry again, I would</p>	<p>If I am unsure about sharing something online, I should</p> <p>If I am worried about my friend sharing something online, I can</p>	<p>I can keep my money safe by</p> <p>Something I want is</p> <p>Something I need is</p>

Curriculum Skills and Progression Map

Vocabulary	<p>Keeping/ staying healthy - Avoid, Categories, Community, Safe, Situation, Discuss, Choice, Imaginary, Risk, Identify, PCSO, Trust, Appliances, Dangerous, Chemicals, Pedestrian, Categories, zebra crossing, accident, buckle, legs, unsafe, permission, pelican crossing, rules, Velcro, Warning sign, Pressured, Toucan crossing, Puffin crossing, healthy, allergies, antibodies, ingredients, research, unhealthy, prescription, immunisation, medicine, decay, responsible, risky, vaccination, germs, immune system, energy, repair, vitamins, natural, doctor, saturated fats</p> <p>Relationships - relationship, disagree, communicate, mean, situation, nervous, boundary, appropriate, inappropriate, love, security, stability, describe, bullying, teasing, threatening, advice, image, penis, anti-bullying, testicles, vagina, vulva, anus, private parts</p> <p>Being Responsible - Responsibility, borrowing thoughtful, accident, consequences, stealing, qualities, abilities, dishonest, honesty, responsible, manners, courteous, improve, appropriately, self-respect, irresponsible</p> <p>Feelings and emotions - recognising, experience, loneliness, frustration, calm, grief, annoyed, jealousy, fidgety, worry, anger, manage, control, trust, confusion, memory box</p> <p>Computer Safety - online, positive, negative, permission, chat room, consequences, opinion, rules, declaration, report, respond, reply, childline</p> <p>Our World - re-use, wildlife, community, planet, reduce, recycle, environment, credit card, bills, spend, debit card, receive, save</p> <p>Hazard Watch - Potential, Sibling, Community Hazard Danger</p> <p>Fire Safety - burgled, collapsed, flammable, distraction, hoax, declaration, emergency</p>
Inspirational Speakers / visitors	<p>Enrichment Opportunities</p> <p>Dogs trust - Keeping/Staying safe</p> <p>STEM Ambassador - engineering through stories</p> <p>Opportunities develop throughout the academic year.</p>

Year 3	Keeping/Staying Safe	Keeping/Staying Healthy	Relationships	Being Responsible	Feelings and Emotions	Computer Safety	Stand ALONE
	<p>Leaning Out of Window</p> <p>Who keeps us safe?</p> <p>How to keep self-safe in range of scenarios</p> <p>Understanding of hazards in the home and outside</p> <p>How to react to hazards</p> <p>Understanding of warning signs</p>	<p>Medicine</p> <p>Know, understand and be able to practise simple safety rules about medicine. Know who we can accept medicine from</p>	<p>Touch</p> <p>Understand the difference between appropriate and inappropriate touch</p> <p>Understand personal boundaries</p>	<p>Stealing</p> <p>Be able to describe how you might feel if something is borrowed and not returned Know why it is wrong to steal</p>	<p>Grief</p> <p>Be able to recognise and name emotions and their physical effects of grief</p> <p>Learn a range of coping skills</p> <p>What feelings do you know? How can you manage these feelings?</p>	<p>Making Friends online</p> <p>Be able to identify possible dangers and consequences of talking to strangers online</p> <p>Know how to keep safe in online chatrooms</p> <p>Golden rules, computer safety workbook, computer safety documentary</p>	<p>Fire Service</p> <p>Who can help keep us safe? When and why should we call 999? Know what a hoax call is Petty Arson – understand the danger of fire</p> <p>Texting while driving – how can drivers be distracted Understand safe and unsafe choices.</p>

Curriculum Skills and Progression Map

	What is safe?						
Assessment	<p>Stem sentences for assessments</p> <ol style="list-style-type: none"> If I receive a message from someone I don't know, I should If I am worried about a friend talking to someone online, I can If I want to meet someone I have met online, I should 	<p>Stem sentences for assessments</p> <ol style="list-style-type: none"> I should only take medication when I should only take medication from A vaccination is 	<p>Stem sentences for assessments</p> <ol style="list-style-type: none"> If someone makes me feel uncomfortable I could If someone tells me they feel uncomfortable about something, I could If I am worried about something, I can talk to 	<p>Stem sentences for assessments</p> <ol style="list-style-type: none"> Borrowing is when Stealing is when If I want to do something that doesn't belong to me, I should 	<p>Stem sentences for assessments</p> <ol style="list-style-type: none"> If I feel sad about losing something or someone I can If someone is feeling sad about losing something or someone, I can 	<p>Stem sentences for assessments</p> <ol style="list-style-type: none"> If I receive a message from someone I don't know, I should If I am worried about a friend talking to someone online, I can to meet someone I have met online, I should 	<p>Stem sentences for assessments</p> <ol style="list-style-type: none"> I can help someone drive safely by If I do not feel safe, I can I should not distract the driver because <p>Petty Arson</p> <ol style="list-style-type: none"> If I am unsure about a choice I need to make, I can If I am tempted to do something risky, I can dangerous because
Vocabulary	<p>Keeping/ staying healthy - Avoid, Categories, Community, Safe, Situation, Discuss, Choice, Imaginary, Risk, Identify, PCSO, Trust, Appliances, Dangerous, Chemicals, Pedestrian, Categories, zebra crossing, accident, buckle, legs, unsafe, permission, pelican crossing, rules, Velcro, Warning sign, Pressured, Toucan crossing, Puffin crossing, healthy, allergies, antibodies, ingredients, research, unhealthy, prescription, immunisation, medicine, decay, responsible, risky, vaccination, germs, immune system, energy, repair, vitamins, natural, doctor, saturated fats</p> <p>Relationships - relationship, disagree, communicate, mean, situation, nervous, boundary, appropriate, inappropriate, love, security, stability, describe, bullying, teasing, threatening, advice, image, penis, anti-bullying, testicles, vagina, vulva, anus, private parts</p> <p>Being Responsible - Responsibility, borrowing thoughtful, accident, consequences, stealing, qualities, abilities, dishonest, honesty, responsible, manners, courteous, improve, appropriately, self-respect, irresponsible</p> <p>Feelings and emotions - recognising, experience, loneliness, frustration, calm, grief, annoyed, jealousy, fidgety, worry, anger, manage, control, trust, confusion, memory box</p> <p>Computer Safety - online, positive, negative, permission, chat room, consequences, opinion, rules, declaration, report, respond, reply, childline</p> <p>Our World - re-use, wildlife, community, planet, reduce, recycle, environment, credit card, bills, spend, debit card, receive, save</p> <p>Hazard Watch - Potential, Sibling, Community Hazard Danger</p>						

Curriculum Skills and Progression Map

	Fire Safety - burgled, collapsed, flammable, distraction, hoax, declaration, emergency
Inspirational Speakers / visitors	<u>Enrichment Opportunities</u> Dogs trust - Keeping/Staying safe Fire Service - Keeping/Staying Safe Sam Jalloh - Inspirational Speaker - Feelings/Emotions Opportunities develop throughout the academic year.

Year 4	Keeping/Staying Safe	Keeping/Staying Healthy	Growing and changing	Being Responsible	Feelings and Emotions	Computer Safety	The working world	A world without judgement
	Cycle Safety Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice	Healthy Living Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older	Appropriate Touch Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Learn strategies for asking for help if needed	Coming Home on Time Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.	Jealousy Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy	Online Bullying Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help.	Chores at Home Know and understand who pays for their services that keep us healthy and safe. Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education.	Breaking Down Barriers How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others.
Assessment	Stem sentences for assessments 1. When riding a bike, I can stay safe by 2. When riding a bike, you need to be aware of	Stem sentences for assessments 1. I can be a food detective by 2. I can encourage others to stay healthy by	Stem sentences for assessments 1. A healthy relationship is 2. I can support some by 3.If I feel uncomfortable	Stem sentences for assessments 1. It is important to be on time because 2. I can help myself to be on time by 3.If we are running late, we can	Stem sentences for assessments 1. If I feel jealous, I can 2. I can manage my feelings of jealousy by	Stem sentences for assessments 1. I can keep safe online by 2. I know there are positives and negatives to being online, such as	Stem sentences for assessments 1. I can support by home by 2. I can support my school by 3.I can support my community by	Stem sentences for assessments 1. I can respect others by 2. I can respect myself by 3.I know that being different is okay because

Curriculum Skills and Progression Map

	3. When riding a bike, people could be distracted by	3. Three examples of how I can stay healthy are	in a relationship, I can		3.If somebody I know is feeling jealous, I can help them	3.If somebody is being bullied online, I can help them by		
Vocabulary	<p>Keeping/ staying healthy -statement, opinion, stranger, strategies, danger, risk, encourage, peer pressure, fact, consequences, junction, water safety, support network, hidden currents, risk assessment, water pollution, warning flags, cycle safety, alcohol, cigarette, respiratory system, cannabis, fermentation, cardiovascular disease, carbohydrates, alcohol poisoning, legal age limit, substances, ethanol, criminal offence, illegal drugs, mental illness, life style, mind map, balanced diet, saturated fat, addictive, blood pressure, vital organs, nutrition, food chart, protein, tobacco, e-cigarette, calorie, illegal, unit</p> <p>Relationships - puberty, nervous, scared, bladder, worried, hormone, inappropriate, anonymous, vagina, penis, menstrual, testicles, conception, connection, marriage, vulva, consent, urethra, civil partnership, foreskin, anonymous question, womb, fertilised, IVF, conceived, caesarean, fallopian tube, foreskin, reproduction, ovaries</p> <p>Being Responsible – Responsible, punctual, consent, honest, circumstances, irresponsible, appointment, considerate, inconsiderate, possession, permission, trust, borrowing, stealing</p> <p>Feelings and emotions - feelings, emotions, appetite, displeasure, annoyance, excessively, potential, hostility, troubles, physical health, strategies, worry, prepare for change, mindfulness, anxious, mental health, managing emotions</p> <p>Computer Safety – online relationship, online bullying, App, posting, false content, opinion, rumours, posting, image sharing, online activity, age restriction, device, survey, pretending, insulting, offensive, rude, illegal, social media sites, password</p> <p>Our World – enterprise, contribution, HMRC, income tax, VAT, society, independence, self-motivation, volunteer, stereotype, priority, apprenticeship, fundraising, tax, chore, loan, interest, wages, debt, bank account, debit card, credit card, in-app purchases, budget, comparison, fairtrade, gambling</p> <p>Additional Module</p> <p>First Aid -treatment, emergency, incident, asthma, life-threatening, clinical advisor, unresponsive, casualty, compressions, seizure, minor, unconscious, severe, obstruction, severe, obstruction, anaphylaxis, nauseous, underlying, conscious</p> <ol style="list-style-type: none"> 1. I can help someone who is having an asthma attack by 2. I can help someone who is having an anaphylactic reaction by 3. I can help someone who is choking by 							
Inspirational Speakers / visitors	<p><u>Enrichment Opportunities</u></p> <p>Dogs trust - Keeping/Staying safe</p> <p>Fire Service - Keeping/Staying Safe</p> <p>School Nurse, Teeth - Keeping/Staying Healthy</p> <p>Sam Jalloh - Inspirational Speaker - Feelings/Emotions</p> <p>Opportunities develop throughout the academic year.</p>							

Curriculum Skills and Progression Map

Year 5	Keeping/Staying Safe	Keeping/Staying Healthy	Growing and changing	Being Responsible	Feelings and Emotions	Computer Safety	The working world	A world without judgement
	<p>Peer Pressure</p> <p>Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it? Explore a range of scenarios featuring adult and children’s views in order to develop strategies to cope with peer pressure</p>	<p>Smoking</p> <p>Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know and understand how smoking can affect your future health and wellbeing. How to manage pressure</p>	<p>Puberty</p> <p>Understand what puberty means. Know and understand the changes that boys and girls may go through during puberty Understand why bodies go through puberty Be able to develop coping strategies to help with the different stages of puberty</p>	<p>Looking out for others</p> <p>Learn skills of how to speak out when someone is being unkind to us or others Be able to describe caring and considerate behaviour Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way.</p>	<p>Anger</p> <p>Understand more about healthy and unhealthy anger Understand it is natural to feel angry but how it is expressed is important. How to debate.</p>	<p>Image sharing</p> <p>Understand the consequences of potential outcomes of sharing images online. Be able to create a set of rules to follow when sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online</p>	<p>Enterprise</p> <p>Understand the basics of saving money, be able to identify how you can help at home Understand how to budget for items you would like to buy</p>	<p>Inclusion and acceptance</p> <p>What makes us different and unique? What makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion</p>

Curriculum Skills and Progression Map

Assessment	Stem sentences for assessments	Stem sentences for assessments	Stem sentences for assessments	Stem sentences for assessments	Stem sentences for assessments	Stem sentences for assessments	Stem sentences for assessments	Stem sentences for assessments
	1. If I see someone putting themselves in danger, I can 2. If I see a danger sign I do not understand, I can 3. If I feel that I am being pressured into doing something, I can	1. Smoking harms your health by 2. If someone tries to encourage you to smoke, you can 3. Some of the reasons someone may start smoking are	1. Puberty is 2. Some changes for girls are 3. Some changes for boys are	1. I can we help others by 2. If someone is being unkind to me or someone I know, I can	1. People may show that they are angry by 2. A way in which to manage feelings of anger, in a positive way, may include; 3. Anger can be described as	1. Before I share an image online, I should 2. A negative consequence of sharing an image online could be 3. If I am being pressured into sharing an image online, I can	1. Helping out at home is useful because 2. Budgeting means; 3. Looking after our money means	1. Being discriminated against means 2. How can we help people who are discriminated against
Vocabulary	<p>Keeping/ staying healthy -statement, opinion, stranger, strategies, danger, risk, encourage, peer pressure, fact, consequences, junction, water safety, support network, hidden currents, risk assessment, water pollution, warning flags, cycle safety, alcohol, cigarette, respiratory system, cannabis, fermentation, cardiovascular disease, carbohydrates, alcohol poisoning, legal age limit, substances, ethanol, criminal offence, illegal drugs, mental illness, life style, mind map, balanced diet, saturated fat, addictive, blood pressure, vital organs, nutrition, food chart, protein, tobacco, e-cigarette, calorie, illegal, unit</p> <p>Relationships - puberty, nervous, scared, bladder, worried, hormone, inappropriate, anonymous, vagina, penis, menstrual, testicles, conception, connection, marriage, vulva, consent, urethra, civil partnership, foreskin, anonymous question, womb, fertilised, IVF, conceived, caesarean, fallopian tube, foreskin, reproduction, ovaries</p> <p>Being Responsible – Responsible, punctual, consent, honest, circumstances, irresponsible, appointment, considerate, inconsiderate, possession, permission, trust, borrowing, stealing</p> <p>Feelings and emotions - feelings, emotions, appetite, displeasure, annoyance, excessively, potential, hostility, troubles, physical health, strategies, worry, prepare for change, mindfulness, anxious, mental health, managing emotions</p> <p>Computer Safety – online relationship, online bullying, App, posting, false content, opinion, rumours, posting, image sharing, online activity, age restriction, device, survey, pretending, insulting, offensive, rude, illegal, social media sites, password</p> <p>Our World – enterprise, contribution, HMRC, income tax, VAT, society, independence, self-motivation, volunteer, stereotype, priority, apprenticeship, fundraising, tax, chore, loan, interest, wages, debt, bank account, debit card, credit card, in-app purchases, budget, comparison, fairtrade, gambling</p> <p>Additional Module</p> <p>First Aid -treatment, emergency, incident, asthma, life-threatening, clinical advisor, unresponsive, casualty, compressions, seizure, minor, unconscious, severe, obstruction, severe, obstruction, anaphylaxis, nauseous, underlying, conscious</p>							

Curriculum Skills and Progression Map

	<ol style="list-style-type: none">1. If we find someone who has collapsed, we can complete a primary survey called2. If we find someone unconscious but breathing, we can put them in the.....and call for help immediately.3. If we found someone unconscious and not breathing, after calling for help, we may need to perform
Inspirational Speakers / visitors	<u>Enrichment Opportunities</u> Dogs trust - Keeping/Staying safe Sam Jalloh - Inspirational Speaker - Feelings/Emotions STEM Ambassadors Opportunities develop throughout the academic year.

Curriculum Skills and Progression Map

Year 6	Keeping/Staying Safe	Keeping/Staying Healthy	Growing and changing	Being Responsible	Feelings and Emotions	Computer Safety	The working world	A world without judgement
	<p>Water Safety</p> <p>Warning signs and water Dangers of water Keeping safe near water.</p> <p>Be able to predict and assess the level of risk in different fun situations</p>	<p>Alcohol</p> <p>Be able to understand the risks associated with alcohol Discussion on staying healthy and new skills learnt during the unit Revisit the Healthy Lifestyle choices activity</p>	<p>Conception</p> <p>Know and understand the terms conception and reproduction Understand the function of the male and female reproductive systems Learn about the different stages of pregnancy</p>	<p>Stealing</p> <p>Understand the importance of not stealing Why is it important to be considerate and maintain a positive reputation? Understand we should not take people's possessions without permission</p>	<p>Worry</p> <p>Be able to recognise thought, feelings and emotions and understand the differences between those which make us feel good and those that feel not so good. Understand how we can recognise worry and support self or others who may be worried.</p>	<p>Making online friends</p> <p>Know and understand the potential dangers of talking to people online Understand that fake online profiles exist, and people not always be who they say they area. Staying safe online</p>	<p>In app purchases</p> <p>Understand the impact of spending money without permission</p> <p>Recognise how to be responsible and respectful whilst using online games and apps</p>	<p>British values</p> <p>Understand that there are a wide range of religions and beliefs in the UK Explain each of the British values Explain how all religions can live in cohesion Be able to discuss what is meant by the following term: Equality is... Diversity is... Cohesion means to... Consider the perfect world</p>
Assessment	<p>Stem sentences for assessments</p> <p>1. What warning signs are there? What do they mean?</p> <p>2. Why should you take notice of warning signs?</p> <p>3, If I do not understand a</p>	<p>Stem sentences for assessments</p> <p>1. Alcohol can affect your body by</p> <p>2. Some of the long term risks involved in alcohol include;</p> <p>3. If I am being pressured into drinking alcohol, I can</p>	<p>Stem sentences for assessments</p> <p>1. Can you name at least three parts of the female reproductive system?</p> <p>2. Can you name at least three parts of</p>	<p>Stem sentences for assessments</p> <p>1. I think stealing is when</p> <p>2. The difference between stealing and borrowing is</p> <p>3. Asking and giving consent is when</p>	<p>Stem sentences for assessments</p> <p>1. I can manage my feelings of worry by;</p> <p>2. How can you help someone who is feeling worried?</p>	<p>Stem sentences for assessments</p> <p>1. If in the future we want to meet someone in real life, who we have met online, what should we do?</p> <p>2. Who should we speak to? How can</p>	<p>Stem sentences for assessments</p> <p>1. How can families save money? <i>Example: using less electricity.</i></p> <p>2. How can we spend money via technology and what are the consequences of spending without permission?</p>	<p>Stem sentences for assessments</p> <p>1. British values include;</p> <p>2. Why is it important to challenge stereotypes</p>

Curriculum Skills and Progression Map

	danger sign, I should		the male reproductive system? 3. What is the legal age of consent to have sex?	4. If someone took something special of mine, I would feel	3. Who can you talk to, to help manage a difficult emotion?	we keep ourselves safe? 3. What could we do if we are worried about someone else's online activity?		
Vocabulary	<p>Keeping/ staying healthy -statement, opinion, stranger, strategies, danger, risk, encourage, peer pressure, fact, consequences, junction, water safety, support network, hidden currents, risk assessment, water pollution, warning flags, cycle safety, alcohol, cigarette, respiratory system, cannabis, fermentation, cardiovascular disease, carbohydrates, alcohol poisoning, legal age limit, substances, ethanol, criminal offence, illegal drugs, mental illness, life style, mind map, balanced diet, saturated fat, addictive, blood pressure, vital organs, nutrition, food chart, protein, tobacco, e-cigarette, calorie, illegal, unit</p> <p>Relationships - puberty, nervous, scared, bladder, worried, hormone, inappropriate, anonymous, vagina, penis, menstrual, testicles, conception, connection, marriage, vulva, consent, urethra, civil partnership, foreskin, anonymous question, womb, fertilised, IVF, conceived, caesarean, fallopian tube, foreskin, reproduction, ovaries</p> <p>Being Responsible - Responsible, punctual, consent, honest, circumstances, irresponsible, appointment, considerate, inconsiderate, possession, permission, trust, borrowing, stealing</p> <p>Feelings and emotions - feelings, emotions, appetite, displeasure, annoyance, excessively, potential, hostility, troubles, physical health, strategies, worry, prepare for change, mindfulness, anxious, mental health, managing emotions</p> <p>Computer Safety - online relationship, online bullying, App, posting, false content, opinion, rumours, posting, image sharing, online activity, age restriction, device, survey, pretending, insulting, offensive, rude, illegal, social media sites, password</p> <p>Our World - enterprise, contribution, HMRC, income tax, VAT, society, independence, self-motivation, volunteer, stereotype, priority, apprenticeship, fundraising, tax, chore, loan, interest, wages, debt, bank account, debit card, credit card, in-app purchases, budget, comparison, fairtrade, gambling</p> <p>First Aid -treatment, emergency, incident, asthma, life-threatening, clinical advisor, unresponsive, casualty, compressions, seizure, minor, unconscious, severe, obstruction, severe, obstruction, anaphylaxis, nauseous, underlying, conscious</p>							
Inspirational Speakers / visitors	<p><u>Enrichment Opportunities</u></p> <p>Dogs trust - Keeping/Staying safe</p> <p>Sam Jalloh - Inspirational Speaker - Feelings/Emotions</p> <p>STEM Ambassadors</p> <p>Opportunities develop throughout the academic year.</p>							