



**ST. MARY'S CE PRIMARY SCHOOL, PUTNEY**

**Vision: Delivering excellence, allowing all to flourish**

**Mission: Creating a culture of wonder, guided by faith**

**Values: Endurance, Compassion, Thankfulness**

# **PSHE CURRICULUM OVERVIEW (Incorporating RSE)**

**SUBJECT LEADER: ALISHA MCCARTHY**

## OUR PSHE/RSE CURRICULM

**Vision:** Delivering excellence, allowing all to flourish  
**Mission:** Creating a culture of wonder, guided by faith  
**Values:** Endurance, Compassion, Thankfulness

PSHE at St Mary's CE Primary School is delivered using a mindful approach that underpins learning, mental health and life chances, using the Jigsaw scheme. Jigsaw teaches children to become aware of their thoughts and feelings, as they happen, helping them to concentrate, focus and regulate their emotional states.

From 2020, all schools must provide PSHE education that covers health and relationships.

The Jigsaw scheme fulfils all aspects of the statutory requirements for; Relationships, Relationships and Sex education (RSE) and Health Education in Early Years, KS1 and KS2. In Nursery and Reception this fits under the category of PSED within the Early Years framework.

The Jigsaw scheme is progressive, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

### PUPIL VOICE

What is the best thing about PSHE in our school?

**"Talking to Jigsaw Jenie about what I find tricky and what I don't find tricky" (Y1) (Noah and William)**

**"Preparing for the future and discussions and drama is fun too!" (Y4) (Betty)**

**"PSHE is really good as it helps me to relax my mind, I use it outside of school if my sister is annoying me so I can calm down" (Y3) (Maria-Vittoria)**

Urban Strides



Diversity Role Models



Parliament Week



# Year 1

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN PSHE

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE ONE

The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born - as set out in Key Stages 1 and 2 of the National Science Curriculum.

PSHE curriculum must:

- Develop confidence and responsibility and making the most of pupils' abilities;
- Prepare children to play an active role as citizens;
- Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people
- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach children to name parts of the body and describe how their bodies work;
- Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty

Animals, including humans:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Science Non-Statutory:

- Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials

and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers.

- Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth) through games, actions, songs and rhymes.

### CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 1

HEALTH (Healthy Me) (Health is also covered in: Changing Me)	IDENTITY (Being Me In My World) (Identity also covered in: Changing Me), (Identity also covered in: Celebrating Difference), (Identity also covered in: Dreams & Goals)	ASPIRATIONS (Dreams & Goals)	Celebrating Differences	RSE (Relationships) (Relationships also included in: Celebrating Difference)	Changing Me
<p><u>1.WALT: know some ways to keep ourselves healthy</u> (link to British Values /Mutual Respect /Individual Liberty) <u>WALT: understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</u> (link to British Values / Individual Liberty) <u>WALT: I feel good about myself when I make healthy choices</u> (link to British Values /</p>	<p><u>1.WALT: understand the rights and responsibilities as a member of our class</u> (link to British Values/Mutual Respect/ Acceptance of those of different faiths and beliefs) <u>2.WALT: know how to make our class a safe place for everybody to learn</u> (link to British Values/Democracy/Mutual Respect/ Acceptance of those of different faiths and beliefs/Rule</p>	<p><u>1.WALT: set simple goals</u> (link to British Values /Mutual Respect) <u>2.WALT: identify our successes and achievements</u> (link to British Values /Mutual Respect) <u>3.WALT: set a goal and work out how to achieve it</u> (link to British Values /Mutual Respect / Acceptance of those of different faiths &amp; beliefs)</p>	<p><u>1.WALT: identify similarities</u> (link to British Values /Mutual Respect / Acceptance of those of different faiths &amp; beliefs) <u>2.WALT: identify differences</u> (link to British Values /Mutual Respect / Acceptance of those of different faiths &amp; beliefs)</p>	<p><u>1.WALT: understand that there are lots of different types of families</u> (link to British Values /Mutual Respect /Acceptance of those of different faiths &amp; beliefs) <u>2.WALT: identify what being a good friend means</u> (link to British Values/ Individual Liberty/Mutual Respect /Rule of Law/Acceptance of</p>	<p><u>1.WALT: understand the life cycles of animals and humans</u> (link to British Values /Mutual Respect / Acceptance of those of different faiths &amp; beliefs) <u>2.WALT: say how we have changed since we were babies</u> (link to British Values /Mutual Respect/Individual Liberty)</p>

Individual Liberty /Mutual Respect)  
 2.WALT: know how to make healthy choices (link to British Values / Individual Liberty)  
 3.WALT: know how to keep ourselves clean, healthy and safe (link to British Values /Individual Liberty)  
WALT: know that all household products including medicines can be harmful if not used properly (link to British Values /Individual Liberty)  
WALT: understand how germs cause disease/ illness (link to British Values /Individual Liberty)  
 4.WALT: know how to keep ourselves clean and healthy (link to British Values /Individual Liberty)  
WALT: understand that medicines can help us if we feel poorly and know how to use them safely (link to British Values /Individual Liberty /Mutual Respect /Acceptance of those of

of Law/Individual Liberty)  
 3.WALT: recognise how it feels to be proud of an achievement (link to British Values/ Democracy/Mutual Respect/ Acceptance of those of different faiths and beliefs /Individual Liberty/Rule of Law)  
 4.WALT: recognise how it feels to be proud of an achievement (link to British Values /Individual Liberty /Mutual Respect/ Acceptance of those of different faiths and beliefs/)  
 5.WALT: recognise the choices we make and understand the consequences (link to British Values / Democracy/Individual Liberty/Mutual Respect/ Rule of Law/Acceptance of those of different faiths and beliefs)  
 6.WALT: understand our choices in following the class rules (link to British Values / Democracy/Individual Liberty/Mutual Respect/

4.WALT: discuss how we learn best (link to British Values /Mutual Respect/Acceptance of those of different faiths & beliefs)

**Enrichment**

Possible reading books:

- The Boy Who Loved Math by Deborah Heiligman
- How To Catch a Star by Oliver Jeffers
- Giraffes Can't Dance by Giles Andreae
- On a Beam of Light by Jennifer Berne
- Snowflake Bentley by Jacqueline Briggs Martin
- Drum Dream Girl by Margarita Engle

3.WALT: understand what bullying is (link to British Values /Mutual Respect / Individual Liberty/Acceptance of those of different faiths & beliefs)  
 4.WALT: know who we can speak to if we are unhappy or sad (link to British Values /Mutual Respect / Acceptance of those of different faiths & beliefs)  
 5.WALT: know how to make friends (link to British Values /Mutual Respect / Acceptance of those of different faiths & beliefs)  
 6.WALT: discuss ways we are different from our friends (link to British Values /Mutual Respect / Acceptance of those of different faiths & beliefs)

those of different faiths & beliefs)  
 3.WALT: know appropriate ways of physical contact to greet my friends (link to British Values/ Individual Liberty / Mutual Respect / Acceptance of those of different faiths & beliefs)  
 4.WALT: know who can help me in my school community (link to British Values/ Democracy/Rule of Law)  
 5.WALT: recognise our qualities as a person and a friend (link to British Values/ Mutual Respect/ Acceptance of those of different faiths & beliefs)  
 6.WALT: understand ways to praise ourselves. (link to British Values/ Mutual Respect)  
**Enrichment**  
 Possible reading books:

3.WALT: know how our bodies have changed since we were babies (link to British Values /Mutual Respect/ / Individual Liberty)  
 4. WALT: say the differences between boys and girls and name different body parts. (link to British Values / Mutual Respect/Rule of Law/Individual Liberty)  
 5.WALT: understand that as we grow we learn and change (link to British Values /Mutual Respect/Individual Liberty)  
 6.WALT: Know some ways to cope with changes (link to British Values /Mutual Respect)  
**Enrichment**  
 Possible reading books:

- Moving Molly by Shirley Hughes
- The Very Hungry Caterpillar by Eric Carle

different faiths and beliefs)

WALT: know some ways to help ourselves when we feel poorly (link to British Values

/Individual Liberty /Mutual Respect / Acceptance of those of different faiths and beliefs)

5.WALT: know how to keep safe when crossing the road (link to British Values / Mutual Respect)

WALT: identify when we feel frightened and know who to ask for help

(link to British Values / Mutual Respect)

WALT: know people who can help us to stay safe

(link to British Values / Mutual Respect)

6.WALT: say why we think our bodies are amazing and identify some ways to keep it safe and healthy (link to British Values

/Individual Liberty / Mutual Respect/ Acceptance of those of different faiths and beliefs)

**Enrichment**

Rule of Law/Acceptance of those of different faiths and beliefs)

**Enrichment**

Possible reading books:  
Feelings by Richard Jones & Libby Walden

**Enrichment**

Possible reading books:  
Frog and Toad are Friends' by Arnold Lobel.

- There's a Boy Just Like Me by Frasier Cox
- We Are Family by Patricia Hegarty

- First the Egg by Laura Vaccaro Seeger

Possible reading books:  
Six Dinner Sid by Inga Moore

Recommended  
Trips/visits  
Stranger danger / a school crossing supervisor or school crossing patrol officer (lollipop man or lady)/road safety talk, school nurse (germs, how to wash our hands), Doctor visit - who is allowed to give medicine, how it should be stored, importance of not sharing medication

#### British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and Acceptance for those with different faiths and beliefs.

- WALT: understand rules apply to everyone (Linked to: Rule of Law)
- WALT: understand right from wrong- (Linked to: Rule of Law)
- WALT: understand there are consequences for our actions (Linked to: Rule of Law)
- WALT: understand that we do not all have the same ideas and beliefs (Linked to: Individual Liberty: Freedom for All)
- WALT: know similarities and differences between ourselves and others - ( Linked to: mutual respect and Acceptance for those with different faiths and beliefs)
- WALT: know some of the people who help run our country (Linked to: democracy)
- WALT: know that The Queen is the head of our country (Linked to: democracy)
- WALT: make and agree our own class rules (Linked to: democracy)
- WALT: vote for a group decision (Linked to: democracy/choose class rep for school council...role play areas etc.)
- WALT: understand that we have the right to give our opinion, and to be listened to and taken seriously. (Linked to: individual liberty: freedom for all)

#### Enrichment

Recommended trips/visits/books:

Visits from authorities such as the police, fire services or lifeguards reinforce the importance of the rule of law.

Democracy is promoted through a pupil council, pupil questionnaires and a rewards system based on pupil votes

Possible reading books:

- The Election by Eleanor Levenson and Marek Jagucki
- But Why Can't I? - A book about rules by Sue Graves and Desideria Guicciardini
- Mr Creep the Crook by Allan Ahlberg and Andre Amstutz
- My Little Book of Big Freedoms by Chris Riddell and Amnesty International
- Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie
- We Are Britain! By Benjamin Zephaniah and Prodepta Das
- Making Friends: Emily Learns About Tolerance by Deborah Chancellor and Elif Balta Parks.
- A Faith Like Mine by Laura Buller
- Two Monsters by David McKee

#### **Road Safety Skills (end of year expectations)**

- Understand that pedestrians walk on the pavement and vehicles travel on the road.
- Know to walk with a grown up and hold hands when walking near a road.
- Understand the Stop, Look, Listen and Think sequence.
- Ride a bike (with stabilisers)
- Know to travel in a car wearing a seatbelt and a car seat if under 135cms tall.
- Understand how walking and cycling can keep them healthy.

#### **Fire Safety (end of year expectations)**

- Identify basic fire hazards: matches and lighters, electricity, candles cooking, smoking
- Know that matches and lighters are tools (not toys) that should be kept in a safe place and used only by adults
- Understand the consequences of playing with matches and lighters
- Recognise when fire can be useful and when it can be dangerous
- Understand that surfaces can be hot and cold hot and cold and recognise when this can be used to determine dangers
- Recognise the number 999
- Understand they should say no if others want to play with fire and fireworks
- Understand the basic procedure should their clothes catch fire (stop drop and roll)
- Awareness of the firework code and aware of firework safety
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**Year 2**

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN PSHE

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE ONE

The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born - as set out in Key Stages 1 and 2 of the National Science Curriculum.

PSHE curriculum must:

- Develop confidence and responsibility and making the most of pupils' abilities;
- Prepare children to play an active role as citizens;
- Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people
- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach children to name parts of the body and describe how their bodies work;
- Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty

**Living things and their habitats:**

- Explore and compare the differences between things that are living, dead and things that have never been alive

**Non-Statutory:**

- Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things.

## Animals, including humans:

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Non statutory:

- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

## CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 2

HEALTH (Healthy Me) (Health is also covered in: Changing Me)	IDENTITY (Being Me In My World) (Identity also covered in: Changing Me), (Identity also covered in: Celebrating Difference), (Identity also covered in: Dreams & Goals)	ASPIRATIONS (Dreams & Goals)	Celebrating Differences	RSE (Relationships) (Relationships also included in: Celebrating Difference)	Changing Me
<p>1.WALT: <u>know some ways to keep ourselves healthy</u> (link to British Values / Individual Liberty)</p> <p>2.WALT: <u>understand the importance of relaxation</u> (link to British Values / Individual Liberty)</p>	<p>1.WALT: <u>recognise when we feel worried and who to ask for help</u> (link to British Values/Individual Liberty and Mutual Respect)</p> <p>2.WALT: <u>understand the rights and responsibilities as a</u></p>	<p>1.WALT: <u>set a goal and think about steps to achieve it</u> (link to British Values / Individual Liberty)</p> <p>2.WALT: <u>understand and demonstrate perseverance</u> (link to British Values /</p>	<p>1.WALT: <u>understand that some people have fixed ideas about what boys and girls can do</u> (link to British Values /Individual Liberty/Mutual Respect / Acceptance of those</p>	<p>1.WALT: <u>understand the importance of sharing and cooperating for a harmonious household</u> (link to British Values /Democracy/Individual Liberty/Mutual Respect / Acceptance of those</p>	<p>1.WALT: <u>recognise cycles of life in nature</u> (link to British Values /Individual Liberty / Mutual Respect)</p> <p>2.WALT: <u>state the natural process of growing from young to old and understand that</u></p>

3.WALT: understand how medicines work in our bodies and how important it is to use them safely (link to British Values / Individual Liberty/Rule of Law)  
 4.WALT: understand food groups and know which foods our bodies need every day to keep healthy (link to British Values / Individual Liberty)  
 5.WALT: know which foods are most nutritious for our bodies (link to British Values /Individual Liberty)  
 6.WALT: make some healthy snacks and explain why they are good for our bodies (link to British Values /Individual Liberty / Mutual Respect)

**Enrichment**  
 Recommended Trips/visits

member of our class (link to British Values/ Individual Liberty/Mutual Respect/ Rule of Law/ Acceptance of those of different faiths & beliefs)  
 3.WALT: know how to make our class a safe place for everybody to learn (link to British Values/Individual Liberty/Democracy/Mutual Respect/Rule of Law/ Acceptance of those of different faiths and beliefs)  
 4.WALT: listen to other people and contribute ideas about rewards and consequences (link to British Values / Democracy /Mutual Respect/Acceptance of those of different faiths and beliefs)  
 5.WALT: work cooperatively (link to British Values/ Democracy/ Mutual Respect/Acceptance of

Individual Liberty /Mutual Respect)  
 3.WALT: understand how working with people can help us learn (link to British Values / Democracy/Mutual Respect/Acceptance of those of different faiths & beliefs)  
 4.WALT: work cooperatively in a group (link to British Values/ Democracy/ Mutual Respect/Rule of Law/ Acceptance of those of different faiths & beliefs)  
 5.WALT: work cooperatively in a group (link to British Values/ Democracy/ Mutual Respect/Rule of Law/ Acceptance of those of different faiths & beliefs)  
 6.WALT: share our success with others (link to British Values / Democracy/ Mutual Respect/ Acceptance of

of different faiths & beliefs)  
 2.WALT: understand that bullying is sometimes about difference (link to British Values/Mutual Respect/Acceptance of those of different faiths & beliefs)  
 3.WALT: identify ways to respond to unkind behaviour (link to British Values/Democracy/Rule of Law/ Individual Liberty)  
 4.WALT: know how it feels to be a friend and have a friend (link to British Values/ Individual Liberty/Mutual Respect/ Acceptance of those of different faiths & beliefs)  
 5.WALT: differences make us special and unique (link to British Values/ Mutual Respect/Acceptance of those of different faiths & beliefs)

of different faiths & beliefs)  
 2.WALT: know and discuss which types of physical contact we like and don't like (link to British Values /Rule of Law/Individual Liberty/Mutual Respect /Acceptance of those of different faiths & beliefs)  
 3.WALT: identify some of the things that cause conflict with our friends (link to British Values /Democracy/Mutual Respect/Acceptance of those of different faiths & beliefs)  
 4.WALT: identify the difference between good and bad secrets (link to British Values /Rule of Law/Individual Liberty /Mutual Respect)  
 5.WALT: identify and discuss who we can trust (link to British Values /Individual Liberty/Mutual Respect)

this is not in our control (link to British Values /Mutual Respect/ Acceptance of those of different faiths & beliefs)  
 3.WALT: recognise how our bodies have changed since we were babies (link to British Values /Mutual Respect /Individual Liberty)  
 4.WALT: recognise the physical differences between boys and girls (link to British Values /Mutual Respect / Individual Liberty/Rule of Law)  
 5.WALT: understand there are different types of touch and to say which ones we like and don't like (link to British Values / Mutual Respect / Individual Liberty/Rule of Law)  
 6.WALT: identify what we are looking forward to when we are in Year 3

<ul style="list-style-type: none"> <li>• Stranger danger / a school crossing supervisor or school crossing patrol officer (lollipop man or lady)</li> <li>• road safety talk</li> <li>• school nurse (germs, how to wash our hands),</li> <li>• Doctor visit - who is allowed to give medicine, how it should be stored, importance of not sharing medication</li> </ul> <p>Food and healthy eating - bread making at "Gail's bakery"</p>	<p>those of different faiths and beliefs)</p> <p>6.WALT: recognise the choices we make and understand the consequences (link to British Values/ Democracy/ Mutual Respect/ individual Liberty/Rule of Law/ Acceptance of those of different faiths &amp; beliefs)</p>	<p>those of different faiths &amp; beliefs)</p>	<p><b><u>Enrichment</u></b></p> <p>Possible reading books:</p> <ul style="list-style-type: none"> <li>• Dulcie Dando, Soccer Star by Sue Stop</li> <li>• Bill's New Frock by Anne Fine</li> <li>• Willy and Hugh by Anthony Browne</li> </ul>	<p>6.WALT: accept and give compliments (give appreciation to others) (link to British Values / Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p><b><u>Enrichment</u></b></p> <p>Possible reading books:</p> <ul style="list-style-type: none"> <li>• Who's in a family? By Robert Skutch.</li> <li>• 'Something Special', by Nicola Moon.</li> <li>• 'Hugless Duglas', By David Melling</li> <li>• 'Don't Tell Lies Lucy!' by Phil Roxbee Cox.</li> </ul>	<p>(link to British Values /Mutual Respect /Individual Liberty)</p> <p><b><u>Enrichment</u></b></p> <p>Possible reading books:</p> <ul style="list-style-type: none"> <li>• The very hungry caterpillar by Eric Carle</li> <li>• Hug by Jez Alborough</li> <li>• Titch by Pat Hutchins</li> <li>• My Grandpa is AMAZING! By Nick Butterworth</li> </ul>
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British Values

The fundamental British values of **democracy**, **rule of law**, **individual liberty**, **mutual respect** and **Acceptance for those with different faiths and beliefs**.

- WALT: understand rules apply to everyone (Linked to: **Rule of Law**)
- WALT: understand right from wrong- (Linked to: **Rule of Law**)
- WALT: understand there are consequences for our actions (Linked to: **Rule of Law**)
- WALT: understand that we do not all have the same ideas and beliefs (Linked to: **Individual Liberty: Freedom for All**)

- WALT: know similarities and differences between ourselves and others - (Linked to: [mutual respect](#) and [Acceptance for those with different faiths and beliefs](#))
- WALT: know some of the people who help run our country (Linked to: [democracy](#))
- WALT: know that The Queen is the head of our country (Linked to: [democracy](#))
- WALT: make and agree our own class rules (Linked to: [democracy](#))
- WALT: vote for a group decision (Linked to: [democracy](#)/choose class rep for school council...role play areas etc.)
- WALT: understand that we have the right to give our opinion, and to be listened to and taken seriously. (Linked to: [individual liberty: freedom for all](#))

### **Enrichment**

Recommended trips/visits/books:

- Visits from authorities such as the police, fire services or lifeguards reinforce the importance of the rule of law.
- Democracy is promoted through a pupil council, pupil questionnaires and a rewards system based on pupil votes
- Possible reading books:
  - The Election by Eleanor Levenson and Marek Jagucki
  - But Why Can't I? - A book about rules by Sue Graves and Desideria Guicciardini
  - Mr Creep the Crook by Allan Ahlberg and Andre Amstutz
  - My Little Book of Big Freedoms by Chris Riddell and Amnesty International
  - Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie
  - We Are Britain! By Benjamin Zephaniah and Prodeпта Das
  - Making Friends: Emily Learns About Tolerance by Deborah Chancellor and Elif Balta Parks.
  - A Faith Like Mine by Laura Buller
  - Two Monsters by David McKee

### **Road Safety Skills and end of year expectations**

- Understand that pedestrians walk on the pavement and vehicles travel on the road.
- Know to walk with a grown up and hold hands when walking near a road.
- Understand the Stop, Look, Listen and Think sequence.
- Ride a bike (with stabilisers)
- Know to travel in a car wearing a seatbelt and a car seat if under 135cms tall.
- Understand how walking and cycling can keep them healthy.

### **Fire Safety (end of year expectations)**

- Identify basic fire hazards: matches and lighters, electricity, candles cooking, smoking

- Know that matches and lighters are tools (not toys) that should be kept in a safe place and used only by adults
- Understand the consequences of playing with matches and lighters
- Recognise when fire can be useful and when it can be dangerous
- Understand that surfaces can be hot and cold and recognise when this can be used to determine dangers
- Recognise the number 999
- Understand they should say no if others want to play with fire and fireworks
- Understand the basic procedure should their clothes catch fire (stop drop and roll)
- Awareness of the firework code and aware of firework safety

Year

3

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN PSHE

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born - as set out in Key Stages 1 and 2 of the National Science Curriculum.

PSHE curriculum must:

- Develop confidence and responsibility and making the most of pupils' abilities;
- Prepare children to play an active role as citizens;
- Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people
- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach children to name parts of the body and describe how their bodies work;
- Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty.

Animals, including humans (National Science Curriculum):

- The life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Non-statutory Science:

- Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Research different food groups and how they keep us healthy and design meals based on what they find out.

### CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 3

HEALTH (Healthy Me) (Health is also covered in: Changing Me)	IDENTITY (Being Me In My World) (Identity also covered in: Changing Me), (Identity also covered in: Celebrating Difference), (Identity also covered in: Dreams & Goals)	ASPIRATIONS (Dreams & Goals)	Celebrating Differences	RSE (Relationships) (Relationships also included in: Celebrating Difference)	Changing Me
<p>1. <u>WALT: understand how exercise affects our bodies</u> (link to British Values /Individual Liberty/Mutual Respect)</p> <p>2. <u>WALT: set a fitness challenge</u> (link to British Values /Individual Liberty/Mutual Respect)</p> <p>3. <u>WALT: discuss our knowledge and attitude towards drugs</u> (link to British Values /Individual Liberty/Rule of Law)/Acceptance of those of different</p>	<p>1. <u>WALT: set personal goals</u> (link to British Values/Individual Liberty and Mutual Respect)</p> <p>2. <u>WALT: understand the rights and responsibilities as a member of our class</u> (link to British Values/Individual Liberty/Mutual Respect/ Rule of Law/Acceptance of those of different faiths and beliefs/)</p> <p>3. <u>WALT: understand why rules are needed and how they link to rights and responsibilities</u> (link to British Values/Individual Liberty/Democracy/Mutual Respect/Rule of Law/ Acceptance of those of different faiths and beliefs)</p>	<p>1. <u>WALT: discuss people who have faced difficult challenges and achieved success</u> (link to British Values /Mutual Respect / Acceptance of those of different faiths &amp; beliefs)</p> <p>2. <u>WALT: discuss our dreams and goals</u> (link to British Values /Individual Liberty)</p> <p>3. <u>WALT: work out the best way to achieve our goals</u> (link to British Values /Individual Liberty/Mutual Respect)</p>	<p>1. <u>WALT: understand that everybody's family is different and important to them</u> (link to British Values /Individual Liberty/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>2. <u>WALT: understand that differences and conflicts sometimes happens in families</u> (link to British Values/ Acceptance of those of different faiths &amp; beliefs)</p>	<p>1. <u>WALT: identify the roles and responsibilities within a family</u> (link to British Values / Democracy/Individual Liberty/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>2. <u>WALT: know how to negotiate in conflict situations</u> (link to British Values /Democracy/Rule of Law/Individual Liberty/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>3. <u>WALT: know and use some strategies for keeping ourselves safe</u></p>	<p>1. <u>WALT: understand that in animals and humans lots of changes happen between conception and growing up</u> (link to British Values /Mutual Respect/ Acceptance of those of different faiths &amp; beliefs)</p> <p>2. <u>WALT: understand how babies grow and develop in the mother's uterus</u> (link to British Values /Individual Liberty/Acceptance of those of different faiths &amp; beliefs)</p> <p>3. <u>WALT: identify how boys and girls bodies</u></p>

<p>faiths and beliefs/Mutual Respect)</p> <p><u>4.WALT: identify things, people and places that we need to keep safe from and state some ways that we can keep safe</u> (link to British Values / Rule of Law/Individual Liberty/Acceptance of those of different faiths &amp; beliefs)</p> <p><u>5.WALT: understand the idea of safe and harmful and how they link to staying healthy and safe</u> (link to British Values /Individual Liberty /Rule of Law)</p> <p><u>6.WALT: appreciate what our bodies can do</u> (link to British Values /Individual Liberty /Mutual Respect)</p> <p><b><u>Enrichment</u></b> (Recommended Trips/visits)</p> <ol style="list-style-type: none"> <li>1. Stranger danger / a school crossing supervisor or school crossing patrol officer</li> </ol>	<p><u>4.WALT: understand that our behaviour brings rewards or consequences</u> (link to British Values/Democracy/Mutual Respect/Rule of Law/)</p> <p><u>5.WALT: work cooperatively</u> (link to British Values/Democracy/Mutual Respect/ Rule of Law)</p> <p><u>6.WALT: understand our actions affect others and to see things from their points of view</u> (link to British Values /Democracy/Mutual Respect/ Rule of Law/ Acceptance of those of different faiths and beliefs)</p>	<p><u>4.WALT: work as a team to achieve a collective goal</u> (link to British Values/ Individual Liberty/ Mutual Respect)</p> <p><u>5.WALT: recognise obstacles which might affect our collective goal and take steps to overcome them</u> (link to British Values / Individual Liberty/ Mutual Respect)</p> <p><u>6.WALT: evaluate our learning and discuss how we can improve our cooperation skills</u> (link to British Values / Individual Liberty/ Mutual Respect / Acceptance of those of different faiths and beliefs)</p> <p><b><u>Enrichment</u></b> Possible reading books: Me...Jane by Patrick McDonnell</p>	<p><u>3. WALT: know what it means to be a witness to bullying</u> (link to British Values/Rule of Law/ Individual Liberty/Mutual Rest/Acceptance of those of different faiths &amp; beliefs)</p> <p><u>4. WALT: problem-solve a bullying situation</u> (link to British Values/ Individual Liberty /Mutual Respect/ Acceptance of those of different faiths &amp; beliefs)</p> <p><u>5. WALT: recognise that some words are used in hurtful ways</u> (link to British Values/ Mutual Respect/Acceptance of those of different faiths &amp; beliefs/Rule of Law /Individual Liberty)</p> <p><u>6. WALT: know how to give and receive compliments</u> (link to British Values/ Mutual Respect / Acceptance of those of different faiths</p>	<p>(link to British Values /Mutual Respect/ Individual Liberty)</p> <p><u>4. WALT: understand that we are connected to other people across the globe</u> (link to British Values /Democracy/Rule of Law/Acceptance of those of different faiths &amp; beliefs)</p> <p><u>5. WALT: empathise with children whose lives are different to ours and appreciate what we can learn from them</u> (link to British Values /Individual Liberty/Mutual Respect /Democracy/Acceptance of those of different faiths &amp; beliefs)</p> <p><u>6. WALT: know how to express our appreciation to our friends and family</u> (link to British Values / Mutual Respect /Acceptance of those of different faiths &amp; beliefs)</p> <p><b><u>Enrichment</u></b> (Recommended/trips/visits/visitors/books)</p> <ol style="list-style-type: none"> <li>1. British Museum</li> <li>2. Book:The World Came to My Place</li> </ol>	<p><u>change on the outside during the growing up process</u> (link to British Values /Individual Liberty)</p> <ol style="list-style-type: none"> <li>4. WALT: <u>identify how boys and girls bodies change on the inside during the growing up process and say why these changes are necessary</u> (link to British Values /Individual Liberty/Mutual Respect)</li> <li>5. WALT: <u>recognise stereotypical ideas about parenting and family roles</u> (link to British Values /Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</li> <li>6. WALT: <u>discuss our aspirations for Year 4</u> (link to British Values / Mutual Respect/Individual Liberty)</li> </ol> <p><b><u>Recommended Trips/visits/visitors</u></b></p> <p>Possible reading books:</p>
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<p>(lollipop man or lady)road safety talk</p> <p>2. School nurse (germs, how to wash our hands),</p> <p>3. Doctor visit - who is allowed to give medicine, how it should be stored, importance of not sharing medication</p> <p>4. Food and healthy eating - bread making at "Warburtons"</p>			<p>&amp; beliefs/Individual Liberty)</p> <p><b>Enrichment</b></p> <p>1. Possible reading books: And Tango Makes Three by Justin Richardson</p> <p>2. Visit from Diversity Role Models</p>	<p>Today By Readman &amp; Roberts</p>	<p>1. My New Baby By Anne Kubler</p> <p>2. 'My Baby Sister' by Emma Chichester Clark</p>
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British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and Acceptance for those with different faiths and beliefs.

WALT: understand rules apply to everyone (Linked to: Rule of Law)

WALT: understand right from wrong- (Linked to: Rule of Law)

WALT: understand there are consequences for our actions (Linked to: Rule of Law)

WALT: understand that we do not all have the same ideas and beliefs (Linked to: Individual Liberty: Freedom for All)

WALT: know similarities and differences between ourselves and others - ( Linked to: mutual respect and acceptance for those with different faiths and beliefs)

WALT: know some of the people who help run our country (Linked to: democracy)

WALT: know that The Queen is the head of our country (Linked to: democracy)

WALT: make and agree our own class rules (Linked to: democracy)

WALT: vote for a group decision (Linked to: democracy/choose class rep for school council...role play areas etc.)

WALT: understand that we have the right to give our opinion, and to be listened to and taken seriously. (Linked to: individual liberty: freedom for all)

Recommended trips/visits/classroom focus

Visits from authorities such as the police, fire services or lifeguards reinforce the importance of the rule of law. Democracy is promoted through a pupil council, pupil questionnaires and a rewards system based on pupil votes

Possible reading books:

- The Election by Eleanor Levenson and Marek Jagucki
- But Why Can't I? - A book about rules by Sue Graves and Desideria Guicciardini
- Mr Creep the Crook by Allan Ahlberg and Andre Amstutz
- My Little Book of Big Freedoms by Chris Riddell and Amnesty International
- Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie
- We Are Britain! By Benjamin Zephaniah and Prodeepta Das
- Making Friends: Emily Learns About Tolerance by Deborah Chancellor and Elif Balta Parks.
- A Faith Like Mine by Laura Buller
- Two Monsters by David McKee

Road Safety Skills and end of KS2 expectations

- Know the Green Cross Code including recognising safe crossing places on the road side.
- Have an understanding of road signs and pedestrian crossings.
- To be able to identify when they feel at risk as a passenger and develop a strategy to speak out (passenger power).
- Understand their responsibilities as a passenger in a car to wear a seatbelt and behave sensibly.
- Have an increased awareness of the Highway Code.
- Ride a bike and have participated in some Cycle Training.
- Be able to plan a safe journey to secondary school.

Fire Safety (end of year expectations)

- Identify basic fire hazards: matches and lighters, electricity, candles cooking, smoking
- Know that matches and lighters are tools (not toys) that should be kept in a safe place and used only by adults
- Understand the consequences of playing with matches and lighters
- Recognise when fire can be useful and when it can be dangerous
- Understand that surfaces can be hot and cold hot and cold and recognise when this can be used to determine dangers
- Recognise the number 999
- Understand they should say no if others want to play with fire and fireworks
- Understand the basic procedure should their clothes catch fire (stop drop and roll)
- Awareness of the firework code and aware of firework safety

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- Recognise the number 999
- Understand they should say no if others want to play with fire and fireworks
- Understand the basic procedure should their clothes catch fire (stop drop and roll)
- Awareness of the firework code and aware of firework safety
- Recognise the consequences of deliberate fires to themselves and the community
- Suggest basic techniques for resisting peer pressure to do things that have negative consequences for themselves and others

Year 4

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN PSHE

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born - as set out in Key Stages 1 and 2 of the National Science Curriculum.

PSHE curriculum must:

- Develop confidence and responsibility and making the most of pupils' abilities;
- Prepare children to play an active role as citizens;
- Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people
- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach children to name parts of the body and describe how their bodies work;
- Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty.

Animals, including humans (National Science Curriculum):

- The life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Non-statutory Science:

- Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
- Research different food groups and how they keep us healthy and design meals based on what they find out.

<b>HEALTH</b> <b>(Healthy Me)</b> (Health is also covered in: <b>Changing Me</b> )	<b>IDENTITY</b> <b>(Being Me In My World)</b> (Identity also covered in: <b>Changing Me</b> ), (Identity also covered in: <b>Celebrating Difference</b> ), (Identity also covered in: <b>Dreams &amp; Goals</b> )	<b>ASPIRATIONS</b> <b>(Dreams &amp; Goals)</b>	<b>Celebrating Differences</b>	<b>RSE (Relationships)</b> <b>(Relationships also included in: <b>Celebrating Difference</b>)</b>	<b>Changing Me</b>
<p>1.<u>WALT: discuss strategies to help manage uncomfortable feelings in difficult situations</u> (link to British Values /Individual Liberty/Acceptance of those of different faiths &amp; beliefs/Mutual Respect)</p> <p>2.<u>WALT: recognise the changing dynamics between people in different groups and understand the roles we play in different situations</u> (link to British Values /Individual Liberty /Acceptance of those of different faiths &amp; beliefs /Democracy/Mutual Respect)</p> <p>3.<u>WALT: understand the facts about smoking and its effects on health, and some of the reasons why people start smoking</u> (link to British Values / Democracy/Individual Liberty/Acceptance of</p>	<p>1.<u>WALT: understand the skills needed to make an effective team</u> (link to British Values/Individual Liberty, Democracy, Rule of Law, Acceptance of those of different faiths &amp; beliefs &amp; Mutual Respect)</p> <p>2.<u>WALT: appreciate being a member of the school community and take responsibility for our learning and role within it</u> (link to British Values / Individual Liberty/ Mutual Respect/ Democracy)</p> <p>3.<u>WALT: understand how democracy works through the school council</u> (link to British Values / Democracy)</p> <p>4.<u>WALT: understand how rewards and consequences affect people's behaviour</u> (link to British Values /Democracy/Mutual</p>	<p>1.<u>WALT: discuss some of our hopes and dreams</u> (link to British Values /Individual Liberty)</p> <p>2.<u>WALT: understand that sometimes hopes and dreams do not come true and this can cause disappointment</u> (link to British Values /Mutual Respect)</p> <p>3.<u>WALT: understand how we can overcome disappointment</u> (link to British Values /Individual Liberty)</p> <p>4.<u>WALT: know how to make a new plan and set new goals even if I have been disappointed</u> (link to British Values/ Mutual Respect /Individual Liberty)</p> <p>5.<u>WALT: know how to work out the steps to take to achieve a goal</u></p>	<p>1.<u>WALT: understand that sometimes, we make assumptions based on what people look like</u> (link to British Values /Acceptance of those of different faiths &amp; beliefs)</p> <p>2. <u>WALT: understand what influences us to make assumptions based on how people look</u> (link to British Values / Mutual Respect / Acceptance of those of different faiths &amp; beliefs/Individual Liberty)</p> <p>3. <u>WALT: know how it might feel to be a witness to and a target of bullying</u> (link to British Values/Rule of Law/ Mutual Respect)</p> <p>4.<u>WALT: problem solve a bullying situation</u> (link to British Values/ Rule</p>	<p>1.<u>WALT: identify the qualities we contribute to our friendship groups</u> (link to British Values /Mutual Respect / Acceptance of those of different faiths &amp; beliefs)</p> <p>2. <u>WALT: understand feelings associated with loss</u> (link to British Values /Mutual Respect / Acceptance of those of different faiths &amp; beliefs)</p> <p>3. <u>WALT: understand that we can remember people even if we no longer see them</u> (link to British Values /Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>4. <u>WALT: explain different points of view on an animal rights issue</u> (link to British Values /Rule of Law/ Individual Liberty /Mutual Respect / Acceptance of</p>	<p>1. <u>WALT: understand that some of our characteristics may have been inherited</u> (link to British Values /Individual Liberty)</p> <p>2. <u>WALT: explain the physical differences between male and female humans</u> (link to British Values /Mutual Respect)</p> <p>3. <u>WALT: describe how a girl's body changes in order for her to be able to have babies when she is an adult</u>, (link to British Values /Individual Liberty/Mutual Respect/Acceptance of those of different faiths and beliefs)</p> <p>4. <u>WALT: understand how the circle of change works</u> (link to British Values</p>

those of different faiths & beliefs)

4. WALT: understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol (link to British Values / Democracy / Individual Liberty / Acceptance of those of different faiths & beliefs)

5. WALT: identify feelings of anxiety and fear associated with peer pressure (link to British Values /Individual Liberty /Acceptance of those of different faiths & beliefs/Mutual Respect)

6. WALT: be assertive and have a clear sense of belief in what is right and wrong (link to British Values /Individual Liberty /Democracy/Rule of Law)

**Enrichment**

(Recommended trips/visits)

1. Stranger danger / a school crossing supervisor or school crossing patrol officer (lollipop man or lady)

Respect/Individual Liberty)

5. WALT: understand how groups come together to make decisions (link to British Values/Democracy)

6. WALT: understand how democracy and having a voice benefits the school community (link to British Values/Democracy)

within a group challenge (link to British Values / Democracy/ Mutual Respect/ Acceptance of those of different faiths & beliefs /Individual Liberty)

6. WALT: know how to share in the success of group work (link to British Values / Democracy/ Mutual Respect/ Acceptance of those of different faiths & beliefs)

**Enrichment**

1. Possible reading books: Salt in His Shoes by Delores Jordan

of Law/Mutual Respect/ Acceptance of those of different faiths & beliefs)

5. WALT: identify what is special about us and value the ways in which we are unique (link to British Values/ Mutual Respect/Individual Liberty)

6. WALT: explain why it is good to accept people for who they are (link to British Values/ Mutual Respect / Acceptance of those of different faiths & beliefs)

**Enrichment**

Possible reading books:

1. Ruby by Mggie Glen
2. A pig is moving in by Claudia Fries

Recommended

Trips/visits/visitors

• Diversity role models

people of different faiths & beliefs)

5. WALT: understand how people feel when they love a special pet (link to British Values /Acceptance of those of different faiths & beliefs)

6. WALT: know how to show love and appreciation to the people and animals who are special to us (link to British Values/ Individual Liberty/ Mutual Respect/ Acceptance of those of different faiths & beliefs)

**Enrichment**

Possible reading books:

1. Goodbye Mousie By Robie H Harris
2. Badger's Parting Gifts by Susan Verky

/Individual Liberty /Mutual Respect /Acceptance of those of different faiths and beliefs)

5. WALT: manage our feelings about change (link to British Values /Individual Liberty /Democracy)

6. WALT: discuss our aspirations for Year 5 (link to British Values /Individual Liberty / Democracy)

**Enrichment**

Possible reading books:

1. Moving House by Anna Civardi and Stephen Cartwright

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| <ol style="list-style-type: none"> <li>2. Road safety talk</li> <li>3. School nurse (germs, how to wash our hands),</li> <li>4. Doctor visit - who is allowed to give medicine, how it should be stored, importance of not sharing medication</li> <li>5. Food and healthy eating - bread making at "Warburtons"</li> </ol> |  |  |  |  |  |
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WALT: know that The Queen is the head of our country (Linked to: democracy)

WALT: make and agree our own class rules (Linked to: democracy)

WALT: vote for a group decision (Linked to: democracy/choose class rep for school council...role play areas etc.)

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**Recommended trips/visits/classroom focus:**

Visits from authorities such as the police, fire services or lifeguards reinforce the importance of the rule of law.

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**Possible reading books:**

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- We Are Britain! By Benjamin Zephaniah and Prodecepta Das
- Making Friends: Emily Learns About Tolerance by Deborah Chancellor and Elif Balta Parks.
- A Faith Like Mine by Laura Buller
- Two Monsters by David McKee

### **Road Safety Skills and end of KS2 expectations**

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- Have an understanding of road signs and pedestrian crossings.
- To be able to identify when they feel at risk as a passenger and develop a strategy to speak out (passenger power).
- Understand their responsibilities as a passenger in a car to wear a seatbelt and behave sensibly.
- Have an increased awareness of the Highway Code.
- Ride a bike and have participated in some Cycle Training.
- Be able to plan a safe journey to secondary school.

### **Fire Safety (end of year expectations)**

- Identify basic fire hazards: matches and lighters, electricity, candles cooking, smoking
- Know that matches and lighters are tools (not toys) that should be kept in a safe place and used only by adults
- Understand the consequences of playing with matches and lighters
- Recognise when fire can be useful and when it can be dangerous
- Understand that surfaces can be hot and cold hot and cold and recognise when this can be used to determine dangers
- Recognise the number 999
- Understand they should say no if others want to play with fire and fireworks
- Understand the basic procedure should their clothes catch fire (stop drop and roll)
- Awareness of the firework code and aware of firework safety
- Recognise the consequences of deliberate fires to themselves and the community
- Suggest basic techniques for resisting peer pressure to do things that have negative consequences for themselves and others

**Year 5**

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN PSHE

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born - as set out in Key Stages 1 and 2 of the National Science Curriculum.

PSHE curriculum must:

- Develop confidence and responsibility and making the most of pupils' abilities;
- Prepare children to play an active role as citizens;
- Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people
- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach children to name parts of the body and describe how their bodies work;
- Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty.

Living things and their habitats (National Science Curriculum):

- Describe the life process of reproduction in some plants and animals.

Animals, including humans (National Science Curriculum):

- Describe the changes as humans develop to old age.

Non -statutory Science:

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

HEALTH (Healthy Me) (Health is also covered in: Changing Me)	IDENTITY (Being Me In My World) (Identity also covered in: Changing Me), (Identity also covered in: Celebrating Difference), (Identity also covered in: Dreams & Goals)	ASPIRATIONS (Dreams & Goals)	Celebrating Differences	RSE (Relationships) (Relationships also included in: Celebrating Difference)	Changing Me
<p>1. WALT: know the health risks of smoking and express how tobacco affects the lungs, liver and heart (link to British Values /Individual Liberty/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>2. WALT: know some of the risks with</p>	<p>1. WALT: discuss positive aspects of school life and set goals for the year (link to British Values/Individual Liberty)</p> <p>2. WALT: understand our rights and responsibilities as a British citizen (link to British Values/Democracy/Individual Liberty/ Rule of Law/Acceptance of those of</p>	<p>1. WALT: understand that money is needed to achieve some of our dreams (link to British Values /Democracy/Rule of Law/Individual Liberty)</p> <p>2. WALT: appreciate the contributions made by people in different jobs (link to British Values /Democracy/Acceptance of those</p>	<p>1 WALT: understand that cultural differences sometimes cause conflict (link to British Values /Mutual Respect/Acceptance of those of different faiths &amp; beliefs/Rules of Law/Democracy)</p> <p>2 WALT: understand what racism is (link to British Values/Mutual Respect/individu</p>	<p>1 WALT: identify what our personal qualities are and think of how to keep building our own self-esteem (link to British Values /Individual Liberty/Acceptance of those of different faiths &amp; beliefs)</p> <p>2 WALT: recognise how friendships change and manage situations when friendships breakdown (link to British Values /Individual</p>	<p>1. WALT: understand how self-image and self-esteem are linked (link to British Values /Individual Liberty/Mutual Respect)</p> <p>2. WALT: understand how the female body prepares to have a baby (link to British Values /Mutual Respect) <b>NC: describe the changes as humans develop to old age.</b></p> <p>3. WALT: describe how boys' and girls' bodies change during</p>

<p>misusing alcohol, including anti-social behaviour and how it affects the liver and heart (link to British Values /Individual Liberty/Mutual Respect/Acceptance of those of different faiths &amp; beliefs/Rule of Law)</p> <p>3. WALT: understand what to do in an emergency (link to British Values /Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>4. WALT: understand how the media and celebrity</p>	<p>different faiths and beliefs/)</p> <p>3. WALT: understand our rights and responsibilities as a British citizen and a member of our school (link to British Values/Individual Liberty/Democracy/Mutual Respect/Rule of Law/ Acceptance of those of different faiths and beliefs/)</p> <p>4. WALT: understand that rewards and consequences are linked to our behaviour choices (link to British Values/Mutual Respect/Acceptance of those of different faiths and beliefs/Rule of</p>	<p>of different faiths &amp; beliefs)</p> <p>3. WALT: identify a job we would like to do and think about the steps and motivation needed to achieve it (link to British Values/Mutual Respect/ Individual Liberty)</p> <p>4. WALT: describe the dreams and goals of young people in a culture different from ours (link to British Values/ Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>5. WALT: understand that we can share a number of things</p>	<p>al Liberty/Acceptance of those of different faiths &amp; beliefs/Rule of Law/Democracy)</p> <p>3 WALT: understand how rumour-spreading and name-calling can be bullying behaviour (link to British Values/Mutual Respect/Rule of Law/ Individual Liberty/Acceptance of those of different faiths &amp; beliefs)</p> <p>4 WALT: explain the difference between direct and indirect types of bullying (link to British Values/ Rule of Law/ Acceptance of those of different faiths &amp; beliefs)</p>	<p>Liberty/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>3 WALT: understand that relationships are personal and there is no need to feel pressured into having a boyfriend or girlfriend (link to British Values/Individual Liberty/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>4 WALT: identify feelings we might show as part of a boyfriend or girlfriend relationship (link to British Values /Rule of Law/Individual Liberty/Mutual Respect)</p>	<p>puberty (link to British Values /Mutual Respect)</p> <p>NC: describe the changes as humans develop to old age.</p> <p>4. WALT: describe the life process of reproduction (link to British Values /Mutual Respect/Acceptance of those of different faiths &amp; beliefs) NC: describe the changes as humans develop to old age. NC: describe the life process of reproduction in some plants and animals.</p> <p>5. WALT: understand that growing up brings increased responsibilities (link to British Values /Individual Liberty/Mutual Respect)</p> <p>6. WALT think about our aspirations for</p>
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<p>culture promotes certain body types (link to British Values / Democracy/Individual Liberty/Acceptance of those of different faiths &amp; beliefs/Mutual Respect)</p> <p>5. WALT: understand how people can develop an unhealthy relationship with food due to body image pressures (link to British Values /Individual Liberty/Acceptance of those of different faiths &amp; beliefs)</p>	<p>Law/Individual Liberty)</p> <p>5. WALT: work cooperatively (link to British Values/Democracy/Mutual Respect/Acceptance of those of different faiths and beliefs/Rules of Law/Individual Liberty)</p> <p>6. WALT: understand the skills needed to achieve a common goal (link to British Values/Democracy/Mutual Respect/individual Liberty/Rule of Law/Acceptance of those of different faiths and beliefs/)</p>	<p>from and with other countries and support each other in different ways (link to British Values / Democracy/ Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p>6. WALT: think about ways to help children in difficult situations to meet their aspirations (link to British Values / Democracy/ Individual Liberty/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p><b>Enrichment</b> Possible Books:</p>	<p>5 WALT: appreciate the value of happiness regardless of material worth (link to British Values/ Mutual Respect/Acceptance of those of different faiths &amp; beliefs /Democracy /Individual Liberty)</p> <p>6 WALT: enjoy the experience of a culture other than our own (link to British Values/ Mutual Respect/Acceptance of those of different faiths &amp; beliefs/Democracy)</p> <p><b>Enrichment</b> Possible reading books:</p>	<p>5 WALT: understand how to stay safe when using technology to communicate with our friends (link to British Values /Rule of Law/Democracy/Individual Liberty/Mutual Respect)</p> <p>6 WALT: explain how to stay safe when using technology to communicate with our friends (link to British Values / Mutual Respect/ Individual Liberty /Democracy/Rule of Law)</p> <p><b>Enrichment</b> (Recommended Trips/visits/visitors/books)</p> <ul style="list-style-type: none"> <li>• Safer Internet Day</li> </ul> <p>Possible reading books:</p>	<p>next year (link to British Values /Individual Liberty/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p><b>Enrichment</b> (Recommended Trips/visits/visitors)</p> <ul style="list-style-type: none"> <li>• Safer Internet Day</li> </ul> <p>Possible reading books:</p> <ol style="list-style-type: none"> <li>1. Usborne Growing Up for Boys</li> <li>2. Usborne Growing Up for Girls</li> <li>3. Usborne What's Happening to Me</li> <li>4. Life on earth David Attenborough</li> <li>5. Hair in funny places</li> <li>6. Let's Talk about Girl's, Boys, Babies, Families and Friends by Robie H. Harris</li> </ol> <p>Visits</p> <p>School nurse - discuss the menstrual cycle</p>
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6. WALT: know what makes a healthy lifestyle (link to British Values /Individual Liberty/Acceptance of those of different faiths & beliefs)

**Enrichment**  
**(Recommended**  
**Trips/visits)**

- Stranger danger
  - road safety talk
  - Wandsworth Junior Citizen
- St John's Ambulance visit

1. When I Grow Up by Leonid Gore
2. When I Grow Up by P.K Hallinan

1. Taller than Before by Bernard Ashley
2. Out of My Mind by Sharon M Draper
3. Wonder by R J Palacio
4. The Year of the Dog by Grace Lin

1. The Boy At the Back of the Class
2. The One and Only Ivan by Katherine Applegate
3. The Giving Tree by Shel Silverstein

## British Values

The fundamental British values of **democracy**, **rule of law**, **individual liberty**, **mutual respect** and **acceptance for those with different faiths and beliefs**.

- WALT: understand rules apply to everyone (Linked to: **Rule of Law**)
- WALT: understand right from wrong- (Linked to: **Rule of Law**)
- WALT: understand there are consequences for our actions (Linked to: **Rule of Law**)
- WALT: understand that we do not all have the same ideas and beliefs (Linked to: **Individual Liberty: Freedom for All**)
- WALT: know similarities and differences between ourselves and others - ( Linked to: **mutual respect** and **acceptance for those with different faiths and beliefs**)
- WALT: know some of the people who help run our country (Linked to: **democracy**)
- WALT: know that The Queen is the head of our country (Linked to: **democracy**)
- WALT: make and agree our own class rules (Linked to: **democracy**)
- WALT: vote for a group decision (Linked to: **democracy**/choose class rep for school council...role play areas etc.)
- WALT: understand that we have the right to give our opinion, and to be listened to and taken seriously. (Linked to: **individual liberty: freedom for all**)

### Recommended trips/visits/classroom focus

Visits from authorities such as the police, fire services or lifeguards reinforce the importance of the rule of law.

Democracy is promoted through a pupil council, pupil questionnaires and a rewards system based on pupil votes

### Possible reading books:

1. Opal Plumstead by Jaqueline Wilson
2. All About Politics by Andrew Maar
3. We Are Britain! By Benjamin Zephaniah and Prodeepta Das
4. A Faith Like Mine by Laura Buller
5. The Tulip Touch by Anne Fine
6. The Island by Armin Greder

### Road Safety Skills and end of KS2 expectations

- Know the Green Cross Code including recognising safe crossing places on the road side.
- Have an understanding of road signs and pedestrian crossings.
- To be able to identify when they feel at risk as a passenger and develop a strategy to speak out (passenger power).
- Understand their responsibilities as a passenger in a car to wear a seatbelt and behave sensibly.
- Have an increased awareness of the Highway Code.
- Ride a bike and have participated in some Cycle Training.
- Be able to plan a safe journey to secondary school.

### Fire Safety (end of year expectations)

- Identify basic fire hazards: matches and lighters, electricity, candles cooking, smoking
- Know that matches and lighters are tools (not toys) that should be kept in a safe place and used only by adults
- Understand the consequences of playing with matches and lighters
- Recognise when fire can be useful and when it can be dangerous
- Understand that surfaces can be hot and cold hot and cold and recognise when this can be used to determine dangers
- Recognise the number 999
- Understand they should say no if others want to play with fire and fireworks
- Understand the basic procedure should their clothes catch fire (stop drop and roll)
- Awareness of the firework code and aware of firework safety
- Recognise the consequences of deliberate fires to themselves and the community
- Suggest basic techniques for resisting peer pressure to do things that have negative consequences for themselves and others

**Year 6**

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN PSHE

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born - as set out in Key Stages 1 and 2 of the National Science Curriculum.

PSHE curriculum must:

- Develop confidence and responsibility and making the most of pupils' abilities;
- Prepare children to play an active role as citizens;
- Develop a healthier, safer lifestyle; and encourage and develop good relationships and respect differences between people
- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach children to name parts of the body and describe how their bodies work;
- Provide children with the knowledge to protect themselves and ask for help and support; and are prepared for puberty.

Sex and Relationship Education:

- Changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these.
- How a baby is conceived and born.

Animals, including humans (National Science Curriculum):

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the life process of reproduction in some plants and animals.
- Describe the ways in which nutrients and water are transported within animals, including humans.

**Non-Statutory Science:**

- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body.
- Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

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1. WALT: know the impact of food on our bodies (link to British Values /Individual Liberty) 2. WALT: know about different types of drugs and their uses and their effects on the body	1. WALT: identify our goals for this year (link to British Values / Individual Liberty and Acceptance of those of different faiths & beliefs) 2. WALT: understand that there are universal rights for all children but	1. WALT: set challenging but realistic goals (link to British Values / Individual Liberty) 2. WALT: set steps to achieve our goals (link to British Values	1. WALT: understand there are different perceptions about what normal means (link to British Values /Mutual Respect/Acceptance of those of different faiths & beliefs) 2. WALT: understand how having a	1. WALT: understand the importance of sharing and cooperating for a harmonious household (link to British Values /Democracy/Individual Liberty/Mutual Respect /Acceptance of those of different faiths & beliefs)	1. WALT: understand how self-image and self-esteem are linked (link to British Values /Individual Liberty/Mutual Respect) 2. WALT: describe how boys' and girls' bodies

<p>(link to British Values /Rule of Law/Individual Liberty)</p> <ol style="list-style-type: none"> <li>3. WALT: evaluate when alcohol is being used responsibly, anti-socially or being misused (link to British Values /Individual Liberty /Rule of Law /Mutual Respect)</li> <li>4. WALT: know basic emergency aid procedures (link to British Values / Individual Liberty)</li> <li>5. WALT: understand what it means to be emotionally well and explore people's attitudes towards mental health (link to British Values /Mutual Respect /Acceptance of those of different faiths &amp; beliefs)</li> <li>6. WALT: know different strategies to manage stress and pressure (link to British Values /Acceptance of</li> </ol>	<p>for many children these rights are not met (link to British Values/Democracy /Individual Liberty /Mutual Respect/ Rule of Law / Acceptance of those of different faiths and beliefs/)</p> <ol style="list-style-type: none"> <li>3. WALT: understand that our actions affect other people locally and globally (link to British Values/Individual Liberty/Democracy/Mutual Respect /Rule of Law/ Acceptance of those of different faiths and beliefs)</li> <li>4. WALT: understand how rewards and consequences relate to our rights and responsibilities (link to British Values/Mutual Respect/Rule of Law/Individual Liberty/Acceptance of those of</li> </ol>	<p>/Individual Liberty)</p> <ol style="list-style-type: none"> <li>3. WALT: consider people in the world who are suffering or living in difficult situations (link to British Values /Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</li> <li>4. WALT: empathise with people who are suffering or who are living in difficult situations (link to British Values/ Democracy/ Mutual Respect /Acceptance of those of different faiths &amp; beliefs)</li> <li>5. WALT: empathise with</li> </ol>	<p>disability could affect someone's life (link to British Values/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <ol style="list-style-type: none"> <li>3. WALT: explain some of the ways in which one person or a group can have power over another (link to British Values/Democracy /Rule of Law/ Individual Liberty /Acceptance of those of different faiths &amp; beliefs)</li> <li>4. WALT: know some of the reasons why people use bullying behaviours (link to British Values/ Individual Liberty /Rule of Law Acceptance of those of different faiths &amp; beliefs)</li> <li>5. WALT: give examples of people with disabilities who lead amazing lives (link to British Values/ Mutual Respect /Acceptance of those of different faiths &amp; beliefs)</li> </ol>	<ol style="list-style-type: none"> <li>2. WALT: know and discuss which types of physical contact we like and don't like (link to British Values /Rule of Law/Individual Liberty /Mutual Respect / Acceptance of those of different faiths &amp; beliefs)</li> <li>3. WALT: identify some of the things that cause conflict with our friends (link to British Values / Democracy /Mutual Respect / Acceptance of those of different faiths &amp; beliefs)</li> <li>4. WALT: identify the difference between good and bad secrets (link to British Values /Rule of Law/Individual Liberty/Mutual Respect)</li> <li>5. WALT: identify and discuss who we can trust (link to British Values /Individual Liberty/Mutual Respect)</li> <li>6. WALT: accept and give compliments (give appreciation to others) (link to British Values / Mutual Respect/Acceptance</li> </ol>	<p>change during puberty (link to British Values /Mutual Respect/Acceptance of those of different faiths &amp; beliefs) <b>NC: describe the changes as humans develop to old age.</b></p> <ol style="list-style-type: none"> <li>3. WALT: ask and answer questions about puberty (link to British Values /Mutual Respect/ Individual Liberty) <b>NC: describe the changes as humans develop to old age.</b></li> <li>4. WALT: describe the life process of reproduction (link to British Values /Mutual Respect/Acceptance of those of different faiths &amp; beliefs) <b>NC: describe the changes as humans develop to old age. NC:</b></li> </ol>
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<p>those of different faiths &amp; beliefs)</p> <p><b>Enrichment</b> (Recommended Trips/visits)</p> <p>St John's Ambulance - basic first aid</p>	<p>different faiths and beliefs/)</p> <p>5. WALT: understand how an individual's behaviour can impact on a group (link to British Values/Democracy /Rule of Law/ Individual Liberty /Mutual Respect/ Acceptance of those of different faiths and beliefs/)</p> <p>6. WALT: understand how democracy and having a voice benefits the school community (link to British Values/Democracy /Mutual Respect/ individual Liberty /Rule of Law / Acceptance of those of different faiths and beliefs)</p>	<p>people who are suffering or who are living in difficult situations (link to British Values/ Democracy/ Mutual Respect /Acceptance of those of different faiths &amp; beliefs)</p> <p>6. WALT: accept and give praise (link to British Values / Democracy/ Mutual Respect / Acceptance of those of different faiths &amp; beliefs)</p> <p><b>Enrichment</b> Possible reading books:</p> <p>1. Wonder Goal by Michael Foreman</p>	<p>6. WALT: explain ways in which difference can be a source of conflict and a cause of celebration (link to British Values/ Individual Liberty /Democracy/Rule of Law/Mutual Respect/Acceptance of those of different faiths &amp; beliefs)</p> <p><b>Enrichment</b> (visitors/trips/books)</p> <p>1. Diversity Role models</p>	<p>of those of different faiths &amp; beliefs)</p> <p><b>Enrichment</b> (Recommended trips/ visits /visitors)</p> <ul style="list-style-type: none"> <li>British Museum</li> </ul> <p>Possible reading books:</p> <p>1. Who's in a family? By Robert Skutch.</p> <p>2. 'Something Special', by Nicola Moon.</p> <p>3. 'Hugless Duglas', By David Melling</p> <p>4. 'Don't Tell Lies Lucy!' by Phil Roxbee Cox.</p>	<p>describe the life process of reproduction in some plants and animals.</p> <p>5. WALT: understand how being physically attracted to someone changes the nature of the relationship (link to British Values /Mutual Respect /Acceptance of those of different faiths &amp; beliefs /Individual Liberty)</p> <p>6. WALT: identify what we are looking forward to and what worries us about the transition to secondary school (link to British Values /Mutual Respect/ Acceptance of those of different faiths &amp; beliefs /Individual Liberty)</p>
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### Enrichment

Possible reading books:

1. Going Up! The No-worries Guide to Secondary School by J Alexander

### British Values

The fundamental British values of **democracy**, **rule of law**, **individual liberty**, **mutual respect** and **acceptance for those with different faiths and beliefs**.

- WALT: understand rules apply to everyone (Linked to: **Rule of Law**)
- WALT: understand right from wrong- (Linked to: **Rule of Law**)
- WALT: understand there are consequences for our actions (Linked to: **Rule of Law**)
- WALT: understand that we do not all have the same ideas and beliefs (Linked to: **Individual Liberty: Freedom for All**)
- WALT: know similarities and differences between ourselves and others - ( Linked to: **mutual respect** and **acceptance for those with different faiths and beliefs**)
- WALT: know some of the people who help run our country (Linked to: **democracy**)
- WALT: know that The Queen is the head of our country (Linked to: **democracy**)
- WALT: make and agree our own class rules (Linked to: **democracy**)
- WALT: vote for a group decision (Linked to: **democracy**/choose class rep for school council...role play areas etc.)
- WALT: understand that we have the right to give our opinion, and to be listened to and taken seriously. (Linked to: **individual liberty: freedom for all**)

### Recommended trips/visits/classroom focus

Visits from authorities such as the police, fire services or lifeguards reinforce the importance of the rule of law.

Democracy is promoted through a pupil council, pupil questionnaires and a rewards system based on pupil votes

### Possible reading books:

- The Election by Eleanor Levenson and Marek Jagucki
- But Why Can't I? - A book about rules by Sue Graves and Desideria Guicciardini
- Mr Creep the Crook by Allan Ahlberg and Andre Amstutz
- My Little Book of Big Freedoms by Chris Riddell and Amnesty International
- Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie
- We Are Britain! By Benjamin Zephaniah and Prodeepta Das

- Making Friends: Emily Learns About Tolerance by Deborah Chancellor and Elif Balta Parks.
- A Faith Like Mine by Laura Buller
- Two Monsters by David McKee

#### **Road Safety Skills and end of KS2 expectations**

- Know the Green Cross Code including recognising safe crossing places on the road side.
- Have an understanding of road signs and pedestrian crossings.
- To be able to identify when they feel at risk as a passenger and develop a strategy to speak out (passenger power).
- Understand their responsibilities as a passenger in a car to wear a seatbelt and behave sensibly.
- Have an increased awareness of the Highway Code.
- Ride a bike and have participated in some Cycle Training.
- Be able to plan a safe journey to secondary school.

#### **Fire Safety (end of year expectations)**

- Identify basic fire hazards: matches and lighters, electricity, candles cooking, smoking
- Know that matches and lighters are tools (not toys) that should be kept in a safe place and used only by adults
- Understand the consequences of playing with matches and lighters
- Recognise when fire can be useful and when it can be dangerous
- Understand that surfaces can be hot and cold hot and cold and recognise when this can be used to determine dangers
- Recognise the number 999
- Understand they should say no if others want to play with fire and fireworks
- Understand the basic procedure should their clothes catch fire (stop drop and roll)
- Awareness of the firework code and aware of firework safety
- Recognise the consequences of deliberate fires to themselves and the community
- Suggest basic techniques for resisting peer pressure to do things that have negative consequences for themselves and others