Years 1-3
Knowledge Organisers

Personal, Social, Health & Economic Education

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Year 1

Module: Keeping/Staying Safe

Topic: Baseline Assessment and Road Safety

Key Facts

- For a healthy family life, it is important to care for, protect, and spend time with each other
- Families are important for children growing up because they can give love, security and stability
- You must seek help and advice if you feel uncomfortable, unsafe or unhappy with a particular relationship
- It is important to respond safely and appropriately to people who you do not know very well
- There are a normal range of emotions *(e.g. happiness, sadness, anger, fear, surprise, nervousness)* and scale of emotions that all humans experience in relation to different experiences and situations

I will learn the following new words/phrases:

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

By the end of this topic, I should:

- understand what I need to keep safe from
- be able to recognise what may put me or others at risk
- understand why it is important to stay safe when crossing the road
- be able to recognise a range of safe places to cross the road
- understand the differences between safe and risky choices
- know different ways to help us stay safe

Ask me a question!

- What do you need to keep safe from?
- Who keeps us safe?
- How can we keep ourselves and others safe?
- How can we stay safe from sun rays?
- Can you list some road safety rules?
- How can you cross a road safely?
- How can you stay safe in a vehicle?

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Year 1

Module: Keeping/Staying Healthy

Topic: Baseline Assessment and Washing Hands

Key Facts

- Mental wellbeing is a normal part of daily life, in the same way as physical health
- It is important to wash your hands to reduce the spread of germs
- There are many benefits of resting, spending time with friends and family, and having hobbies
- Good quality sleep is important for good health, and a lack of sleep can affect weight, mood and ability to learn

By the end of this topic, I should:

- understand what we can do to keep healthy
- understand why we need to wash our hands
- know how germs are spread and how they can affect our health
- be able to practise washing your hands
- know the differences between healthy and unhealthy choices

I will learn the following new words/phrases:

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

Ask me a question!

- What does a healthy person look like?
- What does an unhealthy person look like?
- How can you stay healthy?
- When should we wash our hands?
- Why is important to wash our hands?
- What are germs? What can they do?

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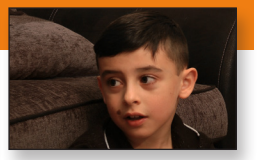


Year 1

Module: Relationships

Topic: Baseline Assessment and Friendship

Key Facts

- Families are important for children growing up because they can give love, security and stability
- Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other
- Friendships are important in making us feel happy and secure
- Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

By the end of this topic, I should:

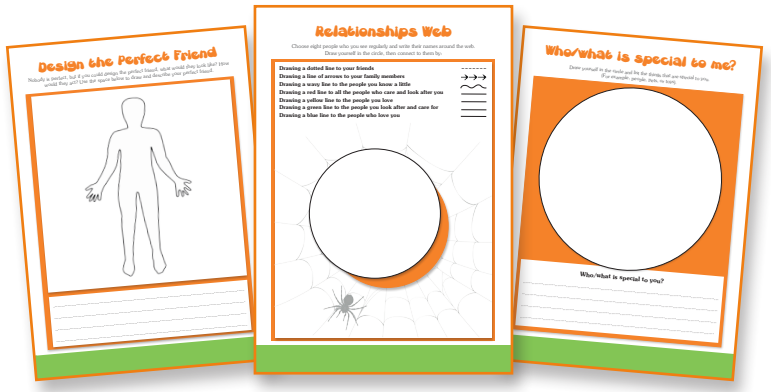
- understand different types of relationships
- understand how to be a good friend
- be able to recognise kind and thoughtful behaviours
- understand the importance of caring about other people's feelings
- be able to see a situation from another person's point of view

I will learn the following new words/phrases:

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

Ask me a question!

- What types of relationships are there?
- How can you show that you care about special people/things?
- What makes a good friend?
- What kind of things can friends fall out over or disagree about?
- What can we do if we fall out with our friends?



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Year 1

Module: Being Responsible

Topic: Baseline Assessment and Water Spillage

Key Facts

- For a healthy family life, it is important to care for, protect, and spend time with each other
- There are practical steps you can take to improve or support respectful relationships
- There may be occasions where you need to make a clear and efficient call to emergency services

I will learn the following new words/phrases:

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

By the end of this topic, I should:

- understand what we are responsible for
- be able to recognise how responsibilities will change as we grow
- know how you can help people around you
- understand the types of things you are responsible for
- know how and understand the importance of preventing accidents
- be able to recognise the differences between being responsible and being irresponsible

Ask me a question!

- What are you responsible for?
- What new things may you be responsible for as you grow?
- How can we prevent accidents?
- How can we be responsible in the classroom?

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Year 1

Module: Feelings and Emotions

Topic: Baseline Assessment and Jealousy

Key Facts

- Isolation and loneliness can affect children and it is very important for children to discuss their feelings with an adult and seek support
- The different characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and supporting each other with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right

I will learn the following new words/phrases:

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

By the end of this topic, I should:

- understand a range of emotions and how they make us feel physically and mentally
- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words

Ask me a question!

- How do we experience feelings and emotions in our bodies?
- Who can support us with our feelings/emotions?
- How can we reduce the unpleasant effects of negative emotions?
- Can you describe the feeling of jealousy?

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Year 1

Module: Computer Safety

Topic: Baseline Assessment and Online Bullying

Key Facts

- The internet is an integral part of life and has many benefits
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- It is important to consider the effect of your online actions on others

Ask me a question!

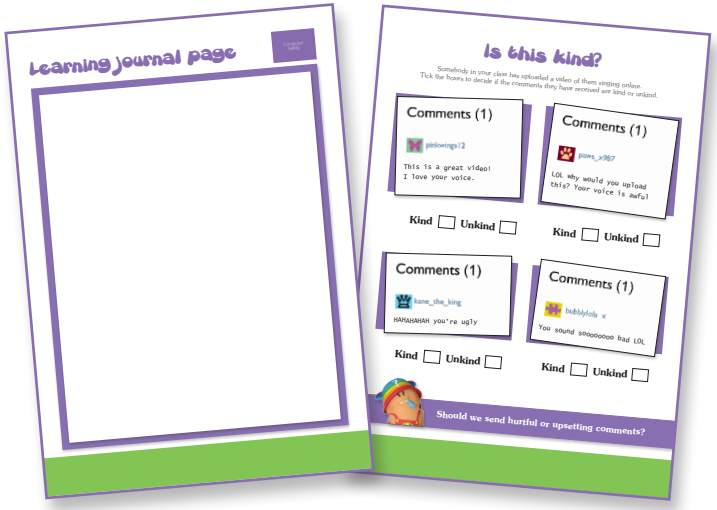
- What are the positives and negatives of being online?
- Who could you talk to if you experience someone being unkind to you?

I will learn the following new words/phrases:

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

By the end of this topic, I should:

- understand computers, the internet, and rules to keep safe
- understand how your online activity can affect others
- be able to identify the positives and negatives of using technology
- know who and how to ask for help
- be able to recognise kind and unkind comments



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Year 1

Module: Our World

Topic: Baseline Assessment and Growing in Our World

Key Facts

- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other

I will learn the following new words/phrases:

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

By the end of this topic, I should:

- understand how we care for others
- understand the needs of a baby
- be able to recognise what you can do for yourself now you are older
- be able to describe the common features of family life
- be able to recognise the ways in which your family is special and unique

Ask me a question!

- What things grow on Earth?
- What does a baby need to grow?
- What can you do for yourself now, that you couldn't do as a baby?
- What do all families have in common?

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Module: Hazard Watch

Topic: Baseline/Summative Assessment and Hazard Watch

Years 1-3

Key Facts

- There are associated risks with legal and illegal harmful substances
- If you need to seek help or advice, it is important that you ask for it and keep trying until you are heard
- Families are important for children growing up because they can give love, security and stability
- It is important to recognise and report feelings of being unsafe

Ask me a question!

- How do our special adults keep us safe?
- What kind of objects or items do adults keep us safe from?
- What could you do if you spot a potential danger or hazard at home, at school, or in the community?

I will learn the following new words/phrases:

Potential	*A chance that something will happen in the future.*
Sibling	*A brother or sister.*
Community	*A group of people living in the same place or sharing a common interest.*
Hazard	*A danger or risk.*
Danger	*Likely to cause harm or injury. Something that is not safe.*

By the end of this topic, I should:

- know what items are safe to play with and what items are unsafe to play with
- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings

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Years 1-3

Module: Fire Safety (Special Module)

Topic: Baseline/Summative Assessment, Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary

Key Facts

- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to recognise and talk about your emotions
- It is important to recognise and report feelings of being unsafe or feeling bad about any adult
- There may be occasions where you need to make a clear and efficient call to emergency services

Ask me a question!

- Who can help keep us safe?
- What is an emergency?
- When might the Fire Service be needed?
- Why should you not distract a driver?

By the end of this topic, I should:

- know what a 'hoax call' is and why it can be risky
- understand why our emergency services are an important part of our community
- be able to show my knowledge of fire safety to others
- be able to practise simple ways of staying safe and finding help
- be able to recognise how drivers can be distracted
- understand the importance of being responsible and how our actions/choice can affect others

I will learn the following new words/phrases:

Burgled	*When a building is illegally entered and items are stolen.*
Collapsed	*A person or structure that suddenly falls down.*
Flammable	*Can easily catch fire.*
Distraction	*Something that prevents you from concentrating on something else.*
Emergency	*A crisis or dangerous situation that requires immediate action.*
Hoax	*When you trick someone into believing that something fake is real or genuine.*
Declaration	*An important spoken or written agreement.*

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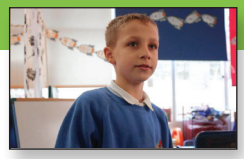
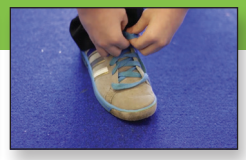
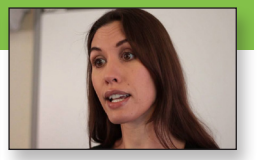

Year 2

Module: Keeping/Staying Safe
Topic: Tying Shoelaces

Key Facts

- For a healthy family life, it is important to care for, protect, and spend time with each other

By the end of this topic, I should:

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

Ask me a question!

- What could happen if we did not tie our shoelaces or fasten our shoes correctly?
- Can you list some rules to help keep us safe?
- Can you think of any situations where rushing or being impatient could cause an accident?

I will learn the following new words/phrases:

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

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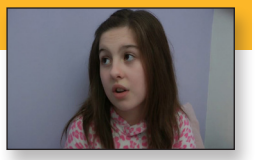


Year 2

Module: Keeping/Staying Healthy

Topic: Healthy Eating and Brushing Teeth

Key Facts

- There are risks associated with an inactive lifestyle and a poor diet, such as obesity and tooth decay
- There are many benefits of good oral hygiene, including dental flossing and regular check-ups at the dentist

By the end of this topic, I should:

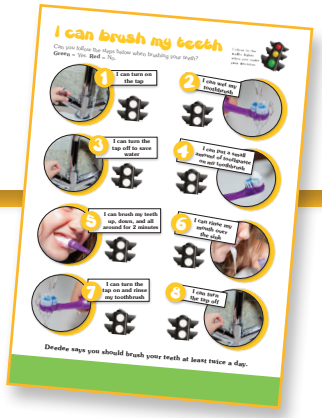
- know that food is needed for our bodies to be healthy and to grow
- understand that some foods are better for good health than others
- be able to list different types of healthy food
- understand how to keep yourself and others healthy
- know the differences between healthy and unhealthy choices
- understand why we need to brush our teeth
- be able to practise brushing your teeth
- know the differences between healthy and unhealthy choices
- be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy

I will learn the following new words/phrases:

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

Ask me a question!

- What foods keep us healthy?
- Why do we need food?
- Why is it important to brush our teeth?



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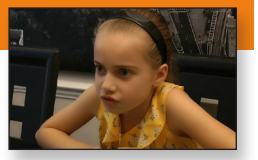

Year 2

Module: Relationships
Topic: Bullying and Body Language

Key Facts

- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- It is important to take time to judge whether what you are feeling and how you are behaving is appropriate and proportionate
- healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

By the end of this topic, I should:

- be able to name a range of feelings
- understand why we should care about other people's feelings
- be able to see and understand bullying behaviours
- know how to cope with these bullying behaviours
- be able to recognise and name a range of feelings
- understand that feelings can be shown without words
- be able to see a situation from another person's point of view
- understand why it is important to care about other people's feelings

I will learn the following new words/phrases:

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

Ask me a question!

- How might someone feel if they are being bullied?
- If you thought someone was being bullied, what could you do?
- How can you be kind to someone?
- What kind of things can friends fall out over or disagree about?
- What can we do if we fall out with our friends?

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Year 2

Module: Being Responsible

Topic: Practice Makes Perfect and Helping Someone in Need

Key Facts

- It is important to have manners and be courteous
- Self-respect can enhance your own happiness
- It is important to respond safely and appropriately to people who you do not know very well

By the end of this topic, I should:

- be able to name ways you can improve in an activity or sport
- understand the importance of trying hard and not giving up
- be able to see the benefits of practising an activity or sport
- be able to learn ways to set goals and work to reach them
- know how you can help other people
- be able to recognise kind and thoughtful behaviours and actions
- understand the risks of talking to people you don't know very well in the community
- be able to identify the differences between being responsible and being irresponsible

I will learn the following new words/ phrases:

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

Ask me a question!

- What are your best qualities?
- Can you name something you'd like to get better at?
- Who helps you at home, at school, and in the community?
- How can we be kind and thoughtful?

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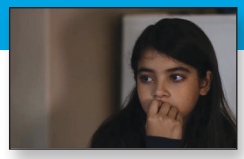

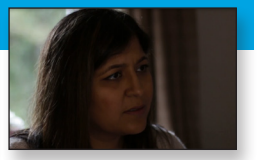

Year 2

Module: Feelings and Emotions

Topic: Worry and Anger

Key Facts

- There are a normal range of emotions *(e.g. happiness, sadness, anger, fear, surprise, nervousness)* and scale of emotions that all humans experience in relation to different experiences and situations
- You can seek support in many ways, from a variety of different sources and it is important to recognise the triggers for seeking support

Ask me a question!

- If you feel worried, what actions could help you to feel better?
- Why is it important to talk and share your worries with someone?
- Who could you talk to about your feelings?
- How can we control the feeling of anger?

I will learn the following new words/phrases:

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

By the end of this topic, I should:

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words
- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words

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Year 2

Module: Computer Safety

Topic: Image Sharing and Computer Safety Documentary

Key Facts

- It is important to establish boundaries in friendships, with peers, and others
- There may be times where you have to seek and give permission in relationships with friends, peers and adults
- Sometimes people behave differently online, including by pretending to be someone they are not
- By rationing the amount of time you spend online, you can positively impact your physical and mental health

Ask me a question!

- What types of information can you share online?
- How can you stay safe online?
- Are there any types of images that you shouldn't share online?

I will learn the following new words/phrases:

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

By the end of this topic, I should:

- understand how your online actions can affect others
- be able to name the positive and negative ways you can use technology
- know the risks of sharing images without permission
- understand the types of images that you should and should not post online
- understand how your online activity can affect others
- be able to identify the positives and negatives of using technology
- know who and how to ask for help
- be able to list rules for keeping and staying safe

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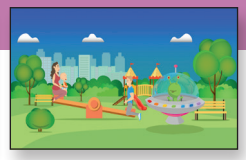
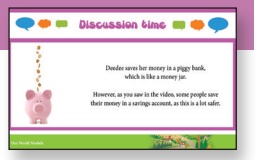
Module: Our World

Topic: Living In Our World and Working In Our World





Year 2

Key Facts

- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- For a healthy family life, it is important to care for, protect, and spend time with each other
- People in your community have different roles and responsibilities
- Money comes in different forms and from different sources
- People make different choices about saving and spending money

Ask me a question!

- How can we look after others?
- How can we look after our pets?
- How can we look after house and garden plants?
- Why do we need money?
- How can we receive money?
- How can we spend or save money?

By the end of this topic, I should:

- understand why we should look after living things
- be able to identify how we can look after living things both inside and outside of the home
- recognise why it is important to keep our communities and countryside clean
- be able to encourage others to help keep their communities and countryside clean
- understand different ways we can receive money
- know how to keep money safe
- be able to describe the skills you may need in a future job or career
- be able to recognise the differences between wants and needs

I will learn the following new words/ phrases:

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

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Module: Hazard Watch

Topic: Baseline/Summative Assessment and Hazard Watch

Years 1-3

Key Facts

- There are associated risks with legal and illegal harmful substances
- If you need to seek help or advice, it is important that you ask for it and keep trying until you are heard
- Families are important for children growing up because they can give love, security and stability
- It is important to recognise and report feelings of being unsafe

Ask me a question!

- How do our special adults keep us safe?
- What kind of objects or items do adults keep us safe from?
- What could you do if you spot a potential danger or hazard at home, at school, or in the community?

I will learn the following new words/phrases:

Potential	*A chance that something will happen in the future.*
Sibling	*A brother or sister.*
Community	*A group of people living in the same place or sharing a common interest.*
Hazard	*A danger or risk.*
Danger	*Likely to cause harm or injury. Something that is not safe.*

By the end of this topic, I should:

- know what items are safe to play with and what items are unsafe to play with
- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings

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Years 1-3

Module: Fire Safety (Special Module)

Topic: Baseline/Summative Assessment, Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary

Key Facts

- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to recognise and talk about your emotions
- It is important to recognise and report feelings of being unsafe or feeling bad about any adult
- There may be occasions where you need to make a clear and efficient call to emergency services

Ask me a question!

- Who can help keep us safe?
- What is an emergency?
- When might the Fire Service be needed?
- Why should you not distract a driver?

By the end of this topic, I should:

- know what a 'hoax call' is and why it can be risky
- understand why our emergency services are an important part of our community
- be able to show my knowledge of fire safety to others
- be able to practise simple ways of staying safe and finding help
- be able to recognise how drivers can be distracted
- understand the importance of being responsible and how our actions/choice can affect others

I will learn the following new words/phrases:

Burgled	*When a building is illegally entered and items are stolen.*
Collapsed	*A person or structure that suddenly falls down.*
Flammable	*Can easily catch fire.*
Distraction	*Something that prevents you from concentrating on something else.*
Emergency	*A crisis or dangerous situation that requires immediate action.*
Hoax	*When you trick someone into believing that something fake is real or genuine.*
Declaration	*An important spoken or written agreement.*

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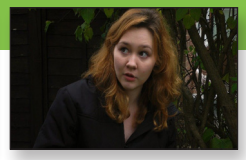
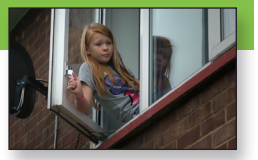
Module: Keeping/Staying Safe

Topic: Staying Safe, Leaning out of Windows, and Summative Assessment

Year 3

Key Facts

- Families are important for children growing up because they can give love, security and stability
- It is important to respond safely and appropriately to people who you do not know very well
- It is important to recognise who to trust and who not to trust
- There are emergency services in place to help us

By the end of this topic, I should:

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

Ask me a question!

- Should we trust everyone we know?
- Who could we talk to if we were worried about someone we had just met?
- Can you name some dangers that you may find at home?
- Who is available to help if we call 999?

I will learn the following new words/phrases:

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

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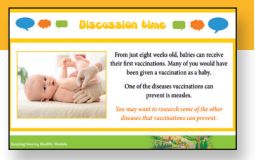

Year 3

Module: Keeping/Staying Healthy

Topic: Medicine and Summative Assessment

Key Facts

- Vaccinations can prevent you from certain diseases
- There are associated risks with legal and illegal harmful substances

Ask me a question!

- Why do we take medicine?
- Who should we take medicine from?
- What else can make you feel better when you are poorly?
- What is a vaccination?

I will learn the following new words/phrases:

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

By the end of this topic, I should:

- know, understand, and be able to practise simple safety rules about medicine
- understand when it is safe to take medicine
- know who we can accept medicine from
- understand the differences between healthy and unhealthy choices

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Year 3

Module: Relationships

Topic: Touch and Summative Assessment

Key Facts

- It is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them
- It is important to seek help or advice if a relationship is making you feel unsafe or unhappy
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to understand how to report concerns or abuse

I will learn the following new words/phrases:

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

Ask me a question!

- Can you name the different human body parts?
- If you know of somebody who is upset about the way someone treats them, what could you do?
- If you feel uncomfortable in a relationship, who could you talk to?

By the end of this topic, I should:

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

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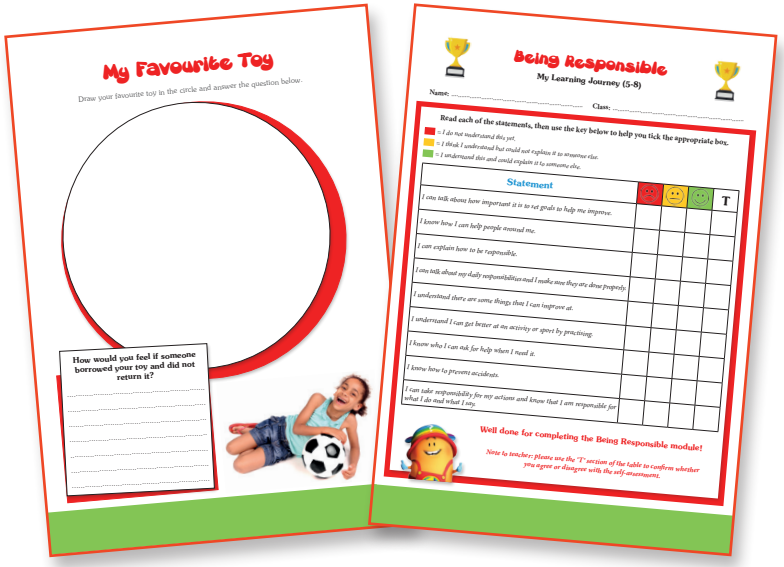
Year 3

Module: Being Responsible

Topic: Stealing and Summative Assessment

Key Facts

- The characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- It is important to recognise when a friendship is making you feel unhappy or uncomfortable
- It is important to give and seek permission in relationships with friends, peers, and adults



I will learn the following new words/phrases:

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

By the end of this topic, I should:

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

Ask me a question!

- What are the differences between borrowing and stealing?
- How can you be responsible?

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Year 3

Module: Feelings and Emotions

Topic: Grief and Summative Assessment

Key Facts

- Families are important for children growing up because they can give love, security and stability
- There is a normal range of emotions *(e.g. happiness, sadness, anger, fear, surprise, nervousness)* and scale of emotions that all humans experience in relation to different experiences and situations
- It is important to judge whether what you are feeling and how you are behaving is appropriate and proportionate
- Mental wellbeing is a normal part of daily life, in the same way as physical health

I will learn the following new words/phrases:

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

Ask me a question!

- What are some of the reasons we might feel or experience grief?
- What other kinds of feelings could we experience if we were feeling grief?
- What could you do if you feel sad about losing someone or something?
- How could you help someone who is experiencing grief?
- How can manage other difficult emotions, such as worry, anger, and jealousy?

By the end of this topic, I should:

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words

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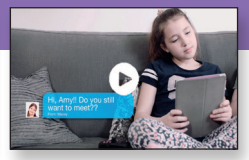
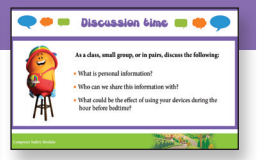




Year 3

Module: Computer Safety

Topic: Making Friends Online and Summative Assessment

Key Facts

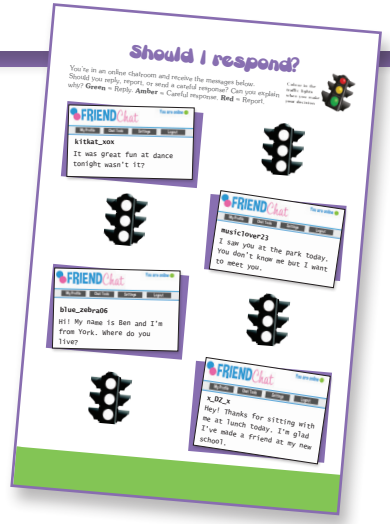
- It is important to consider your online friendships and sources of information
- People sometimes behave differently online, including by pretending to be someone they are not

By the end of this topic, I should:

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

Ask me a question!

- If you are worried or unsure about something you see online, what could you do? Who could you speak to?
- If you receive a message online from someone you do not know, what could you do?
- If someone was worried about something they had seen online, how could you help them?



I will learn the following new words/phrases:

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

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Year 3

Module: Our World

Topic: Looking After Our World and Summative Assessment

Key Facts

- We all have shared responsibilities for caring for other people and living things
- There are ways of carrying out shared responsibilities for protecting the environment

I will learn the following new words/phrases:

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

By the end of this topic, I should:

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

Ask me a question!

- What does the phrase 'reduce, re-use, recycle' mean?
- How can we save water?
- How can we reduce the amount of electricity we use?

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Module: Hazard Watch

Topic: Baseline/Summative Assessment and Hazard Watch

Years 1-3

Key Facts

- There are associated risks with legal and illegal harmful substances
- If you need to seek help or advice, it is important that you ask for it and keep trying until you are heard
- Families are important for children growing up because they can give love, security and stability
- It is important to recognise and report feelings of being unsafe

Ask me a question!

- How do our special adults keep us safe?
- What kind of objects or items do adults keep us safe from?
- What could you do if you spot a potential danger or hazard at home, at school, or in the community?

I will learn the following new words/phrases:

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- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings

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Years 1-3

Module: Fire Safety (Special Module)

Topic: Baseline/Summative Assessment, Hoax Calling, Petty Arson, Texting Whilst Driving, and Fire Safety Documentary

Key Facts

- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to recognise and talk about your emotions
- It is important to recognise and report feelings of being unsafe or feeling bad about any adult
- There may be occasions where you need to make a clear and efficient call to emergency services

Ask me a question!

- Who can help keep us safe?
- What is an emergency?
- When might the Fire Service be needed?
- Why should you not distract a driver?

By the end of this topic, I should:

- know what a 'hoax call' is and why it can be risky
- understand why our emergency services are an important part of our community
- be able to show my knowledge of fire safety to others
- be able to practise simple ways of staying safe and finding help
- be able to recognise how drivers can be distracted
- understand the importance of being responsible and how our actions/choice can affect others

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Burgled	*When a building is illegally entered and items are stolen.*
Collapsed	*A person or structure that suddenly falls down.*
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