

Warmsworth Primary School Personal Education Curriculum (updated 2024)

	Relationships – Families and people who care for us Delivery – class learning, inclusion team, NSPCC assembly	
FS1	To know which familiar adults to approach to seek comfort, when needed To show an interest in different occupations – people who help us	FS2 Building relationships – To form positive attachments to adults and friendships with peers. To show an interest in different occupations – people who help us
Y1	<ul style="list-style-type: none"> • What does it mean to care? • Whose job is it to care for me and make me feel safe? (adult family, teacher, police, fire, doctor) • Who are my family? • What types of families are there? (single, adoptive, step, foster, LAC, extended family, same sex) • What is the difference between family and friends (and acquaintances)? • What is a stranger? How should I respond to a stranger? • Who can I talk to if I am worried about my family? 	Y2 <ul style="list-style-type: none"> • What is “family”? • What types of families are there? (single, adoptive, step, foster, LAC, extended family, same sex) • What is the role of a family? (support; love and caring for other family members; providing security and a sense of belonging; open communication; making each person within the family feel important, valued, respected and esteemed) • Who can have arguments? • Why do people have arguments? • What does arguing look like/sound like? • How does arguing make me feel? • What can I do if something about my family makes me unhappy or worried?
Y3	<ul style="list-style-type: none"> • How many different types of families are there? (single-parent, same-sex, step-parents, foster, adoptive, blended) • How many types of relationships are there? (e.g.: friendships (online) family, romantic, professional online relationships) • How do I like to be treated and how should I treat other? (love, care, trust, loyalty, respected, encouragement) • Should all people treat me the same? • What can I do if I don’t feel like I am being treated like I would like to be? 	Y4 <ul style="list-style-type: none"> • What makes for a healthy family life? (commitment, care, spending time together) • Why might family relationships make me feel unhappy or unsafe? • Who and where can I get help from if my family makes me feel unhappy or worried?
Y5	<ul style="list-style-type: none"> • How are families different? (including single parents, same-sex parents, step-parents, blended families, foster parents) • What is the role of a family? (love, security and stability). • Who and where can I get help from if my family makes me feel unhappy or worried? 	Y6 <ul style="list-style-type: none"> • Why do families separate? • How do I cope if my family separates? • What might make me upset in my family? • Who and where can I get help from if my family makes me feel unhappy or worried?

	Relationships - Respectful relationships and caring friendships Delivery – Lessons and school ethos	
FS1	Trying to help or giving comfort when others are distressed. Seeking out others to share experiences. Showing care and concern for people who are special to them. To know and display friendly behaviour such as; initiating conversation, asking others to join them, and sharing resources.	FS2 Building relationships – To form positive attachments to adults and friendships with peers. To work and play cooperatively and take turns with others. To show sensitivity to their own and to others needs.
Y1	Relationships <i>Respectful relationships and caring friendships</i> <ul style="list-style-type: none"> Who are the special people in my life? Why are they special? What is a friend? What is a true friend? What makes a good friend? How can I be a good friend? What does it mean to be kind and unkind? How are people kind and unkind? What does it mean to be mean and rude? What is bullying? What is the difference between being: mean, rude and bullying? What can I do if I think someone is being: mean, rude or unkind to me? 	Y2 Relationships <i>Respectful relationships and caring friendships</i> <ul style="list-style-type: none"> What is respect? How can I show respect? What does it mean to cooperate? How can I play and work cooperatively with others? What is an argument? What can cause arguments? How do arguments escalate? How can I resolve an argument? What does sorry mean? When might I say sorry to someone? Why should I say sorry to someone? How can I prove I am sorry? What is bullying? What should I do if I think I am being bullied? How can I help stop bullying? delivered via anti-bullying week
Y3	Relationships <i>Respectful relationships and caring friendships</i> <ul style="list-style-type: none"> What is respect? What are respectful behaviours? Why is being respectful important? What is privacy? What things should I keep private and why? What things should I not keep private? What are personal boundaries? How can people invade my personal boundaries? What is an “attitude”? (+ and -) What is bullying? What types are bullying are there? What roles might there be when someone is being bullied (victim, bully, onlookers, assistants). How do I know if someone is being bullied? How can I help someone who is being bullied? delivered via anti-bullying week 	Y4 Relationships <i>Respectful relationships and caring friendships</i> <ul style="list-style-type: none"> What are respectful behaviours? Why is being respectful important? What is privacy? What are personal boundaries? How can people invade my personal boundaries? What is a friend (school, pen-friend, online etc) Ensure children know what a true friend is and not someone they think they know. Why do friendships change over time? What can I do if a friendship is making me feel unsafe, worried or uncomfortable? What is a dare? Are all dares ok? Should I take part in a dare? What should I do if I am “dared” to do something I don’t want to do? Why do people bully? How can I help stop a bully? – delivered via anti-bullying week
Y5	Relationships <i>Respectful relationships and caring friendships</i> <ul style="list-style-type: none"> What are respectful behaviours? Why is being respectful important? What is privacy? What are personal boundaries? How can people invade my personal boundaries? What is a dare? Are all dares ok? Should I take part in a dare? What should I do if I am “dared” to do something I don’t 	Y6 Relationships <i>Respectful relationships and caring friendships</i> <ul style="list-style-type: none"> What is peer-pressure? How can peer-pressure differ? How should I deal with peer-pressure? What is a role model? Who might be my role models? What can be the concerns of role models? What is a disagreement? What do people disagree about? Is it ok to disagree with someone? When can a disagreement turn

	<p>want to do?</p> <ul style="list-style-type: none"> • What is a disagreement? What can cause a disagreement? Who might have a disagreement? • What is peer-influence (peer-approval)? When is peer-influence positive and negative? What can I do if I feel that I am being peer-influenced and I don't like it? • What is harassment? What is trolling? What should I do if I or someone else is being trolled or harassed? <p><i>Repeated Learning – via anti-bullying week</i></p> <ul style="list-style-type: none"> • <i>What is bullying? What types are bullying are there? What roles might there be when someone is being bullied (victim, bully, onlookers, assistants)</i> • <i>How do I know if someone is being bullied? How can I help someone who is being bullied?</i> 		<p>nasty? How can I challenge in a positive manner?</p> <ul style="list-style-type: none"> • What is a secret? Why do people keep secrets? When should secrets be kept and when should they be shared? Why should I not keep a secret? • What is coercion? Why do people coerce others? How do people coerce others? How might I be coerced into doing something? What can I do if I feel like I am being coerced into something I don't want to? • What can I do if I feel unsafe, worried or uncomfortable? <p><i>Repeated Learning</i></p> <ul style="list-style-type: none"> • <i>What is bullying? What types are bullying are there? What roles might there be when someone is being bullied (victim, bully, onlookers, assistants_</i> • <i>How do I know if someone is being bullied? How can I help someone who is being bullied?</i>
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	Relationships – Online relationships Physical health and mental wellbeing Internet safety and harms – Computing Delivery – Lessons an school ethos		
FS1	To know and identify some digital devices (phones,laptops,and tablets) To know digital devices can be used to find out things and to communicate with friends and family (facetime, calling) To know to ask permission from an adult before using a digital device	FS2	To know and identify some digital devices (phones,laptops,and tablets) To know digital devices can be used to find out things and to communicate with friends and family (facetime, calling) To know to ask permission from an adult before using a digital device
Y1	Learning to be taken from the computing curriculum	Y2	Learning to be taken from the computing curriculum
Y3	Learning to be taken from the computing curriculum	Y4	Learning to be taken from the computing curriculum
Y5	Learning to be taken from the computing curriculum	Y6	Learning to be taken from the computing curriculum

	Safe Relationships and Physical health and mental wellbeing Bodies leading to the changing adolescent body (sex education)	
FS1	To use the toilet areas in private To clothes appropriately To understand personal space To know that we don't need to touch to get someone's attention	FS2 To use the toilet areas in private To clothes appropriately To understand personal space To know that we don't need to touch to get someone's attention
Y1	<p>Safe Relationships Safe relationships</p> <ul style="list-style-type: none"> • What does it mean to keep something private? • How many different ways are there to "touch" someone? (hug, tig, tickler, kiss, punch, stroke) When are these acceptable? (links with safe touch to be taught by NHS) <p>Physical health and mental wellbeing <i>Bodies leading to the changing adolescent body (sex education)</i></p> <ul style="list-style-type: none"> • What do we mean by male and female? How are males and females different? • What do we mean by boy and girl? • What are the names for our private body parts? (under underwear – breast, penis and vagina) • Why are some parts of our bodies private? • <p>SAFE TOUCH TO BE COVERED BY THE SCHOOL NURSE</p> <ul style="list-style-type: none"> • When is someone allowed to "touch" my private body parts? • Who can I talk to if someone wants to touch my private body parts? • 	<p>Y2 Safe Relationships Safe relationships</p> <ul style="list-style-type: none"> • What is a surprise? What is a secret? How are the different? When should you keep a secret? • What does it mean if someone tries to pressure me into doing something? What can I do if I don't want to do something? Who can I speak to if I feel pressured into doing something I don't want to do? <p>Physical health and mental wellbeing <i>Bodies leading to the changing adolescent body (sex education)</i></p> <ul style="list-style-type: none"> • How males and females different? <p>Use differences Y2L1 To introduce the concept of male and female gender stereotypes. To identify the differences between males and females</p> <ul style="list-style-type: none"> • What is the human life-cycle? How do people grow from young to old? <p>Use Differences Y2L2 To explore some of the differences between males and females and to understand that this is part of a lifecycle</p> <ul style="list-style-type: none"> • What are the names for our private body parts? • Why are some parts of our bodies private? (under underwear – breast, penis and vagina) <p>Use Differences Y2L3 To focus on the sexual differences and name body parts</p> <ul style="list-style-type: none"> • When is someone allowed to "touch" my private body parts? • Who can I talk to if someone wants to touch my private body parts? <p>THIS IS REPEATED AND REINFORCED LEARNING FROM Y1</p> <ul style="list-style-type: none"> •
Y3	<p>Safe Relationships Safe relationships</p> <ul style="list-style-type: none"> • What information should I share with my family, friends and family? • What does "privacy" mean? What things are private? When should I keep things private? What should I do if someone asks me to keep something private that I know should not be? <p>Physical health and mental wellbeing <i>Bodies leading to the changing adolescent body (sex education)</i></p> <ul style="list-style-type: none"> • What are the names for our private body parts? 	<p>Y4 Safe Relationships Safe relationships</p> <ul style="list-style-type: none"> • What does it mean to be confidential (secretive)? • Why might someone ask you to keep a secret or be confidential? • When is it ok to break a confidence (or share a secret)? <p>Physical health and mental wellbeing <i>Bodies leading to the changing adolescent body (sex education)</i></p> <ul style="list-style-type: none"> • What does the word "adolescence" mean? What happens to my body during adolescence? <p>Use Growing up Y4L1 To explore the human</p>

	<ul style="list-style-type: none"> • <i>Why are some parts of our bodies private? (under underwear – breast, penis and vagina)</i> <p>Use Valuing differences and keeping safe Y3L1 To explore the differences between males and females and to name body parts.</p> <ul style="list-style-type: none"> • <i>When is someone allowed to “touch” my private body parts?</i> • <i>Who can I talk to if someone wants to touch my private body parts?</i> <p>Use Valuing differences and keeping safe Y3L2 To consider touch and to know that a person has the right to say what they like and dislike.</p> <ul style="list-style-type: none"> • What does consent mean? What things do I need to consent to? What can I do if I don’t want to consent to something? What should I do if I don’t consent to something? *consent = permission 	<p>lifecycle.</p> <ul style="list-style-type: none"> • What is personal hygiene? How can I have good personal hygiene? • What is puberty and how does it affect boys and girls? Why does my mood change during puberty? • Who can I ask for advice during puberty? <p>Use Growing up Y4L2 To identify some basic facts about puberty, reproduction and pregnancy. Y4L3 To learn about physical and emotional changes associated with puberty</p> <ul style="list-style-type: none"> • What is menstruation? <p>Use Periods Childline</p> <p><i>Repeated learning</i></p> <ul style="list-style-type: none"> • <i>What are the names for our private body parts?</i> • <i>Why are some parts of our bodies private? (under underwear – breast, penis and vagina)</i> • <i>When is someone allowed to “touch” my private body parts?</i> • <i>Who can I talk to if someone wants to touch my private body parts?</i> •
<p>Y5</p>	<p>Safe Relationships Safe relationships</p> <ul style="list-style-type: none"> • What physical touch is acceptable and unacceptable? How can I respond to unacceptable contact? • Whose is in the wrong if I am touched where I don’t want to be? • Why should I report unacceptable contact? How do I report unacceptable contact? • What does permission mean? What things could I give permission for? When might I not want to give permission for something? <p>Physical health and mental wellbeing <i>Bodies leading to the changing adolescent body (sex education)</i></p> <ul style="list-style-type: none"> • Why do all bodies look different? Why do people feel different? <p>Use Puberty Y5L1 To explore the emotional and physical changes occurring in puberty. Y5L2 To understand the male and female puberty changes in more detail.</p> <ul style="list-style-type: none"> • What does identify mean? What is my personal identify (race, sex, gender, family, faith, culture, hobbies, likes/dislikes) • What does gender identity mean? Why might gender identify be different to biological sex? <p><i>Repeated learning</i></p> <ul style="list-style-type: none"> • <i>What are the names for our private body parts?</i> • <i>Why are some parts of our bodies private? (under underwear – breast, penis and vagina)</i> • <i>When is someone allowed to “touch” my private body parts?</i> 	<p>Y6</p> <p>Relationships Safe relationships</p> <ul style="list-style-type: none"> • What is friendship? How many different friendships are there? What is a healthy and unhealthy “friendship”? What can I do if I find myself in an unhealthy relationship? • What does consent mean? What can I give/refuse consent for? • What is abuse? What types of abuse are there and what might they look like? • What are the signs of abuse in a child? <p>Physical health and mental wellbeing <i>Bodies leading to the changing adolescent body (sex education)</i></p> <ul style="list-style-type: none"> • What does it mean to be attracted to someone? Who can be attracted to each other? • What is a relationship? How many different types of relationships are there? What is love? What makes a loving relationship? • How might someone show love and commitment to each other? • What is marriage/civil partnership? (forced marriage is illegal and must be reported) • What is a sexual relationship? <p>Use Puberty and reproduction Y6L2 To consider reproduction in the context of a relationship</p> <ul style="list-style-type: none"> • How babies are conceived (when a sperm meets an egg and the fertilised egg settles into the lining of the womb? How is a baby born?)

	<ul style="list-style-type: none"> • <i>Who can I talk to if someone wants to touch my private body parts?</i> • <i>Who can I ask for advice during puberty?</i> • <i>What is menstruation?</i> • 	<p>Use Puberty and reproduction Y6L3 To explore the process of conception and pregnancy</p> <ul style="list-style-type: none"> • What are the responsibilities of being a parent? <p><i>Repeated learning</i></p> <ul style="list-style-type: none"> • <i>What are the names for our private body parts?</i> • <i>Why are some parts of our bodies private? (under underwear – breast, penis and vagina)</i> • <i>When is someone allowed to “touch” my private body parts?</i> • <i>Who can I talk to if someone wants to touch my private body parts?Who can I ask for advice during puberty?</i> • <i>What is menstruation?</i>
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	<p>Physical health and mental well-being - Emotional relationships and mood Delivery Lessons, School ethos, Inclusion team, assemblies</p>		
FS1	PSED – Managing Self – Expressing their own feelings, such as sad, happy, cross, scared, worried. Colour Monsters. To know that some actions and words hurt others Having a growing ability to distract self when upset.	FS2	To show an understanding of their own feelings and those of others, and begin to regulate behaviour accordingly
Y1	Colour Monsters <ul style="list-style-type: none"> • What are the different feelings and emotions? • How do different feelings and emotions make me feel? • How might I react when I am feeling....? • How can I make choices about how I act when I feel 	Y2	Colour Monsters <ul style="list-style-type: none"> • What are the different feelings and emotions? • How do different feelings and emotions make me feel? • How might I react when I am feeling....? • How can I make choices about how I act when I feel

Y3	Emotion emojis <ul style="list-style-type: none"> • How do I know how I might be feeling? • What are positive and negative emotions? • What is my mental health? • Why is it important to look after my mental health? • Who can I go to for help if I don't feel emotionally well? 	Y4	Emotion emojis <ul style="list-style-type: none"> • How do I know how I might be feeling? • What are positive and negative emotions? • What is my mental health? • Why is it important to look after my mental health? • Who can I go to for help if I don't feel emotionally well?
Y5	Emotion emojis <ul style="list-style-type: none"> • What is my mental health? • Why is it important to look after my mental health? • How can I control my emotionally behaviour? • What is emotional behaviour and how can I control my emotional behaviour? • Who can I go to for help if I don't feel emotionally well? 	Y6	Emotion emojis <ul style="list-style-type: none"> • What is my mental health? • Why is it important to look after my mental health? • How can I control my emotionally behaviour? • What is emotional behaviour and how can I control my emotional behaviour? • Who can I go to for help if I don't feel emotionally well?

	Physical health and mental wellbeing - Drugs Education		
	Delivery - X3 lessons, School assemblies		
FS1	To know that parents and carers, doctors and nurses may give medicine to help them get better	FS2	To know that parents and carers, doctors and nurses may give medicine to help them get better
Y1	<ul style="list-style-type: none"> • How can I stay healthy? • When and how should I take medicines safely? • Who should be able to give me medicines? 	Y2	<ul style="list-style-type: none"> • Which substances and situations are safe and unsafe? • What are hazardous substances and how do I spot them? • What are the safety rules at home and at school?

<p>Y3</p>	<ul style="list-style-type: none"> • What is smoking and its effects? • What is the impact of smoking and passive smoking? • What are the strategies to prevent starting smoking? <p>Extra information That smoking is the act; nicotine is the addictive drug and the tar is what causes the damage.</p> <p>What passive smoking is and the law about adults smoking with children in the car</p> <p><i>Addition to planning - That vaping is not an alternative to smoking a cigarette. That vapes contain nicotine which is addictive. That there is no medical evidence at this point to suggest that vaping is safe.</i></p> <p><i>Addition to planning - Smoking: Prime minister Rishi Sunak's plan to ban cigarettes with age rise each year - BBC Newsround</i></p>	<p>Y4</p>	<ul style="list-style-type: none"> • What effect alcohol has on the body? • What are the risks related to drinking alcohol? • How does society limit the drinking of alcohol?
<p>Y5</p>	<ul style="list-style-type: none"> • What are legal and illegal drugs and what are their risks and effects? • What are the children's attitudes and beliefs about drug use and drug users? • What are the strategies to resist drug use? 	<p>Y6</p>	<ul style="list-style-type: none"> • What are the effects, risks and law relating to cannabis? • What are volatile substances and what is volatile substance abuse? (VSA?) • What options are there for getting help, advice and support?

	Physical health and mental wellbeing - Healthy Eating Delivery Science, design and technology, (School ethos - school meals, Healthy Eating week summer term 2, Healthy Packed lunch charter)	
FS1	To know how to keep our bodies healthy <i>e.g. getting enough sleep, drinking water, washing hair and body, cleaning teeth, eating a balanced variety of food and getting exercise.</i> (Linked with snack time) To know some healthy snacks <i>e.g. water, apple, carrots etc...</i>	FS2 To know how to keep our bodies healthy <i>e.g. getting enough sleep, drinking water, washing hair and body, cleaning teeth, eating a balanced variety of food and getting exercise.</i> (Linked with snack time) To know some healthy snacks <i>e.g. water, apple, carrots etc...</i>
Y1	DESIGN AND TECHNOLOGY : Key stage 1 Use the basic principles of a healthy and varied diet to prepare dishes	Y2 SCIENCE : Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. DESIGN AND TECHNOLOGY : Key stage Use the basic principles of a healthy and varied diet to prepare dishes
Y3	SCIENCE - 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 DESIGN AND TECHNOLOGY Understand and apply the principles of a healthy and varied diet	Y4 SCIENCE : describe the simple functions of the basic parts of the digestive system in humans DESIGN AND TECHNOLOGY Understand and apply the principles of a healthy and varied diet
Y5	DESIGN AND TECHNOLOGY Understand and apply the principles of a healthy and varied diet	Y6 SCIENCE : recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function DESIGN AND TECHNOLOGY Understand and apply the principles of a healthy and varied diet

	Physical health and mental wellbeing - Physical health - Physical Education Delivery Across the curriculum (science, physical education, design and technology), school ethos – healthy meals, access to break times and activities, extra-curricular sporting activities		
FS1	To know how to keep our bodies healthy <i>e.g. getting enough sleep, drinking water, washing hair and body, cleaning teeth, eating a balanced variety of food and getting exercise.</i>	FS2	To move energetically, such as: running, hopping, skipping and climbing To demonstrate strength balance and coordination when playing
Y1		Y2	SCIENCE To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Y3	SCIENCE To identify those 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	Y4	SCIENCE To identify the different types of teeth in humans and their simple functions
Y5		Y6	SCIENCE To recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function

	<p>Physical health and mental wellbeing - Basic first aid Delivery – Whole school learning day, class assembly, Y6 Crucial Crew First Aid Explain that basic first aid teaches us when and how to help someone who is suddenly injured or ill. This can mean: ● carrying out first aid on ourselves or another person ● explaining to someone else how to carry out first aid ● calling for help from adults or emergency services Explain that pupils should always check whether it is safe for them and other people if they do basic first aid. For example, they should check for a risk of: ● being cut by broken glass ● falling from a height ● something falling onto them ● busy traffic ● coming into contact with fire or chemicals If there has been an accident, or there is a serious danger to them or another person, pupils should always find a safe space and call 999</p>	
<p>FS1</p>	<p>To know that if they hurt themselves, they tell an adult To know that sometimes a wound is cleaned To know that sometimes a plaster, bandage or icepack might be applied.</p>	<p>FS2</p> <p>To know that a “poorly” is a type of injury</p>
<p>Y1</p>	<p>What is medication? What different types of tablets are there – headaches, joint pain, allergies etc. Who are the only people who can give me medication? What should I do if I find medication around the house? What should I do if I take medication that I am not supposed to? <i>Whose job is it to keep us safe?</i> <i>Which emergency service helps with first aid?</i> <i>How to call 999 and what to say?</i> <i>To know how to respond if there is an accident and someone who is hurt</i> <i>Whose job is it to keep us safe</i> <i>How to call 999 and what to say?</i> <i>How do I do the DRABC survey?</i></p>	<p>Y2</p> <p>What should I do if I, or someone else, doesn't feel well? Who should I take medication from? What are plasters used for and when should I use them?</p> <p><i>Whose job is it to keep us safe?</i> <i>Which emergency service helps with first aid?</i> <i>How to call 999 and what to say?</i> <i>To know how to respond if there is an accident and someone who is hurt</i> <i>Whose job is it to keep us safe</i> <i>How to call 999 and what to say?</i> <i>How do I do the DRABC survey?</i></p>
<p>Y3</p>	<p>What are the different types of dressings? What is a bandage and what is it used for? (Bandages are used to hold dressings in place, support injured joints and control bleeding) When would a dressing and/or a bandage be used? Why should I not use anything to put over a burn or a cut? How do I apply a bandage? (support the person's limb ● start from the front and injured side of the person ● spiral the bandage around the limb tightly, but without restricting circulation ● leave toes or fingers uncovered ● fasten the bandage with pins or tape, or tuck the bandage into itself if no pins or tape are available Explain that many dressings are self-adhesive and do not require a bandage to hold them in place.) What can I do if I find someone bleeding? (stop bleeding by putting pressure on the wound and lifting it above the heart, clean the wound under running water (for 5 to 10 minutes) ● pat dry using a clean cloth (but nothing fluffy) ● choose a dressing that is slightly bigger than the wound they are to cover ● hold the dressing at the edges and not touch the part that will cover the wound ● replace dressings when they are dirty or wet, or when blood soaks through) <i>Whose job is it to keep us safe?</i></p>	<p>Y4</p> <p>What is the difference between a burn and a scald? (Burns are caused by dry heat (e.g. fire). Scalds are caused by wet heat (e.g. boiling water). What should I do if someone has been burnt? (get them away from the source of heat ● run the burn under cool/lukewarm water for 20 minutes (and not use ice or greasy substances) ● remove clothing or jewellery near the burn (but not remove anything that is stuck to the skin) ● keep the person warm with a blanket ● cover the burn with cling film or a clean plastic bag) They should always get emergency medical help for: ● any burns that are bigger than the person's hand ● chemical and electrical burns ● burns that cause white or charred skin ● burns that cause blisters on the face, hands, arms, feet, legs or genitals ● people who have breathed in fumes or smoke)</p> <p><i>Whose job is it to keep us safe?</i> <i>Which emergency service helps with first aid?</i> <i>How to call 999 and what to say?</i> <i>To know how to respond if there is an accident and someone who is hurt</i> <i>Whose job is it to keep us safe</i> <i>How to call 999 and what to say?</i> <i>How do I do the DRABC survey?</i></p>

	<p><i>Which emergency service helps with first aid?</i></p> <p><i>How to call 999 and what to say?</i></p> <p><i>To know how to respond if there is an accident and someone who is hurt</i></p> <p><i>Whose job is it to keep us safe</i></p> <p><i>How to call 999 and what to say?</i></p> <p><i>How do I do the DRABC survey?</i></p>		
Y5	<p>What do I do if I find someone who is bleeding (fast)? (pupils should get emergency help if: ● a wound is large and deep ● bleeding does not stop ● there may be something stuck in the wound (e.g. metal or glass) teach children never to remove the sharp object ● blood is bright red and spurting out of the wound (this could mean an artery has been cut) ● the wound is to the face (to prevent scarring)</p> <p>What should I do if someone is bleeding from their nose? (● sit or stand up straight (they should not lie down) ● pinch above their nostrils for 10 to 15 minutes ● lean forward and breathe through their mouth ● place an ice pack (or similar item, e.g. a bag of frozen peas) at the top of their nose</p> <p>Explain that for 24 hours after a nosebleed, pupils should not: ● blow or pick their nose ● drink hot drinks ● lift anything heavy ● do any exercise ● pick any scabs that emerge Teach that nosebleeds are common among children, but they usually grow out of them by the age of 11. Explain that nosebleeds sometimes require medical attention, but this is more common for adults)</p> <p>What is the recovery position, when should it be used and how should I do it? (1. Lie the person on their back and kneel by their side. 2. Put the arm nearest to you at a right angle to their body with the palm facing up. 3. Fold the other arm so that its hand touches the cheek nearest to you, and hold it in place. 4. Use your free hand to bend the knee furthest from you up into a right angle. 5. Pull on the bent knee to roll the person over onto their side 6. Their bent arm should support their head, and their extended arm should stop you rolling them too far. 7. Make sure their bent leg is at a right angle. 8. Open the airway by gently tilting the head back and lifting the chin, checking nothing is blocking the airway. 9. Stay with the person and monitor them until help arrives.</p> <p>First aid - Recovery position - NHS (www.nhs.uk)</p> <p><i>Whose job is it to keep us safe?</i></p> <p><i>Which emergency service helps with first aid?</i></p> <p><i>How to call 999 and what to say?</i></p> <p><i>To know how to respond if there is an accident and someone who is hurt</i></p> <p><i>Whose job is it to keep us safe</i></p> <p><i>How to call 999 and what to say?</i></p> <p><i>How do I do the DRABC survey?</i></p>	Y6	<p>What should I do if I find someone who is choking? (it is important to remove the obstruction from their airway as soon as possible. Pupils can help to do this by shouting for an adult immediately and: ● encouraging the person to try coughing hard ● hitting the person hard on their upper back 5 times ● calling 999, if this has not worked and nobody else is around to call emergency services ● continuing to hit the person between the shoulders while waiting for help)</p> <p>What is CPR and when and how should it be performed?</p> <p>What is a defibrillator?</p> <p>What is the recovery position, when should it be used and how should I do it? (1. Lie the person on their back and kneel by their side. 2. Put the arm nearest to you at a right angle to their body with the palm facing up. 3. Fold the other arm so that its hand touches the cheek nearest to you, and hold it in place. 4. Use your free hand to bend the knee furthest from you up into a right angle. 5. Pull on the bent knee to roll the person over onto their side 6. Their bent arm should support their head, and their extended arm should stop you rolling them too far. 7. Make sure their bent leg is at a right angle. 8. Open the airway by gently tilting the head back and lifting the chin, checking nothing is blocking the airway. 9. Stay with the person and monitor them until help arrives.</p> <p>First aid - Recovery position - NHS (www.nhs.uk)</p> <p><i>Whose job is it to keep us safe?</i></p> <p><i>Which emergency service helps with first aid?</i></p> <p><i>How to call 999 and what to say?</i></p> <p><i>To know how to respond if there is an accident and someone who is hurt</i></p> <p><i>Whose job is it to keep us safe</i></p> <p><i>How to call 999 and what to say?</i></p> <p><i>How do I do the DRABC survey?</i></p>

DRABC survey

[How to do the primary survey and DR ABC - First Aid Advice | St John Ambulance \(sja.org.uk\)](http://www.sja.org.uk)

If someone falls unconscious Explain that ‘unconscious’ means that someone looks asleep and is unable to respond. If a pupil thinks someone is unconscious, they should call for an adult’s help, if possible. If no adult is around, the pupil should try to get a response by shaking the person, talking to them or pinching their ears. If they do not respond, they should check their breath by: ● tipping their head back to open their airway ● checking if their chest is moving up and down ● listening for breath at their mouth * If they are breathing, pull them onto their side and tip their head back so they can still breathe. Then call 999. Explain that pupils should not leave an unconscious person who is breathing on their back, as this can block their airways. If an unconscious person is not breathing, it is important to shout for an adult and call 999 immediately. Do not put the person on their side.

Calling 999 for an ambulance Explain to pupils that they will be learning about how to call 999 for an ambulance in a health emergency. Tell pupils to make sure they are in no danger themselves before they call for an ambulance. For example, if they are in traffic or at risk from a fire they should first move to a safe place. Explain to pupils that even if someone else is unwell or injured, their own safety must come first.

When to call 999 (emergency) Teach pupils that they need to call 999 if any of the following apply to the casualty: ● unconscious / unresponsive (does not respond when you shout and shake them by the shoulders) ● not breathing, or not breathing normally ● choking (cannot breathe) ● seriously injured or unwell (discuss scenarios) Emphasise that you must call straight away. Never call someone else first to check. Time is very important. It is right to call 999 even if they are unsure. Tell pupils to stay with the person while they make the call if they can

How to make a 999 call Give pupils clear instructions for calling 999, including the following. Dial 999 on a landline or a mobile phone. Put the phone on speakerphone if you can. This means your hands are free if you are asked to do anything else. You will be put through to an operator who will ask: Emergency. Which service? Police, Ambulance, Fire? Ask for an ambulance. The operator will ask questions to find out what is wrong with the unwell person, for example, if they have stopped breathing, to assess the level of emergency.

What you might be asked to do Teach that the operator will: ● ask you the address where you are and send an ambulance to you as soon as possible ● ask you the reason for your call and ask for more details about the casualty - for example, medical problems and symptoms ● give you advice on what you can do to help the casualty until the ambulance arrives ● ask you to do things like put the casualty in the 'recovery position' (what they ask you to do will depend on your age and ability)

Practise making an emergency call Give pupils opportunities to practise making a pretend 999 call. Show pupils how to make a call from both a landline and a mobile phone (including from locked screen). Based on a teacher-led scenario, check that pupils remember to: ● ensure their own safety first ● turn on speakerphone if they can (not essential) ● give a correct address or directions ● answer questions clearly ● follow any instructions from the operator

Recovery position Explain the procedure for getting a casualty into the recovery position. 1. Lie the person on their back and kneel by their side. 2. Put the arm nearest to you at a right angle to their body with the palm facing up. 3. Fold the other arm so that its hand touches the cheek nearest to you, and hold it in place. 4. Use your free hand to bend the knee furthest from you up into a right angle. 5. Pull on the bent knee to roll the person over onto their side 6. Their bent arm should support their head, and their extended arm should stop you rolling them too far. 7. Make sure their bent leg is at a right angle. 8. Open the airway by gently tilting the head back and lifting the chin, checking nothing is blocking the airway. 9. Stay with the person and monitor them until help arrives.

[First aid - Recovery position - NHS \(www.nhs.uk\)](http://www.nhs.uk)

CPR and Defibrillators to be taught by professionals

	<p>Physical health and mental wellbeing - Health prevention To know bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it To know how to maintain a good standard of hygiene in school</p> <ul style="list-style-type: none"> • Washing hands correctly and at the correct times • Cover mouth when coughing and nose when sneezing • Not putting equipment in the mouth • Flushing the toilet after use. • Drinking water throughout the day • Vaccines • Dental care • Sleep patterns <p>To know the importance of sun exposure but of limiting it Delivery – School ethos and some discrete teaching in science, food technology</p>		
FS1	<p>To know how to keep our bodies healthy <i>e.g. getting enough sleep, drinking water, washing hair and body, cleaning teeth, eating a balanced variety of food and getting exercise.</i> To know the importance of washing hands <i>e.g. after toileting, before eating, and after cleaning your nose.</i></p>	FS2	<p>ELG / Managing Self – To manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding of healthy food choices. ELG / Managing Self – To know the importance of keeping teeth clean.</p>
Y1	SCIENCE To know simple hygiene routines can stop germs from spreading	Y2	SCIENCE To know the importance of sleep
Y3		Y4	
Y5		Y6	

	<p>Living in the wider world - Belonging to a community Delivery - Daily learning and whole school/class assemblies; Religious Education and British Values; School ethos</p>		
FS1	<p>PSED / Managing Self – Showing understanding and cooperating with some boundaries and routines. Inhibiting their own actions / behaviours e.g., stopping themselves doing something they shouldn't do. To know that there are rules to follow in school.</p>	FS2	<p>ELG / PSED / Managing Self - To know the reasons for rules, know right from wrong and try to behave accordingly.</p>
Y1-6	<p>To know about what rules are, why they are needed, and why different rules are needed for different situations To know that there are rules in our school (class, playground, dinner hall) To know that if a rule is broken there are consequences. To know what the school's behaviour and rewards policy is.</p> <p>To know that there are rules (some law) in the community to keep them safe: road (pedestrian, road user), rail, water.</p> <p>To know that there are different groups within our community who have different values, tradition etc to us</p> <p>To know how to be a responsible citizen. To recognise and model respectful behaviour around school: open doors, knock, manners</p> <p>To know about the human rights of children and adults</p> <p>To understand the British Values</p> <p>Community project FS1 Wildflower sowing in the school grounds FS2 Making birdfeeders for the school grounds Y1 KS1 Uniform swap Y2 Book collections and redistribution to a local charity store Y3 Litter picking in the local area Y4 Dental hygiene collection and redistribution in the local community Y5 Personal hygiene collection and redistribution in the local community Y6 Food tins and packets collection and redistribution in the local community</p>		

	<p>Living in the wider world - Diverse Britain</p> <p>Delivery - Daily learning and whole school/class assemblies; Religious Education and British Values; School ethos</p> <p>Diversity Key Vocab – similarities, differences, tolerance, respect, discrimination, prejudice, stereotype Diversity - BBC Teach What is diversity? - BBC Bitesize</p>		
FS1	<p>People, Culture and Communities – To know and talk about special times or events for family and friends. To begin to show an interest in different occupations and ways of life.</p>	FS2	<p>ELG / People, Culture and Communities – To know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>ELG / People, Culture and Communities – To know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.</p>
Y1	<p>What does diverse/diversity mean? How are we all the same/different? What does it mean to be unique and how are we unique? What does it mean to feel included? Why might some people not feel included? Why does diversity matter?</p>	Y2	<p>What does diverse/diversity mean? How are we all the same/different? How are people different (skin colour, race, beliefs, language etc) What does it mean to feel included? Why might some people not feel included? Why does diversity matter?</p>
Y3	<p>What does diverse/diversity mean? How is diversity identified? What is a community and what makes it diverse? How might people feel who feel like they don't fit in? How can we support people who feel different? Why does diversity matter?</p>	Y4	<p>What does diverse/diversity mean? How is diversity identified? What does it mean to have a diverse community? What are my interests? What are my strengths? Why do people have different strengths and interests? How should I respond to someone who has a different interest to me? How might people feel if they are made to feel “wrong” because of the way they live their lives? (choice or not) Why does diversity matter? Why should we embrace diversity?</p>
Y5	<p>What does diverse/diversity mean? How is diversity identified? What does tolerance, discrimination/prejudice mean? What types of things are discriminated against in society? How can I challenge discrimination? Why does diversity matter? Why should we embrace diversity?</p>	Y6	<p>What does diverse/diversity mean? What does tolerance, discrimination and prejudice mean? What types of things are discriminated against in society? What is a stereotype/social stereotypes? Why is it important not to use stereotypes? How might I choose to live differently to social stereotypes? What should I do if I feel like I want to live my life differently to that that is expected of me? Why does diversity matter? Why should we embrace diversity?</p>

	<p>Physical health and mental wellbeing - Health prevention To know bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it To know how to maintain a good standard of hygiene in school</p> <ul style="list-style-type: none"> • Washing hands correctly and at the correct times • Cover mouth when coughing and nose when sneezing • Not putting equipment in the mouth • Flushing the toilet after use. • Drinking water throughout the day • Vaccines • Dental care • Sleep patterns <p>To know the importance of sun exposure but of limiting it Delivery – School ethos and some discrete teaching in science, food technology</p>		
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Y1	SCIENCE To know simple hygiene routines can stop germs from spreading	Y2	SCIENCE To know the importance of sleep. To describe the importance for humans of, and hygiene
Y3		Y4	
Y5		Y6	