



EAST BOLDON INFANT SCHOOL

PHSCE and Relationships Education CURRICULUM

Breakdown of weekly challenge questions YEARS 1 AND 2

PSHCE and SRE	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
Year 1	Physical health and well being: Well being How do I know if something is fun?	Keeping safe and managing risk: Feeling safe What can I do to keep myself safe?	Identity, Society and Equality Me and others How are we special?	Drug, Alcohol and Tobacco education What do we put into our bodies?	Mental Health and Emotional Well being Feelings Do we all have the same feelings?	Careers, financial capability and economic wellbeing: My Money Why do we need money?
PSHCE and SRE	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two
Year 2	Physical health and well being: health	Mental health and emotional well being : Friendship	Sex and relationship education Are humans all the same?	Sex and relationship education Are families all the same?	Keeping safe and managing risk: Indoors and Outdoors How can we keep ourselves safe?	Physical health and well being: Medicine and me Are medicines important?

	What keeps me healthy?	Who are the special people in my life?				
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YEAR 1 PSHCE/SRE: HOW DO I KNOW IF SOMETHING IS FUN? (PHYSICAL HEALTH AND WELL BEING)

Autumn 1 Unit Learning <u>Health and Well-Being</u>	Week 1 Week 2	Week 3 Week 4	Week 5 Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)
<p>*describe foods that support good health and the risks of eating too much sugar</p> <p>*to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>*recognise and explain different feelings</p> <p>*know how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>*recognise what rules are, why they are needed, and why different rules are</p>	<p>How do you celebrate special days?</p> <p>*know about some of the food and drinks associated with different celebrations and customs</p> <p>*can identify what makes their home lives similar or different to others, including the food they eat</p> <p>*understand why food eaten on special days may be different from everyday foods</p>	<p>Do you know playground games?</p> <ul style="list-style-type: none"> • can describe how to play different active playground games • can recognise how active playground games make them feel • can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at <p>Pupils learn about active playground games from around the world</p>	<p>How can you keep safe in the sun?</p> <ul style="list-style-type: none"> • know about some of the effects of too much sun on the body • can describe what people can do to protect their bodies from being damaged by the sun • know what they will need and who to ask for help if they going out in strong sun <p>Pupils learn about sun-safety</p>	<p>*name different celebrations such as Christmas, Birthdays, Chinese New Year.</p> <p>*recognise foods used at celebrations such as cakes with words on, special drinks</p> <p>*explain that this food is different because it is less healthy than normal food</p> <p>*name games which they play e.g. hide and seek, football.</p> <p>*describe how being included make s them feel, happy, tired or upset lonely if they are left out</p> <p>*Explain what they like/ dislike and give reasons</p> <p>*Describe the changes to their body if they go outside in the sun – hot, sweaty, go red, skin burns</p> <p>*Explain that they can protect themselves by wearing a hat, staying in the shade, keeping out of the midday sun.</p>

needed for different situations *know how to keep safe in the sun and protect skin from sun damage	Pupils learn about food and activities which are used to help celebrate special occasions			
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YEAR 1 PSHCE/SRE: WHAT DO I DO TO KEEP MYSELF SAFE? (KEEPING SAFE AND MANAGING RISK)

Autumn 2 Unit Learning <u>Health and well-being</u>	Week 1 Week 2	Week 3 Week 4	Week 5 Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)
*describe rules and age restrictions that keep us safe *to recognise risk in simple everyday situations and what action to take to minimise harm about how *to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) *know how to respond if physical contact makes	Who would they ask for help if they did not feel safe? <ul style="list-style-type: none"> • recognise the difference between 'real' and 'imaginary' dangers • understand that there are situations when secrets should not be kept • know to tell a trusted adult if they feel unsafe Pupils learn about safety in familiar situations	How do you keep yourself safe? <ul style="list-style-type: none"> • recognise the difference between good and bad touches • understand there are parts of the body which are private • know who they can go to, what to say or do if they feel unsafe or worried 	Who keeps you safe? <ul style="list-style-type: none"> • can identify situations where they might need help • can identify people in the community who can help to keep them safe • know how to ask for help if they need it 	

<p>them feel uncomfortable or unsafe</p> <ul style="list-style-type: none"> * to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely * know about the people whose job it is to help keep us safe 		<p>Pupils learn about personal safety – link to KIDSAFE</p>	<p>Pupils learn about people who help keep them safe outside the home</p>	<ul style="list-style-type: none"> *recall real dangers such as being run over and imaginary dangers such as dragons *Explain what a secret is, some secrets can be kept e.g if a friend tells you what they have got someone as a present, but others should not e.g. if someone hurts you but says it's a secret *explain who trusted adults are e.g. parents, grandparents, teachers *Name the private parts of a persons body. *know what touches are -holding hands, tickling, stroking and that sometimes these are good but can be bad. *Name some different communities they belong to e.g. school, home, gym club *Know who can help in each community e.g. in street a police officer/security guard could help
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YEAR 1 PSHCE/SRE: HOW ARE WE SPECIAL? (IDENTITY, SOCIETY AND EQUALITY)

<p>Spring 1 Unit Learning <u>Health and Well</u> <u>-Being</u> <u>Relationships</u></p>	<p>Week 1 Week 2</p>	<p>Week 3 Week 4</p>	<p>Week 5 Week 6/7</p>	<p>Substantive Knowledge (What facts and knowledge will the children be able to recall?)</p>
<ul style="list-style-type: none"> * to recognise what makes them special * to recognise the ways in which we are all unique 	<p>What makes us special?</p>	<p>What responsibilities do you have at home and school?</p>	<p>How can you cooperate with others?</p>	

<p>*to identify what they are good at, what they like and dislike</p> <ul style="list-style-type: none"> * about the different groups they belong to <p>*learn about the different roles and responsibilities people have in their community</p> <p>*explain what is kind and unkind behaviour, and how this can affect others</p> <p>*know how to treat themselves and others with respect; how to be polite and courteous</p> <p>Know how to listen to other people and play and work cooperatively</p> <ul style="list-style-type: none"> * explain simple strategies to resolve arguments between friends positively <p>*understand how to ask for help if a friendship is making them feel unhappy</p>	<ul style="list-style-type: none"> • can recognise some of the things that make them special • can describe ways they are similar and different to others • understand that everyone has something about them that makes them special <p>Pupils learn about what makes themselves and others special</p>	<ul style="list-style-type: none"> • can identify the different roles of people at home and school • can solve simple dilemmas about taking responsibility • can explain why it is important to take responsibility at school and at home (including looking after the local environment) <p>Pupils learn about roles and responsibilities at home and school</p>	<ul style="list-style-type: none"> • can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom • can challenge unhelpful behaviour in a positive way • understand how their behaviour can affect others <p>Pupils learn about being co-operative with others</p>	<p>*Know people have similar features e.g. hair, eyes, noses.</p> <p>*explain that people differ because these are different colours, size, shape</p> <p>*know the things they like to do e.g. read or dislike e.g. shopping and that these make everyone different</p> <p>*explain the tasks different people do at home e.g. cut grass, make beds, do washing.</p> <p>*Understand the responsibilities they have at school – looking after equipment, taking care of others, being kind and explain why they do each.</p> <p>*Explain how behaviours are helpful e.g. returning a ball to someone or unhelpful e.g. not giving someone the rubber.</p> <p>*describe what someone could do to be helpful</p> <p>*say how pushing someone over would make them fell</p>
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YEAR 1 PSHCE/SRE: WHAT DO WE PUT INTO OUR BODIES? (DRUG, ALCOHOL AND TOBACCO EDUCATION)

<p>Spring 2 Unit Learning Heath and Well-Being</p>	<p>Week 1/ Week 2</p>	<p>Week 3/ Week 4</p>	<p>Week 5/ Week 6</p>	<p>Substantive Knowledge (What facts and knowledge will the children be able to recall?)</p>
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<p>*learn about things that people can put into their body or on their skin; how these can affect how people feel *recognise about how to keep safe at home *understand that household products (including medicines) can be harmful if not used correctly</p>	<p>What goes into your body?</p> <ul style="list-style-type: none"> • are able to recognise that different things people put into bodies can make them feel good or not so good • can identify whether a substance might be harmful to take in • know how to ask for help if they are unsure about whether something should go into the body <p>Pupils learn about what can go into bodies and how it can make people feel</p>	<p>What can go onto our bodies?</p> <ul style="list-style-type: none"> • know that substances can be absorbed through the skin • are able to recognise that different things that people put on to bodies can make them feel good or not so good • can state some basic safety rules for things that go onto the body <p>Pupils learn about what can go on to bodies and how it can make people feel</p>	<p>How do we keep our bodies healthy?</p> <ul style="list-style-type: none"> *Understand what to do to keep their bodies healthy on a daily basis *know how to identify if something will be harmful <p>Pupils learn what they can do on a daily basis to keep their body healthy and how these make their body feel.</p>	<ul style="list-style-type: none"> *Know good things to go in body e.g foods, drinks and others that shouldn't go into the body e.g cleaning fluids *Know which trusted people can be asked for advice e.g. parents, grandparents, teachers *Know that suncream can be put on skin to protect, cream can be used to moisturise. *Explain that to use something on skin it should be prescribed by a doctor, you should read the label and follow instructions,
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YEAR 1 PSHCE/SRE: Do we always feel the same? (MENTAL HEALTH AND EMOTIONAL WELL BEING)

Summer 1	Week 1/	Week 3/	Week 5/	Substantive Knowledge
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Unit Learning <u>Health and Well-being</u>	Week 2	Week 4	Week 6	(What facts and knowledge will the children be able to recall?)
<p>* explain different feelings that humans can experience</p> <p>*understand how to recognise and name different feelings</p> <p>*how feelings can affect people's bodies and how they behave</p> <p>* to recognise what others might be feeling</p> <p>*to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>*understand ways of sharing feelings; a range of words to describe feelings</p> <p>*different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>* to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>* understand about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>Can you identify different feelings?</p> <ul style="list-style-type: none"> • can name different feelings (including good and not-so-good feelings) • recognise that people may feel differently about the same situation • can identify how different emotions look and feel in the body <p>Pupils learn about different types of feelings</p>	<p>How can you manage your feelings?</p> <ul style="list-style-type: none"> • recognise that some feelings can be stronger than others • can describe some ways of managing different feelings • know when to ask for help . <p>Pupils learn about managing different feelings.</p>	<p>How does loss make you feel?</p> <p>*are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)</p> <p>*can describe how people might feel when there is a change or loss</p> <p>*recognise what they can do to help themselves or someone else who may be feeling unhappy</p> <p>Pupil's learn about change or loss and how this can feel.</p>	<p>*Explain what a feeling is – mood e.g. happy/sad and name different types of feelings angry, upset, hot, cold, scared, pleased</p> <p>*Know that watching a scary film can make some people excited while others may be frightened.</p> <p>*Explain that when they are scared their hairs may be standing up, they may be upset or if they are happy they might smile.</p> <p>*Explain that terrified is a bigger feeling than scared – you might be scared when you go a a funfair ride but would be terrified if you were lost</p> <p>*Describe good and not good ways of managing feeling e.g. angry walk away, count to ten rather than hitting someone or screaming.</p> <p>*know what is meant by a loss, e,g a missing toy, moving house, saying bye to someone, a pet dying</p> <p>*describe feelings around loss, sad, upset</p> <p>*Explain how they can help someone who has lost something e.g. look for it, write letters to each other. Just listen and talk to them</p>

YEAR 1 PSHCE/SRE: WHY DO WE NEED MONEY? (CAREERS, CAPABILITY AND ECONOMIC WELL BEING)

Summer 2 Unit Learning <b style="color: red;">Living in the wider world	Week 1/ Week 2	Week 3/ Week 4	Week 5/ Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)
<p>*know what money is; forms that money comes in; that money comes from different sources</p> <p>*recognise that people make different choices about how to save and spend money</p> <p>*understand the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>*know that money needs to be looked after; different ways of doing this.</p> <p>*recognise that everyone has different strengths.</p> <p>*know that jobs help people to earn money to pay for things</p> <p>*know different jobs that people they know or people who work in the community do</p> <p>*about some of the strengths and interests someone might need to do different jobs</p>	<p>Where do adults get money from?</p> <ul style="list-style-type: none"> • understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits) • recognise that people make choices about what to buy • understand that they may not always be able to have all the things they want <p>Pupils learn about where money comes from and making choices when spending money</p>	<p>How can you keep money safe?</p> <ul style="list-style-type: none"> • understand why people might want to save their money • can say how it feels to save for something you really want • recognise where money is stored to keep it safe and some places are safer than others <p>Pupils learn about saving money and how to keep it safe</p>	<p>What jobs could you do?</p> <ul style="list-style-type: none"> • know that there are a range of jobs that people can do • recognise that both men and women are able to do a range of jobs • understand that having a job means people can earn money <p>Pupils learn about the different jobs people do</p>	<p>*Explain where they get money from, pocket money, tooth fairy, grandparents. Parents get money from working, banks, they could win it.</p> <p>*talk about things people do with money, spend it, save it, lend it to someone</p> <p>*Know that sometimes things will cost more money than they have and that they may need to save for this.</p> <p>*Explain why people may save money e.g .for a toy or game, for a holiday, for a car</p> <p>*know safe places to keep money e.g in a bank, wallet and unsafe e.g. tin or shelf</p> <p>*talk about the jobs they know e.g builder, driver, electrician, teacher, doctor and explain what each does.</p> <p>*identify which jobs are for male/female people and whether the sex of someone really matters when doing a job.</p>

YEAR 2 PSHCE/SRE: WHAT KEEPS ME HEALTHY (PHYSICAL AND MENTAL HEALTH)

<p align="center">Autumn 1 Unit Learning Health and Well-Being</p>	<p align="center">Week 1/ Week 2</p>	<p align="center">Week 3/ Week 4</p>	<p align="center">Week 5/ Week 6</p>	<p align="center">Substantive Knowledge (What facts and knowledge will the children be able to recall?)</p>
<p>*know what keeping healthy means; different ways to keep healthy</p> <p>*describe foods that support good health and the risks of eating too much sugar</p> <p>*explain how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>*recognise why sleep is important and different ways to rest and relax</p> <p>*know simple hygiene routines that can stop germs from spreading *about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>*know about the people who help us to stay physically healthy</p>	<p align="center">Is a healthy diet important?</p> <p>*know what a healthy diet looks like</p> <p>*can identify who helps them make choices about the food they eat</p> <p>*know the benefits of a healthy diet (including oral health)</p> <p align="center">Pupils learn about eating well</p>	<p align="center">How does exercise, rest and sleep help?</p> <p>*can describe some ways of being physically active throughout the day.</p> <p>*explain why it is important to rest and get enough sleep, as well as be active.</p> <p>*understand that an hour a day of physical activity is important for good health.</p> <p align="center">Pupils learn about the importance of physical activity, sleep and rest</p>	<p align="center">What can I do to keep my body healthy?</p> <p>*know about the roles of people who help them to stay healthy (including giving vaccinations)</p> <p>*can describe everyday routines to help take care of their bodies, including oral health</p> <p>*understand how basic hygiene routines can stop the spread of disease</p> <p align="center">Pupils learn about the people who help us to stay healthy and well and about basic health and hygiene routines</p>	<p>*A balanced diet contains all the necessary nutrients to help me stay healthy</p> <p>*Know what makes a healthy choice/meal</p> <p>*Understand that to function properly a body needs exercise, sleep and rest. I can say what happens if I don't get enough of the above e.g tired, mood may change etc</p> <p>*Know that vaccination protect bodies from harmful diseases e.g. flu nasal spray</p> <p>*know that cleaning teeth and regular washing protect against germs, especially before eating.</p> <p>*know that doctors, nurses care, dentists help us when we are ill, recognise that our sports coaches help us keep fit.</p>

YEAR 2 PSHCE/SRE: WHO ARE THE SPECIAL PEOPLE IN MY LIFE? (MENTAL HEALTH AND EMOTIONAL WELL BEING –FRIENDSHIP)

<p align="center">Autumn 2 Unit Learning <u>Health and Well-Being</u></p>	<p align="center">Week 1/ Week 2</p>	<p align="center">Week 3/ Week 4</p>	<p align="center">Week 5/ Week 6</p>	<p align="center">Substantive Knowledge (What facts and knowledge will the children be able to recall?)</p>
<p>* understand how people make friends and what makes a good friendship</p> <p>*explain how to recognise when they or someone else feels lonely and what to do</p> <p>*recognise simple strategies to resolve arguments between friends positively</p> <p>*know how to ask for help if a friendship is making them feel unhappy</p>	<p align="center">Why are some people more important to me than others?</p> <p>*can identify people who are special to them and explain why</p> <ul style="list-style-type: none"> • understand what makes a good friend • can demonstrate how they show someone they care <p>Pupils learn about the importance of special people in their lives</p>	<p align="center">How can we tell if people are our friend?</p> <p>*understand how people might feel if they are left out or excluded from friendships</p> <ul style="list-style-type: none"> • recognise when someone needs a friend and know some ways to approach making friends • know who they can talk to if they are worried about friendships <p>Pupils learn about making friends and who can help with friendships</p>	<p align="center">Who can help us if we fall out with our friends?</p> <p>*can identify some ways that friendships can go wrong</p> <p>*can describe some ways to sort out friendship problems</p> <p>*recognise that difficulties within friendships can usually be resolved</p> <p>Pupils learn about solving problems that</p>	<p>*People who care for us, like our families and friends, are more special to us than people we meet.</p> <p>*Know that people who care for us are kind, helpful and tell us the truth.</p> <p>*understand that people’s actions can make others feel left out and upset</p> <p>*explain how to help someone -ask them to play, talk or share something with them.</p> <p>*Know that an argument or saying something unkind can cause a friendship to fail</p> <p>*know I can ask a trusted adult to help if I have a problem with my friends</p>

			might arise with friendships	
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YEAR 2 PSHCE/SRE: ARE ALL HUMANS THE SAME? (SEX AND RELATIONSHIP EDUCATION)

Spring 1 Unit Learning Relationships	Week 1/ Week 2	Week 3/ Week 4	Week 5/ Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)
<ul style="list-style-type: none"> *recognise the differences between boys and girls, *explain the life-cycle of animals including humans *recognise the role male and female play in each life-cycle * name the main parts of the body 	<p>Are boys and girls the same?</p> <ul style="list-style-type: none"> *are able to define difference and similarity *understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that <p>Pupils learn to understand and respect the differences and</p>	<p>Do humans have a life cycle?</p> <ul style="list-style-type: none"> *know that female mammals give birth and nurse their young *Can describe the biological differences between male and female *understand that the creation of life requires a male and female <p>Pupils learn about the biological differences between male and female</p>	<p>Are bodies all the same?</p> <ul style="list-style-type: none"> *Identify biological differences between boys and girls in age appropriate terms *Can label the male and female parts of the body * Explain the role of male and females in the life cycle of humans in age appropriate terms 	<ul style="list-style-type: none"> *can describe and explain the describe and explain the ways that people are similar (some features the same e.g two eyes, a nose) and different (eyes are different colours, may be taller, like different things) and can explain why everyone needs to be respected *explain the biological differences between girls and boys referring to (and naming) specific body parts. *Explain the role of male and females in the life cycle of humans in age appropriate terms.

	similarities between people	animals and their role in the life cycle	Pupils learn the biological differences between male and female children.	
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YEAR 2 PSHCE/SRE: ARE ALL FAMILIES THE SAME? (SEX AND RELATIONSHIP EDUCATION)

YEAR 2 PSHCE/SRE: ARE ALL FAMILIES THE SAME? (SEX AND RELATIONSHIP EDUCATION)					
Spring 2 Unit Learning <u>Relationships</u>	Week 1 Week 2	Week 3 Week 4	Week 5	Week 6/7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)
<p>*Know about growing and changing from young to old and how people's needs change about *the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>*to identify the people who love and care for them and what they do to help them feel cared for</p> <p>* recognise different types of families including those that may be different to their own R4. to identify common features of family life</p> <p>*understand that it is important to tell someone (such as their teacher) if something about their family</p>	<p>Why do we change as we grow?</p> <p>*can identify key stages in the human life cycle</p> <p>*understand some ways they have changed since they were babies</p> <p>*understand that all living things including humans start life as babies</p> <p>Pupils learn about growing from young to old and that they are growing and changing</p>	<p>How do we show we care for others?</p> <p>*understand that we all have different needs and require different types of care</p> <p>*identify ways we show care towards each other</p> <p>*understand the links between needs, caring and changes throughout the life cycle</p> <p>Pupils learn that everybody needs to be cared for and ways in which they care for others</p>	<p>Are all families the same?</p> <p>*describe different types of family</p> <p>*identify what is special and different about their home life</p> <p>*understand families care for each other in a variety of ways</p> <p>Pupils learn about different types of family and how their home-life is special</p>	<p>* are able to explain the changes humans go through in their lives e.g baby, toddler, child, teenager, young adult, older adult, elderly and can compare the things humans can do at each stage.</p> <p>* know that humans need care at all times in their lives but that this care changes as people grow. Compare the different care needed at each stage in the life cycle - babies and elderly people need a lot of care, adults need less care.</p> <p>*know that there are different types of families e.g close family, wider families, single parent families, families with same sex parents.</p> <p>* Can explain the care which is given within families - how parents care for children, how children can care/help parents</p>	

makes them unhappy or worried				
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YEAR 2 PSHCE/SRE: HOW CAN WE KEEP OURSELVES SAFE?				
Summer 1 Unit Learning Health and Well-Being	Week 1/ Week 2	Week 3/ Week 4	Week 5/ Week 6	Substantive Knowledge (What facts and knowledge will the children be able to recall?)
<p>*. Recognise rules and age restrictions that keep us safe</p> <p>*to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>*know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>* understand that household products (including medicines) can be harmful if not used correctly</p> <p>*recognise ways to keep safe in familiar and unfamiliar</p>	<p>Are homes safe places?</p> <p>*know some simple rules for keeping safe indoors, including online</p> <p>*can describe what to do if there is an emergency</p> <p>*understand that they can take some responsibility for their own safety</p> <p>Pupils learn about keeping safe in the home, including fire safety</p>	<p>Is it safe to go outside?</p> <p>*know some rules for keeping safe outside</p> <p>*can assess whether a situation is safe or unsafe</p> <p>*understand the importance of always telling someone where they are going or playing</p> <p>Pupils learn about keeping safe outside</p>	<p>How do I stay safe near to roads?</p> <p>*can identify hazards in relation to road safety</p> <p>*are able to explain how to cross the road safely</p> <p>*recognise that there are rules in relation to road safety for all road users</p> <p>Pupils learn about road safety</p>	

<p>environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>*know the people whose job it is to help keep us safe</p> <p>*know what to do if there is an accident and someone is hurt</p>				<p>*Explain the risks that are in my home -,boiling water, electrical leads, toys lying around, baths and water</p> <p>*Understand some ways of staying safe outside- rules for road safety, playing on playground, not talking to strangers</p> <p>*Know to stop, look and listen before crossing the road</p> <p>*understand that vehicles have to follow rules on the road and that there are rules for being safe inside a vehicle.</p>
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YEAR 1 PSHCE/SRE: ARE MEDICINES IMPORTANT?

Summer 2 Unit Learning <u>Health and Well-Being</u>	Week 1 Week 2	Week 3 Week 4	Week 5 Week 6	Week 7	Substantive Knowledge (What facts and knowledge will the children be able to recall?)
*Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	What are medicines? *understand the purpose of medicines is to help people stay healthy get	When are medicines used? *know that medicines can be prescribed by a doctor or bought from a shop or pharmacy	Are medicines always a good thing? *understand that medicines comes with instructions to	Why are some medicines used everyday? *know what asthma is and how it can affect people *can recognise the	

<p>*understand the rules around taking medicines</p> <p>*know that medicines can be dangerous if not taken correctly</p> <p>*recognise the people who help keep us healthy</p>	<p>well or feel better if they are ill</p> <p>*know that medicines come in different forms</p> <p>*recognise each medicine has a specific use.</p> <p>Pupils learn why medicines are taken</p>	<p>*know when medicines might be used and who decides which medicine is used</p> <p>*understand that there are alternatives to taking medicines, and when these might be helpful</p> <p>Pupils learn where medicines come from</p>	<p>ensure they are used safely</p> <p>*know some safety rules for using and storing medicines</p> <p>*recognise that medicines can be harmful if not taken correctly</p> <p>Pupils learn about keeping themselves safe around medicines</p>	<p>symptoms of an asthma attack</p> <p>*understand how people with asthma can look after themselves</p> <p>– treating asthma as a condition and treating an asthma attack</p> <p>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p>	<p>*know that medicines are when we are ill to help us get better.</p> <p>*medicines can only be used for one thing</p> <p>*medicines are prescribed by a doctor</p> <p>*some medicines can be bought from shops</p> <p>*Medicines can be dangerous if they are not taken properly.</p>
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