At Fairfield Road, we believe that the PSHE skills we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. Through our PSHE curriculum we give all of our pupils an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. Our curriculum design aims to give children a solid foundation for making informed decisions, preparing our pupils to deal with changes, challenges and responsibilities they'll face in their lives.

Curriculum aims

By the end of EYFS, children at Fairfield Road will be confident to speak to others about own needs, wants, interests and opinions and will be able to describe self in positive terms and talk about their abilities. The children will be able to identify different emotions and manage their behaviour accordingly. Children will understand their actions affect others and learn the boundaries set in school looking at acceptable and unacceptable behaviours. Children will learn to play cooperatively and show sensitivity to others needs and feelings. Children will know the importance for good health of physical exercise and a healthy diet.

By the end of KS1, children at Fairfield Road will know how to stay safe when crossing the road, rail tracks and learn about fire safety. Children will learn the difference between safe and risky choices. Children will learn who is in their family network and learn how to ask for help. Children will learn how to keep themselves healthy and be able to distinguish between healthy and unhealthy foods. Children will know what items are unsafe to play with and items that unsafe for them to eat/drink. Children will learn about emotions jealousy, anger and worry and learn how to identify physical feelings in their body.

By the end of LKS2, children at Fairfield Road will understand how to keep themselves safe in the home and on bicycles. They will understand the need for oral hygiene and also begin to understand the nutritional information on packaged foods. Children will learn how their bodies change through puberty and how this impacts your emotions and feelings. Children will learn about computer safety and positive online relationships.

By the end of UKS2, children at Fairfield Road will learn how to recognise signs of peer pressure and how to deal with it. Children will learn ways to keep themselves and others safe in water. Children will learn about the effects of smoking and alcohol and how it can affect your immediate and future health. Children will continue to learn about changes in the body and how they will be affected as they go through puberty. Children will learn to understand the responsibilities of using a mobile phone and how to use it safely. The children will learn about in app purchases and the potential impact of spending money without permission.

*Relationships Education is compulsory for all primary schools.

All PSHE topics have been fully updated to reflect the latest Relationships Education Guidance requirements.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	**Marvellous Me & My feelings** To demonstrate a positive sense of self. To recognise and value similarities and differences between me and others. To understand the importance of persistence (keep on trying) To set a goal and work towards achieving it. To show I can pay attention on the inside and outside. To name 3 kind ways to grow friendship. To demonstrate mindfulness and follow my breath.	**Keeping and Staying Safe Keeping & Staying Healthy** To understand my private parts need to stay private. To explain why handwashing is so important and know how to wash my hands. To explain why it is important to brush my teeth and what happens if I don't. **Marvellous Me & My feelings** To understand the concepts 'same' and different' To celebrate similarities and differences To demonstrate self confidence	**Keeping and Staying Safe – Road Safety** To understand why it is important to stay safe when crossing the road. To be able to recognise a range of safe places to cross the road. To understand the differences between safe and risky choices. To know different ways to help us stay safe. **Keeping and Staying Healthy – Washing Hands** To understand why we need to wash hands To know how germs are spread and how this can affect our health To know how to wash your hands To know the difference	**Keeping and staying safe – Tying shoelaces/ Staying Safe** To know the reasons to make sure your shoelaces are tied. To learn how to tie up laces properly. To know rules to keep yourself and others safe. To understand the differences between safe and risky choices. **Keeping and Staying Healthy – Healthy Eating & Brushing Teeth** To know that food is needed for our bodies to be healthy and grow. To understand that some foods are better for us than others. To understand how to keep	**Keeping and staying safe – Leaning out of windows** To be able to recognise a range of warning signs. To be able to spot the dangers you may find at home. To know the importance of listening to trusted adults. To be able to understand ways we can keep ourselves and others safe at home. To know the differences between safe and risky choices. **Keeping and Staying Healthy – Medicine** To know, understand and practice simple safety rules about medicine.	**Keeping and staying safe – cycle safety** To identify strategies we can use to keep ourselves and others safe. To recognise the impact and possible consequences of an accident or incident. To identify what is a risky choice. To create a set of rules for and identify ways of keeping safe. **Keeping healthy – Healthy Living** To explain what is meant by a balanced diet and plan a balanced meal. To recognise how too much salt, sugar and saturated fat in our food and drink can affect	**Keeping and staying safe – Peer pressure** To identify strategies that we can use to keep ourselves and others safe. To recognise ways to manage peer pressure. To explain the possible outcomes that may happen when we take risks. To recognise the possible impact or consequences of an accident or incident **Keeping healthy – smoking/vaping** To explain some of the risks that are associated with smoking. To name the addictive ingredient found in cigarettes.	**Keeping and staying safe – water safety** To identify a range of danger signs. To develop and name strategies that can help keep ourselves and other safe. To recognise the impact and possible consequences of an accident or incident. **Keeping healthy – alcohol** To identify what is a risky choice To identify the risks associated with alcohol. To identify how alcohol can affect your immediate and future health.

		To understand that feelings will come and go To demonstrate strategies for managing feelings. To understand kindness in how we act with each other. To understand 'Take a break!' as a tool to calm my body and make positive choices.	between healthy and unhealthy choices To understand what we can do to keep healthy	yourself and others healthy. To understand why we need to wash our hands/brush our teeth. To know how germs are spread and how germs affect our health. To know how to wash hands/ brush teeth effectively. To know the differences between healthy and unhealthy choices. To develop strategies to help remember to brush your teeth.	To understand when it is safe to take medicine. To know who we can accept medicine from. To understand the differences between healthy and unhealthy choices.	us now and when we are older. To understand nutritional information on packaged food and explain what it means. To describe different ways to maintain a healthy lifestyle.	To give reasons why someone might start or continue to smoke. To identify and use skills and strategies to resist any pressure to smoke.	To develop and recognise skills to keep safe.
Vocabulary	*Self, same, different, special, goal, difficult, persistent (to keep trying), breath*	*Private, healthy, clean, germs, same, different, feelings, sad, worried, calm, happy, excited, angry, break, plan*	*Community, discuss, choice, pedestrian, Zebra crossing, pelican crossing, puffin crossing, toucan crossing, avoid, situation, risk, safe, imaginary*	*Laces, buckle, Velcro,* accident, rules, safe, unsafe	*PSCO, appliances, dangerous, chemicals, warning sign, dangerous, pressured, permission*	*Statement, opinion, fact, strategies, junction, cycle safety*	*Peer pressure, encourage, risk, risk assessment, support network*	*Danger, consequence, water safety, water pollution, hidden currents, warning flags*

Autumn 2	**Exploring Kindness & Emotions** To can begin to connect emotions and emotion words to feelings and colours. To become familiar with the mood meter. To name 4 emotions (including 2 big emotions). To know everyone has feelings. To begin to demonstrate self-regulation and impulse control. To know feelings change.	**Exploring Kindness & Emotions** To name 5 different emotions and refer to the mood metre. To recognise the difference between real kindness and apparent kindness. To describe how my body feels when I have a lot/little energy. To recognise that boys & girls should both express their feelings & can do the same things. To understand empathy and the perspective of another. To show a sense of responsibility for the environment. To know the reasons for rules and why they	**Keeping and Staying Healthy – Washing Hands** To understand why we need to wash hands To know how germs are spread and how this can affect our health To know how to wash your hands To know the difference between healthy and unhealthy choices To understand what we can do to keep healthy **Our World – Growing in Our World** To understand the needs of a baby To be able to recognise what you can do now your older To be able to describe the common features of a family To be able to recognise the ways in which	**Keeping and Staying Healthy – Healthy Eating & Brushing Teeth** To understand why we need to wash our hands/brush our teeth. To know how germs are spread and how germs affect our health. To know how to wash hands/ brush teeth effectively. To know the differences between healthy and unhealthy choices. To develop strategies to help remember to brush your teeth. **Our World – Living in Our World** **Working in Our World** To understand why we need to look after things	**Keeping and Staying Healthy – Medicine** To know, understand and practice simple safety rules about medicine. To understand when it is safe to take medicine. To know who we can accept medicine from. To understand the differences between healthy and unhealthy choices. **Our World – Looking after Our World** To be able to explain the term reduce, reuse, recycle. To recognise how we can look after the planet. To be able to identify the way we can reduce the amount of water and electricity we use.	**Keeping healthy – Healthy Living** To explain what is meant by a balanced diet and plan a balanced meal. To recognise how too much salt, sugar and saturated fat in our food and drink can affect us now and when we are older. To understand nutritional information on packaged food and explain what it means. To describe different ways to maintain a healthy lifestyle. **The Working World – Chores at Home** To identify ways in which we can help those who look after us. To explain the positive impact of our actions.	**Keeping healthy – smoking/vaping** To explain some of the risks that are associated with smoking. To name the addictive ingredient found in cigarettes. To give reasons why someone might start or continue to smoke. To identify and use skills and strategies to resist any pressure to smoke. **The working world - Enterprise** To understand and explain why people would want to save money. To identify ways in which you can help out at home. To budget for items you would like to buy. To recognise ways to make	**Keeping healthy – alcohol** To identify what is a risky choice To identify the risks associated with alcohol. To identify how alcohol can affect your immediate and future health. To develop and recognise skills to keep safe. **The Working World – In app purchases** To know and understand various money related terms. To recognise some of the ways we can spend money via technology. To describe the potential impact of spending money without permission. To identify strategies to save money.

		are important (FR)	your family is unique	To be able to identify how we look after things in and out of the home To recognise why it is important and to encourage others to keep our communities and countryside clean To understand the different ways we receive money To know how to keep money safe To describe the skills needed for a future job To recognise the difference between need and want	To understand how we can reduce our carbon footprint.	To describe the ways in which we can contribute at home, school, and community. To identify the skills we may need in our future job roles.	money and the early stages of enterprise.	
Vocabulary	*Emotions, feelings, angry, happy, calm, sad, kind, unkind, plan*	*Pleasant, unpleasant, emotions, shy, nervous, bored, confused, surprised, kindness, happiness*	*Healthy, unhealthy, germs* *Planet, world, environment, humans, reproduce, protect, unique, common*	*Ingredients, energy, repair, vitamins, natural, saturated fat, decay* *Wildlife, community, credit card, debit card, spend, receive, save*	*Medicine, allergies, vaccination, antibodies, research, immune system, doctor* *Reduce, re-use, recycle, environment, carbon footprint, carbon dioxide, global warming*	*Life style, balanced diet, blood pressure, saturated fat, vital organs, mind map, food chart, carbohydrates, protein, calorie* *Contribution, HM Revenue and Customs,*	*Nicotine, addictive, illegal, respiratory system, cardiovascular disease, cigarette, e-cigarette, tobacco* *Enterprise, priority, fundraising*	*Alcohol, ethanol, fermentation,* unit*, legal age limit, alcohol poisoning* *Bank account, loan, tax, interest, debit card, credit card, wages, debt, in app purchases,*

						Income Tax, VAT, society, chore, independence, self-motivation, apprenticeship, volunteer, stereotype		*budget, comparison, fairtrade, gambling*
Spring 1	**Expressing feelings showing empathy & compassion** To notice and name sensations in my body. To show different emotions in my face and body. To begin to learn how to independently solve problems. To demonstrate compassion for creatures, animals and humans. To celebrate diversity and understand and accept others.	**Expressing feelings showing empathy & compassion** To list words the describe sensations. To know 'Help Now!' strategies for regulation. To recall strategies to help control my feelings. To show empathy to others who have different ideas/interests. To show compassion to all (creatures/animals/humans) To understand things that make families unique.	**Computer Safety – Online Bullying** To understand how your online activity affects others. To be able to identify the positives and negatives of using technology. To know who and how to ask for help. To be able to recognise kind and unkind comments. **Being Responsible – Water Spillage** To know how you can help those around you To understand the types of things you're responsible for . To understand the importance of	**Computer Safety – Image Sharing & Computer Safety** To be able to identify possible dangers and consequences of talking to strangers online. To know how to keep safe in online chatrooms. To be able to identify the positives and negatives of using technology. To understand the difference between safe and risky choices online. **Being Responsible – Practise Makes Perfect and Helping Someone in Need**	**Computer Safety – Making Friends Online** To understand the consequences of giving out personal information online. To understand how negative comments online affects mental health and wellbeing. To understand you need consent to share images **Being Responsible - Stealing** To understand the difference between borrowing and stealing To be able to describe how you might feel if something of	**Computer safety – online bullying** To recognise the key values that are important in positive online relationships. To identify the feelings and emotions that may arise from online bullying. To develop coping strategies to use if we or someone we know is being bullied online. To identify how and who to ask for help. **Being Responsible – Coming Home on Time** To recognise the importance of behaving in a respectful	**Computer safety – image sharing** To understand reasons why we share images online. To identify rules when sharing images online. To describe the positive and negative consequences of sharing images online. To recognise possible influences and pressures to share images online. **Being Responsible – Looking Out for Others** To recognise why we should take action when	**Computer Safety – making friends online** To list the key applications that we may use now and in the future. To know and understand why some applications have age restrictions. To identify ways to keep yourself and others safe in a range of situations on and offline. To recognise that people may not be who they say they are online. **Being Responsible – Stealing**

		To understand families share similarities but are also different in many ways.	preventing accidents. To recognise the differences between being responsible and irresponsible.	To understand the importance of trying hard and not giving up To be able to see the benefits of practising To be able to set goals and work towards them To be able to recognise kind and unkind behaviours To understand the risks of talking to someone you don't know To be able to identify the risk between being responsible and irresponsible	yours is borrowed or stolen. To know why it is wrong to steal. To understand the difference between being responsible and irresponsible. To understand how to help people. To be able to recognise kind and thoughtful behaviours. To be able to identify being responsible and irresponsible.	manner in a range of situations. To describe a range of situations where being on time is important. To explain the importance of having rules at home. To describe ways that behaviour can be seen to be sensible and responsible.	someone is unkind. To describe caring and considerate behaviour, including the importance of looking out for others. To demonstrate why it is important to behave in an age appropriate way. To identify how making some choices can impact others' lives in a negative way.	To explain what consent means. To recognise the importance of being honest and not stealing. To explain why it is important to have a trusting relationship with friends and family. To identify how making some choices can impact others' lives in a negative way.
Vocabulary	*Listen, feeling, solve (work out), problem, solve, same, different,*	*Relaxed, calm, feelings, anger, embarrassed, afraid, worried, happy, sad, unique, special, friendship, different, family, love*	*Online, positive, negative*	*Permission, opinion, rules, declaration*	*Chatroom, report, reply, respond, childline*	*Online relationship, online bullying, offensive, insulting, rude, device, posting, false content, opinion, rumours*	*Application, survey, kind action, image sharing, illegal*	*Application, pretending, age restriction, online activity, social media sites, password*
Spring 2	**Families & different varieties** To recognise kind behaviour.	**Families & different varieties** To learn additional 'Help	**Being Responsible – Water Spillage** To know how you can help those around you	**Being Responsible – Practise Makes Perfect and Helping Someone in Need**	**Being Responsible - Stealing** To understand the difference between	**Being Responsible - Coming Home on Time** To recognise the importance of behaving in a	**Being Responsible – Looking Out for Others** To recognise why we should take action when	**Being Responsible – Stealing** To explain what consent means. To recognise the importance

	To express self-confidence and self-esteem. To demonstrate a sense of empowerment regardless of gender. To name 3 things to calm myself. To understand the importance of respecting everyone's ideas, thoughts and feelings	Now!' strategies for regulation. To demonstrate an understanding of compassion for those less fortunate. To know how to speak out when I see something unfair. To identify unpleasant emotions. To understand emotions can be displayed in various ways (tone of voice/words/body language/facial expressions) To name 3 things that the brain can do.	To understand the types of things you're responsible for To understand the importance of preventing accidents To recognise the differences between being responsible and irresponsible **Feelings & Emotions – Jealousy** To be able to recognise and name emotions and their physical effects on the body To know the difference between pleasant and unpleasant emotions To learn a range of skills for coping with unpleasant or uncomfortable emotions To understand feelings can be communicated without words	To understand the importance of trying hard and not giving up To be able to see the benefits of practising To be able to set goals and work towards them To be able to recognise kind and unkind behaviours To understand the risks of talking to someone you don't know To be able to identify the risk between being responsible and irresponsible **Feelings & Emotions – Worry & Anger** To be able to name their emotion and describe their physical effects To know the difference between pleasant and unpleasant emotions To learn a range of skills for coping	borrowing and stealing To be able to describe how you might feel if something of yours is borrowed or stolen. To know why it is wrong to steal. To understand the difference between being responsible and irresponsible. To understand how to help people. To be able to recognise kind and thoughtful behaviours. To be able to identify being responsible and irresponsible. **Feelings & Emotions – Grief** To be able to name their emotion and describe their physical effects To know the difference between pleasant	respectful manner in a range of situations. To describe a range of situations where being on time is important. To explain the importance of having rules at home. To describe ways that behaviour can be seen to be sensible and responsible. **Feelings & Emotions - Jealousy** To recognise our thoughts, feelings & emotions, and identify the differences between those that feel good and those that don't. To describe how we can support others who feel lonely, jealous or upset.	someone is unkind. To describe caring and considerate behaviour, including the importance of looking out for others. To demonstrate why it is important to behave in an age appropriate way. To identify how making some choices can impact others' lives in a negative way. **Feelings & Emotions – Anger** To recognise that everyone experiences emotions and that these can have physical effects on the body both pleasant and unpleasant. To explain how feelings can be communicated	of being honest and not stealing. To explain why it is important to have a trusting relationship with friends and family. To identify how making some choices can impact others' lives in a negative way. **Feelings & Emotions – Worry** To recognise our thoughts, feelings and emotions. To identify how we can reduce feelings of worry. To explain how we can support others who are feeling worried. To recognise that we can choose how we act on our emotions and that our choices and actions can

				with unpleasant or uncomfortable emotions To understand feelings can be communicated without words	and unpleasant emotions To learn a range of skills for coping with unpleasant or uncomfortable emotions To understand feelings can be communicated without words	To recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and others. To demonstrate a range of strategies to help control and manage unpleasant & uncomfortable emotions, such as loneliness and jealousy.	with or without words. To recognise that we can choose how we act on our emotions and that our choices and actions affect others. To demonstrate a range of strategies to help control and manage unpleasant & uncomfortable emotions, such as anger.	affect ourselves and others.
Vocabulary	*Kind, share, special, unique, calm, inhale, accident, forgive,*	*Friendship, compassion, trust, empathy, fair, unfair, body language, facial expression, peace, senses, belly breathing*	*Responsibility, responsible, accident, honesty, dishonest* *Recognising, loneliness, frustration, experience, jealousy*	*Abilities, thoughtful, qualities, manners, courteous, appropriately, self respect, improve* *Fidgety, annoyed, worry, anger, manage, control, trust*	*Borrowing, stealing, consequence, irresponsible, responsible* *Grief, confusion, memory box*	*Punctual, responsible, appointment, irresponsible* *Feelings, emotions, physical health, mental health, strategies*	*Considerate, inconsiderate* *Displeasure, annoyance, hostility*	*Consent, possession, permission, trust, borrowing, stealing, responsible, irresponsible* *Worry, anxious, troubled, positive action, prepare for change, mindfulness, strategies, managing emotions*

Summer 1	**Unpleasant emotions & managing emotions** To understand that kind actions make a positive difference. To understand that no one should be excluded. To associate the head with thought, the heart with emotion and the hands with actions. To know we all have a brain. To know how to apologise sincerely.	**Unpleasant emotions & managing emotions** To understand that one person can make a positive difference. To understand the brain is growing and can always become stronger. To name one way I can practise peace. To name emotions lonely, left out, included To describe the difference between what it feels like to be lonely/left out and what it feels like to be included. To name strategies to help others feel included.	**Relationships - Friendship** To understand how to be a good friend To be able to recognise kind and thoughtful behaviours To understand the importance of caring about other people's feelings To be able to see a situation from another person's perspective **A World Without Judgement – Democracy** To understand what democracy is. To spot times when people vote or choose things together. To know that people can think differently. To talk about ways to make fair choices when we do not agree.	**Relationships – Bullying & Body language** To be able to name a range of feelings To understand why we should care about other's feelings To be able to see & understand bullying behaviours To know how to cope with bullying behaviours. To understand feelings can be shown without words To be able to see a situation from another person's viewpoint To understand why it is important to care about other's feelings **A World Without Judgement – Individual Liberty & Rule of Law** To understand that people can make their own choices and that these choices may	**Relationships – Touch** To understand the difference between touch and inappropriate touch. To know why it's important to care about other's feelings. To understand personal boundaries. To know who and how to ask for help. To be able to name human body parts. **A World Without Judgement – Tolerance** To understand that people may have different beliefs, opinions and ways of living. To explain why it's important to respect and tolerate differences between people. To identify ways to show kindness and respect towards people	**Growing & Changing – Appropriate touch (relationships)** To identify the different types of relationships we can have and describe how these can change as we grow. To explain how our families support us and how we can support our families. To identify how relationships can be healthy and unhealthy. To explain how to ask for help and identify who can help if a relationship makes us feel uncomfortable.	**Growing & Changing – Puberty** To explain what puberty means. To describe the changes that boys and girls go through. To identify why our bodies go through puberty. To develop coping strategies to help with the different stages of puberty. To identify who can help us during puberty.	**Growing & Changing – Puberty** To explain what puberty means. To describe the changes that boys and girls go through. To identify why our bodies go through puberty. To develop coping strategies to help with the different stages of puberty. To identify who can help us during puberty. **VISIT FROM SCHOOL NURSING TEAM** **VISIT FROM PRIME ACTIVE COMMUNITIES**

				be different from others. To explain why it's important that everyone can make safe choices. To recognize ways to respect the choices of others while making responsible choices themselves. To identify their own strengths, interests and goals, understanding that these may be different from those around them.	whose views or backgrounds may be different from their own. To recognise how respectful behaviour helps create a fair and inclusive community.			
Vocabulary	*Help, gentle, friendship, caring, include, exclude, emotions, brain,*	*Feeling, emotion, body language, facial expression,, safe, lonely, brain*	*Democracy, fair, rules, included, vote, choose*	*Bullying, mean, describe, teasing, threatening, advice, imagine, anti-bullying* *Choices, freedom to choose, express opinions, celebrate differences, respectful, pressure, law,*	*Communicate, situation, penis, testicles, vagina, vulva, anus, private parts, appropriate*	*Nervous, scared, inappropriate, connection, civil partnership, marriage*	*Puberty, hormone, anonymous question, vagina, vulva, ovaries, fallopian tube, penis, testicles, bladder*	*Sperm, egg, Puberty, hormone, anonymous question, vagina, vulva, ovaries, fallopian tube, penis, testicles, bladder*

				rules, agree, disagree				
Summer 2	**Responsibility & Diversity** To identify strategies to help regulate emotions. To demonstrate a sense of responsibility for the Earth. To take on the perspective of others. To understand that positive actions can have a positive effect on others. To value myself To recognise gender equality in family roles	**Responsibility & Diversity** To set a long-term goal. To understand gender does not affect one's dreams. To discuss diversity in skin colours positively. To express that people's skin is different shades of brown. To practise strategies for peaceful conflict resolution based on empathising with others and conversation. To demonstrate perspective-taking skills.	**A World Without Judgement – Democracy** To understand what democracy is. To spot times when people vote or choose things together. To know that people can think differently. To talk about ways to make fair choices when we do not agree. **Fire Safety – Hoax Calls** To understand the importance of being responsible and how our choices can affect others. To know what a hoax call is and why it is risky. To understand why emergency services play an important role in our community.	**A World Without Judgement – Individual Liberty & Rule of Law** To understand that people can make their own choices and that these choices may be different from others. To explain why it's important that everyone can make safe choices. To recognise ways to respect the choices of others while making responsible choices themselves. To identify their own strengths, interests and goals, understanding that these may be different from those around them.	**Fire Safety – Texting Whilst Driving** To understand how our actions affect others. To be able to recognise how drivers can be distracted. To know how to keep others safe To be able to describe the differences between safe and risky behaviours.	**A World Without Judgement – Breaking Down Barriers** To understand that there are a wide range of religions and beliefs in the UK. To explain each of the British Values. To create a range of values for school. To identify ways in which we are different and unique. To describe strategies to overcome barriers and promote diversity. **First Aid – Asthma and Anaphylaxis** To identify and name a situation that require first aid.	**A World Without Judgement – Inclusion and acceptance** To identify ways in which we are unique To explain some elements which help us to have a diverse community. To describe strategies to overcome barriers and promote diversity and inclusion. **First Aid – Basic life support** To complete a primary survey first aid. To demonstrate the recovery position. To know when and how to deliver CPR. To know when to call for emergency help.	**A World Without Judgement – British Values** To understand there are a wide range of religions and beliefs in the UK. To explain each of the British Values. To create a range of values. To explain how all regions can live in cohesion. **First Aid – Severe Bleed Head injuries, Seizures** To identify a range of situations that require first aid. To understand how to support someone with a mild or serious head injury.

			To be able to show knowledge of fire safety to others.	**Fire Safety – Petty Arson & Visit to Fire Station** To understand how to prevent fires and other dangerous incidents in the home. To be able to use stop drop and roll technique for fire safety. To be able to describe the differences between safe and risky behaviours.		To list reasons why someone may struggle to breathe. To identify the signs of anaphylaxis, asthma attack or choking. To understand the correct steps for seeking immediate emergency help. To provide first aid treatment to someone who is struggling to breathe.		To understand how to support someone who is having a seizure/severe bleed. To understand when to call for medical assistance.
Vocabulary	*Relax, calm, recycle, environment, planet, litter, lonely, care, respect, trust*	*Tree, community, together, mistake, frustrated, resources, wasteful, precious, Planet, Earth, reduce, reuse, recycle, peace*	*Hoax, emergency, safe*	*Declaration, distraction, risky Flammable, collapsed, burgled, stop, drop, roll*	*Driver, distracted, safe, risky, text*	*Judgement, equality, diversity, cohesion, barrier, attributes, similarities, differences, disability, polite, courteous, respectful* *Treatment, emergency, severe, clinical advisor, life threatening, conscious,*	*Inclusion, acceptance, discrimination, unique, antisocial, hate crime* *Unresponsive, compressions, underlying, casualty, unconscious*	*Democracy, rule of law, individual liberty, mutual respect, tolerance of different faiths or beliefs, stereotype, cohesion, British Values, Equal rights* *Minor, seizure, nauseous, incident*

						asthma, anaphylaxis, allergic, prescribed, obstruction		