

**Intent:** To provide pupils with a stage-appropriate understanding of risk. To equip pupils with the knowledge and skills necessary to make safe and informed decisions, as appropriate to their development. To develop pupil's understanding of themes taught in Class 3 and 4.

| Term   | Week/s | Topic/Theme<br><i>Steam</i>   | Learning Outcomes<br>Knowledge and Skills<br>To know, to use, to apply...   | Literacy Link<br>Numeracy Link<br>SMSC Link   |  |
|--------|--------|---|---|---|--|
| Autumn | 1      | All About Me<br>Health & Wellbeing<br><br>Key Vocabulary: me, my, school, rules, good/bad, choice, worry, upset, scared, like, dislike. | To understand the school rules and set classroom rules.   | Speaking and listening<br>Fine motor skills<br>Being responsible<br>Making good choices<br>Understanding different beliefs and values<br>Being self-aware |  |
|        | 2      |   | To talk about my worries for my new class.<br>E.g., Making worry dolls.   |   |  |
|        | 3      |   | To talk about my likes and dislikes.<br>One page profiles.  |   |  |
|        | 4      |   | To understand the importance of making good choices.  |   |  |
|        | 5      |   | To know that we all celebrate events, such as birthdays.  |   |  |
|        | 6-8    |   | To understand different emotions<br>Inside Out Programme – resources provided   |   |  |
|        | 1      |   | The Community<br>Living in the Wider World<br><br>Key Vocabulary: school, help, emergency, fire station, police, paramedic, hospital, post office, community, recycling, planet, global warming, plastic, pollution, transport. |   | To find out who can help us in school.                                       |
|        | 2      | To research the emergency services.<br>E.g., Trip to fire station.  |   |   |  |
|        | 3      | To explore jobs in the community.<br>E.g., Trip to post office/Morrisons.   |   |   |  |
|        | 4      | To research the importance of recycling.  |   |   |  |
|        | 5      | To understand the effects of global warming.<br>Weather.  |   |   |  |
|        | 6      | To investigate the effects of plastic pollution.  |   |   |  |
|        | 7      | To explore forms of transport.<br>E.g., Crossing a road/bike safety/catching a bus.   |   |   |  |
| Spring | 1      | Self - Care Skills<br>Health & Wellbeing<br><br>Key Vocabulary: dentist, teeth, doctor, illness, shower, clean, healthy, fitness, food. | To know the importance of visiting the dentist.<br>Brushing teeth.  | Speaking and listening<br>Fine motor skills<br>Taking responsibility for self-care skills   |  |
|        | 2      |   | To know the role of the doctor.   |   |  |
|        | 3      |   | To know how to shower and why it is important.  |   |  |
|        | 4      |   | To understand how to keep fit.<br>Practical sports session.   |   |  |
|        | 5      |   | To know how to make healthy food choices.   |   |  |
|        | 6      |   | To recognise changes to our bodies.<br>Differences between males and females.   |   |  |
|        | 1      | Relationships<br>Living in the Wider World<br><br>Key Vocabulary: family, friends, trust, strangers, safe.                              | To discuss the people that we can trust.  | Speaking and listening<br>Fine motor skills<br>Keeping safe<br>Relationships  |  |
|        | 2      |   | To understand the danger of speaking to strangers.  |   |  |
|        | 3      |   | To share details of our family.<br>Photos from home.  |   |  |
|        | 4      |   | To build and maintain positive relationships with friends.  |   |  |
|        | 5 & 6  |   | To participate in team games.<br>Turn-taking/sharing  |   |  |
|        | Summer | 1   | NSPCC Speak Out, Stay Safe<br>Relationships<br><br>Key Vocabulary: introduced as part of the programme.   | Session 1 – meet Buddy/children's rights/introducing characters/safe circle   | Speaking and listening<br>Fine motor skills<br>Keeping safe<br>Relationships |
|        |        | 2 & 3   |   | Session 2 – Mo's story/good touch/bullying  |  |
| 4 & 5  |        | Session 3 – Guy's story/saying no/kind and hurting words/worries  |   |   |  |
| 1 & 2  |        | NSPCC Speak Out, Stay Safe continued<br>Relationships   | Session 4 – Ali's story/private body  |   |  |
| 3 & 4  |        |   | Session 5 – Sam's story/morning routine rhyme/neglect/good and bad secrets.   |   |  |

**Intended impact:**

Pupils will develop their understanding of different beliefs and values.

Pupils will learn further techniques to understand and regulate their emotions.

Pupils will develop their understanding of their impact on the community and the wider world.

Pupils will understand how to take care of their physical and mental health.

Pupils will gain a deep understanding of various relationships and how to stay safe within those relationships.

