

# Ashwell Primary School

## PSHCE Curriculum

### Families and People who Care for Me Knowledge Organiser



#### Year 1 – Families and People who Care for Me

##### **Core Knowledge / skills to be acquired:**

- That families are important for children growing up because they give love, security and stability.
- To identify their special people (family, friends, carers), what makes them special and how these people should care for one another
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- How to respond safely and appropriately to adults they may encounter who they don't know.

##### **Key Vocabulary:**

- Family
- Carer
- Friends
- Network

##### **Curriculum Enrichment / Cultural Capital Opportunities**

- Feeling Good Week

##### **Prior knowledge / skills this builds on (ELG):**

- Form positive attachments to adults and friendships with peers.

##### **What comes next (Y3):**

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That stable, caring relationships which may be of different types, are at the heart of different families, and are important for children's security as they grow up.
- That other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them, to include single parent family, same-sex parent family, adopted family etc.
- That marriage or civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Year 3 – Families and People who care for me

#### Core Knowledge / skills to be acquired:

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That stable, caring relationships which may be of different types, are at the heart of different families, and are important for children's security as they grow up.
- That other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them, to include single parent family, same-sex parent family, adopted family etc.
- That marriage or civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### Key Vocabulary:

- Family
- Commitment
- Difference
- Respect
- Single parent family
- Same-sex parent family
- Adopted family
- Marriage
- Civil partnership

#### Curriculum Enrichment / Cultural Capital Opportunities

- Feeling Good Week

#### Core Knowledge / skills this builds on (Y1):

- That families are important for children growing up because they give love, security and stability.
- To identify their special people (family, friends, carers), what makes them special and how these people should care for one another
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- How to respond safely and appropriately to adults they may encounter who they don't know.

#### What comes next (Y4):

##### Diversity and Discrimination

- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See 'protected characteristics' in Equality Act 2010)