

Ashwell Primary School
PSHCE Curriculum
Safety and the Changing Body Knowledge Organiser



EYFS – Safety and the Changing Body

Nursery	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive.
Reception	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
Early Learning Goal	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Negotiate space and obstacles safely, with consideration for themselves and others

Curriculum Enrichment / Cultural Capital Opportunities

- Modeshift Activities
- Safer Internet Day

Year 1 – Safety and the Changing Body

Core Knowledge / skills to be acquired:

- To know that some types of physical contact are never appropriate.
- Learning what is and is not safe to put in or on our bodies.
- To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
- Practising making an emergency phone call.
- To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.

Key Vocabulary:

- accident
- drug
- emergency
- hazards
- medicine
- physical contact
- polite
- respect
- role
- trust

Curriculum Enrichment / Cultural Capital Opportunities

- Modeshift Activities
- Safer Internet Day

Prior knowledge / skills this builds on (ELG):

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Negotiate space and obstacles safely, with consideration for themselves and others

What comes next (Y2):

- Discussing the concept of privacy.
- Exploring ways to stay safe online.
- To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online.
- To understand the difference between secrets and surprises.
- Exploring what people can do to feel better when they are ill.
- Learning how to be safe around medicines.
- To know that medicine can help us when we are ill.
- To understand that we should only take medicines when a trusted adult says we can.
- To know the names of parts of my body including private parts

Year 2 – Safety and the Changing Body

Core Knowledge / skills to be acquired:

- Discussing the concept of privacy.
- Exploring ways to stay safe online.
- To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online.
- To understand the difference between secrets and surprises.
- Exploring what people can do to feel better when they are ill.
- Learning how to be safe around medicines.
- To know that medicine can help us when we are ill.
- To understand that we should only take medicines when a trusted adult says we can.
- To know the names of parts of my body including private parts

Key Vocabulary:

- Medicine
- Pedestrian
- Private
- Secret
- Surprise
- Penis
- Testicles/testes
- Vulva
- Vagina

Curriculum Enrichment / Cultural Capital Opportunities

- Modeshift Activities
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Prior knowledge / skills this builds on (Y1):

- To know that some types of physical contact are never appropriate.
- Learning what is and is not safe to put in or on our bodies.
- To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
- Practising making an emergency phone call.
- To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.

What comes next (Y3):

- Exploring ways to respond to cyberbullying or unkind behaviour online.
- Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe.
- To understand that cyberbullying is bullying which takes place online. To know the rules for being safe near roads.
- Exploring that people and things can influence me and that I need to make the right decision for me.
- Exploring choices and decisions that I can make.
- To understand that other people can influence our choices.
- Learning what to do in a medical emergency, including calling the emergency services.
- To know that it is important to maintain the safety of myself and others, before giving first aid.

Year 3 – Safety and the Changing Body

Core Knowledge / skills to be acquired:

- Exploring ways to respond to cyberbullying or unkind behaviour online.
- Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe.
- To understand that cyberbullying is bullying which takes place online. To know the rules for being safe near roads.
- Exploring that people and things can influence me and that I need to make the right decision for me.
- Exploring choices and decisions that I can make.
- To understand that other people can influence our choices.
- Learning what to do in a medical emergency, including calling the emergency services.
- To know that it is important to maintain the safety of myself and others, before giving first aid.

Key Vocabulary:

- allergic
- anaphylaxis
- bullying
- casualty
- choice
- cyberbullying
- decision
- distraction
- fake
- influence
- injuries

Curriculum Enrichment / Cultural Capital Opportunities

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Prior knowledge / skills this builds on (Y2):

- To know that some types of physical contact are never appropriate.
- Learning what is and is not safe to put in or on our bodies.
- To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
- Practising making an emergency phone call.
- To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.

What comes next (Y4):

- Discussing how to seek help if I need to.
- Exploring what to do if an adult makes me feel uncomfortable.
- Learning about the benefits and risks of sharing information online.
- To understand that there are risks to sharing things online.
- To know the difference between private and public.
- Discussing the benefits of being a non-smoker.
- To understand the risks associated with smoking tobacco.
- Discussing some physical and emotional changes during puberty.
- To understand the physical changes to both male and female bodies as people grow from children to adults.

Year 4 – Safety and the Changing Body

Core Knowledge / skills to be acquired:

- Discussing how to seek help if I need to.
- Exploring what to do if an adult makes me feel uncomfortable.
- Learning about the benefits and risks of sharing information online.
- To understand that there are risks to sharing things online.
- To know the difference between private and public.
- Discussing the benefits of being a non-smoker.
- To understand the risks associated with smoking tobacco.
- Discussing some physical and emotional changes during puberty.
- To understand the physical changes to both male and female bodies as people grow from children to adults.

Key Vocabulary:

- Age restriction
- Asthma
- Breasts
- Genitals
- Law
- Penis
- Private
- Protect
- Puberty
- Public
- Testicles/testes
- Tobacco

Curriculum Enrichment / Cultural Capital Opportunities

- Modeshift Activities
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Prior knowledge / skills this builds on (Y3):

- Exploring ways to respond to cyberbullying or unkind behaviour online.
- Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe.
- To understand that cyberbullying is bullying which takes place online. To know the rules for being safe near roads.
- Exploring that people and things can influence me and that I need to make the right decision for me.
- Exploring choices and decisions that I can make.
- To understand that other people can influence our choices.
- Learning what to do in a medical emergency, including calling the emergency services.
- To know that it is important to maintain the safety of myself and others, before giving first aid

What comes next (Y5):

- Developing an understanding of how to ensure relationships online are safe.
- To know the steps to take before sending a message online (using the THINK mnemonic).
- To know some of the possible risks online.
- Learning to make 'for' and 'against' arguments to help with decision making.
- To know some strategies I can use to overcome pressure from others and make my own decisions.
- Learning about the emotional changes during puberty.
- Identifying reliable sources of help with puberty.
- To understand the process of the menstrual cycle.
- To know the names of the external sexual parts of the body and the internal reproductive organs.
- To know that puberty happens at different ages for different people.
- Learning about how to help someone who is bleeding.
- To know how to assess a casualty's condition.

Year 5 – Safety and the Changing Body

Core Knowledge / skills to be acquired:

- Developing an understanding of how to ensure relationships online are safe.
- To know the steps to take before sending a message online (using the THINK mnemonic).
- To know some of the possible risks online.
- Learning to make 'for' and 'against' arguments to help with decision making.
- To know some strategies I can use to overcome pressure from others and make my own decisions.
- Learning about the emotional changes during puberty.
- Identifying reliable sources of help with puberty.
- To understand the process of the menstrual cycle.
- To know the names of the external sexual parts of the body and the internal reproductive organs.
- To know that puberty happens at different ages for different people.
- Learning about how to help someone who is bleeding.
- To know how to assess a casualty's condition.

Key Vocabulary:

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|------------------|--------------------|
| • Attraction | • Influence |
| • Bladder | • Labia |
| • Breasts | • Menstrual cycle |
| • Cervix | • Nipples |
| • Decision | • Ovary/ovaries |
| • Egg or ova | • Private |
| • Ejaculation | • Puberty |
| • Erection | • Pubic hair |
| • Fallopian tube | • Scrotum |
| • Friend | • Testicles/testes |
| | • Vagina |
| | • Vulva |

Curriculum Enrichment / Cultural Capital Opportunities

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Prior knowledge / skills this builds on (Y4):

- Discussing how to seek help if I need to.
- Exploring what to do if an adult makes me feel uncomfortable.
- Learning about the benefits and risks of sharing information online.
- To understand that there are risks to sharing things online.
- To know the difference between private and public.
- Discussing the benefits of being a non-smoker.
- To understand the risks associated with smoking tobacco.
- Discussing some physical and emotional changes during puberty.
- To understand the physical changes to both male and female bodies as people grow from children to adults.

What comes next (Y6):

- Developing an understanding about the reliability of online information.
- Exploring online relationships including dealing with problems. To understand that online relationships should be treated in the same way as face-to-face relationships.
- To know where to get help with online problems.
- Discussing the reasons why adults may or may not drink alcohol.
- To understand the risks associated with drinking alcohol
- Discussing problems which might be encountered during puberty and using knowledge to help.
- To understand how a baby is conceived and develops.
- Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.
- To know how to conduct a primary survey (using DRSABC)

Year 6 – Safety and the Changing Body

Core Knowledge / skills to be acquired:

- Developing an understanding about the reliability of online information.
- Exploring online relationships including dealing with problems. To understand that online relationships should be treated in the same way as face-to-face relationships.
- To know where to get help with online problems.
- Discussing the reasons why adults may or may not drink alcohol.
- To understand the risks associated with drinking alcohol
- Discussing problems which might be encountered during puberty and using knowledge to help.
- To understand how a baby is conceived and develops.
- Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.
- To know how to conduct a primary survey (using DRSABC)

Key Vocabulary:

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| <ul style="list-style-type: none"> • alcohol • bladder • breasts • cervix • conception • cyberbullying • egg or ova • ejaculation • erection • fallopian tube • fertilisation • genitals • internet trolling • labia • menstruation/period • nipples • ovary/ovaries | <ul style="list-style-type: none"> • penis • pregnant • puberty • pubic hair • scrotum • sexual intercourse • sperm • sperm duct • testicles./testes • urethra • uterus • vagina • vaginal opening • voice breaking • vulva • wet dream • womb |
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Curriculum Enrichment / Cultural Capital Opportunities

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Prior knowledge / skills this builds on (Y5):

- Developing an understanding of how to ensure relationships online are safe.
- To know the steps to take before sending a message online (using the THINK mnemonic).
- To know some of the possible risks online.
- Learning to make 'for' and 'against' arguments to help with decision making.
- To know some strategies, I can use to overcome pressure from others and make my own decisions.
- Learning about the emotional changes during puberty.
- Identifying reliable sources of help with puberty.
- To understand the process of the menstrual cycle.
- To know the names of the external sexual parts of the body and the internal reproductive organs.
- To know that puberty happens at different ages for different people.
- Learning about how to help someone who is bleeding.
- To know how to assess a casualty's condition.

What comes next (KS3):