

**Ashwell Primary School
PSHCE Curriculum**

‘Growing Up and Staying Safe’ Knowledge Organiser



EYFS – Online World

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 – Health Protection: How can I protect myself and other in daily life?

Core knowledge to be acquired:

- Germs can live on hands and surfaces even when they cannot be seen.
- Washing hands with soap and water helps remove germs that can make people ill.
- People should cover their mouths when they cough or sneeze and put tissues in the bin.
- People have check-ups with doctors, nurses and dentists to help them stay healthy.
- Sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly.
- Some people need to use medicine often, such as inhalers, to help keep them well.
- Head bumps should always be told to an adult.
- First aid is the immediate help given to someone who is hurt or unwell.
- Ice packs can help with bruises or bumps.
- It is important for broken skin to be cleaned to ensure germs cannot enter the body.
- Their role is to get help from a trusted adult, not to try to fix the injury themselves.
- Wearing a hat and covering skin can help keep them safe in the sun.
- They should drink water when it is hot to stay well.
- They should tell a trusted adult if something hurts or feels wrong in their body.
- Some common signs of illness include a tummy ache, feeling hot or cold, coughing or sneezing.
- Medicines, when used properly, can help people feel better.
- 999 is the number to dial in an emergency.

Core skills to be acquired:

- Practising how to wash their hands properly using soap and water.
- Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing).
- Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump).
- Choosing appropriate clothing and preparing for different weather conditions (e.g. a hat, sunglasses and suncream when it is hot).
- Telling an adult when they feel unwell, tired or hurt.
- Beginning to describe common signs of illness (e.g. “My tummy hurts”, “I feel dizzy”).
- Identifying some emergency situations.

Key Vocabulary:

999	dentist	doctor	emergency	first aid	germs	illness	injury	medicine
prevent	protect	serious	spread	unwell	urgent			

Curriculum Enrichment / Cultural Capital Opportunities

Safer Internet Day and Children’s Mental Health Week

Year 1 – Staying Safe – How can I stay safe?

Core knowledge to be acquired:

- Some things in the home can be harmful.
- Household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult’s permission.
- If things are not used as intended, they can become harmful, especially to children (e.g. someone else’s medicine, cleaning products, etc).
- Some things people put in or on their bodies can help them (e.g. medicine), and some can be harmful.
- They should never touch or taste something if they do not know what it is.
- The ‘Stop, Look and Listen’ rule for crossing a road.
- A helmet should be worn when biking or scooting. Some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers).
- Their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry).
- It is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.
- The emergency services are the police, fire and ambulance services.
- 999 is the number to dial in an emergency.

Core skills to be acquired:

- Recognising when something may be dangerous in the home.
- Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why.
- Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).
- Following simple safety rules in different settings.
- Identifying safe places to walk on the pavement.
- Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads.
- Using roleplay to ask for help with clear, simple phrases, such as “I need help” or “something’s wrong”.
- Naming some trusted adults at home and school. Identifying some emergency situations.

Key Vocabulary:

body clues	comfortable	danger	emergency
harm	road safety	rule	safe
trusted adult	uncomfortable	unsafe	999

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Safer Internet Day and Children’s Mental Health Week

Year 2 – Growing Up – How can we look after and respect our bodies as we grow?

Core knowledge to be acquired:

- Coming soon

Core skills to be acquired:

Key Vocabulary:

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Safer Internet Day and Children’s Mental Health Week

Year 2 – Staying Safe: How can I make safe choice?

Core knowledge to be acquired:

- Coming soon

Core skills to be acquired:

Key Vocabulary:

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Safer Internet Day and Children’s Mental Health Week

Year 3 – Health Protection: How can we prevent illness and injury and respond if they happen?

Core knowledge to be acquired:

- Coming soon

Core skills to be acquired:

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Key Vocabulary:

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Safer Internet Day and Children's Mental Health Week

Year 4 – Growing Up – How will my body and emotions change as I grow up?

Core knowledge to be acquired:

- Unkind or negative comments about someone’s body can affect how they feel about themselves and that it is important to treat all bodies with respect.
- Their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal.
- As their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings).
- One of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle).
- During a period a small amount of blood leaves the body from the vagina each month.
- Periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help.
- The correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam’s apple, pubic hair).
- They should talk to a trusted adults if they have any worries or concerns, including around body changes and growing up.
- Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know.
- The correct terms for private body parts, including the scrotum and nipples.
- Signs that an adult may be unsafe (e.g. they are ignoring ‘no’, they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult).
- They can speak to more than one trusted adult if the first person does not help or take action straightaway/
- They should seek help if:
 - Someone touches them or speaks to them in a way that feels wrong including online
 - They hear or say something that worries them, even if it’s not about them, including online
 - They feel pressured to do something unsafe or that they don’t want to do, including online

Core skills to be acquired:

- Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings.
- Describing some emotional changes that happen during adolescence.
- Communicating personal boundaries clearly (e.g. “I’m not comfortable with that”).*

Key Vocabulary:

boundaries (Y3/4)

breasts (Y3/4)

communicate (Y3/4)

emotions (Y1/2)

feelings (Y1/2)

period (Y3/4)

permission (Y3/4)

physical changes (Y3/4)

puberty (Y3/4)

respect (Y3/4)

uncomfortable (Y//2)

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Safer Internet Day and Children’s Mental Health Week

Year 4 – Staying Safe – What signs help me recognise what is safe or unsafe?

Core knowledge to be acquired:

- Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know.
- To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult).
- That feeling and being unsafe can happen even with someone they know.
- That when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware.
- That they should not share personal information with people they do not know and trust, including online.
- That they can speak to more than one trusted adult if the first person does not help or take action straightaway.
- That they should seek help if:
 - Someone touches them or speaks to them in a way that feels wrong, including online.
 - They feel pressured to do something unsafe or that they don't want to do, including online.
 - They see or hear something that worries them, even if it's not about them, including online
- Some common road-crossing types.
- Some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways).
- That swimming in open water is usually more dangerous than swimming in a swimming pool.
- What beach safety flags tell us about the conditions.
- That thinking ahead and considering potential risks can help prevent accidents.
- That fire can spread quickly and should never be played with.
- That appliances and household products should only be used for the purpose they are designed for.
- That an operator will ask which emergency service is needed, what happened and where.
- That alcohol and smoking/ vaping are legal for adults but illegal for children.
- That alcohol and smoking/vaping both have harmful effects on the body.

Core skills to be acquired:

- Their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know.
- To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult).
- That feeling and being unsafe can happen even with someone they know.
- That when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware.
- That they should not share personal information with people they do not know and trust, including online.
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 - Someone touches them or speaks to them in a way that feels wrong, including online.
 - They feel pressured to do something unsafe or that they don't want to do, including online.
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- Some common road-crossing types.
- Some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways).
- That swimming in open water is usually more dangerous than swimming in a swimming pool.
- What beach safety flags tell us about the conditions.
- That thinking ahead and considering potential risks can help prevent accidents.
- That fire can spread quickly and should never be played with.
- That appliances and household products should only be used for the purpose they are designed for.
- That an operator will ask which emergency service is needed, what happened and where. *
- That alcohol and smoking/ vaping are legal for adults but illegal for children.
- That alcohol and smoking/vaping both have harmful effects on the body.

- That medicines should only be used as directed by a trusted adult or health professional or they can be harmful.

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Key Vocabulary:

alcohol	boundaries	cigarettes	crossing	current	hazard/s
inappropriate	operator	personal space	pressure	risks	tide
					vape

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Safer Internet Day and Children's Mental Health Week

Year 5 – Growing Up – How can I manage the changes to my body and emotions as I grow up?

Core knowledge to be acquired:

- Everyone’s body changes during puberty in different ways and at different times, and making comments about these changes can be unkind and harmful.
- The correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles).
- The stage in which an individual changes from a child to an adult is called ‘puberty’ and it happens over time as hormones are released into the body.
- Puberty is the process of preparing the male and female bodies for reproduction as part of the human life cycle.
- Many people find the changes during puberty difficult to manage and should be supported and treated with kindness.
- Good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable.
- How to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable.
- Some simple ways to manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help).
- They can seek support from a trusted adult if they have questions or concerns about their changing body, relationships or growing up.
- Wet dreams and erections are natural physical changes that happen to most boys during puberty.
- A wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep.
- An erection is when the penis becomes firmer or harder; this is temporary, and it usually goes away on its own.

Core skills to be acquired:

- Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence.
- Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings).
- Describing the stages of the menstrual cycle.
- Challenging behaviour that crosses personal boundaries, while staying respectful and safe.

Key Vocabulary:

egg	genitals	hormones	hygiene	influence	menstrual cup
period pad	period pants	self-conscious	sensitive	tampon	womb/uterus

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Safer Internet Day and Children’s Mental Health Week

Year 6 – Staying Safe: How can I stay safe as I grow up?

Core knowledge to be acquired:

- To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. To know that someone asking them to keep conversations or photos private, especially online, may be unsafe. To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. To know that not everyone online is who they say they are. To know that the absence of permission or consent means that a situation is likely to be unsafe. To know that they should always seek help if:
- They experience or witness violence, threats or harm, either in person or online.
 - Someone tries to hurt them or others physically or emotionally, including online.
 - Someone touches them or talks to them in an unsafe or inappropriate way, including online.
 - They feel unsafe but are not sure why, or are unsure who to trust, including online.
 - They are worried about someone else being hurt or treated badly, including online.
- To know some common safety issues when crossing the road or around railways.
- To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines.
- To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway.
- To know what beach safety flags tell us about the conditions. To know the water safety code (Stop and think, Stay together, call 999, float).
- To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices.
- To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks).
- To know that some environments carry higher risk and require greater caution.
- To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.*
- To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.*
- To know that drugs are substances that change how the body or mind works.
- To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor.
- To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health.

Core skills to be acquired:

- Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence.
- Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings).
- Describing the stages of the menstrual cycle.
- Challenging behaviour that crosses personal boundaries, while staying respectful and safe.

- To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children.
- To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.

Key Vocabulary:

addictive (Y5/6)	bystander (Y5/6)	cautious (Y5/6)	coastguard (Y5/6)	consent (Y5/6)	current (Y3/4)
drugs (Y5/6)	emergency services (Y5/6)	hazard (Y3/4)	illegal (Y3/4)	legal (Y3/4)	peer pressure (Y5/6)
public transport (Y5/6)	threat (Y5/6)	upstander (Y5/6)	violence (Y5/6)		

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Safer Internet Day and Children’s Mental Health Week

Year 6 – Sex Education: How do people become parents and carers?

Core knowledge to be acquired:

- Reproduction happens when a sperm and egg join together to make a baby, usually through sexual intercourse (sex).
- Pregnancy begins when a fertilised egg grows in the uterus.
- A baby develops in the uterus for approximately nine months.
- Birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section.
- There are different ways people can become parents, including IVF and adoption.
- Babies need constant care and attention.
- Becoming a parent involves significant responsibility, time and support.
- The legal age for sexual intercourse in the UK is 16, although many people choose to wait until they are older.

Core skills to be acquired:

- Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs.
- Describing how a baby is conceived and born.
- Asking questions about conception and birth in a respectful and appropriate way.

Key Vocabulary:

conception

consent

ovary

pregnant

sexual intercourse

sperm

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