A yellow sign with a skull and bones

Description automatically generated

Keeping and staying safe

Year 1,2,3

|  |  |  |
| --- | --- | --- |
| **Key objectives** | **Start of unit** | **End of unit** |
| 1. I can recognise possible dangers in different environments. |  |  |
| 2. I can follow rules to help keep me safe. |  |  |
| 3. I can identify people who work in my community who help keep me safe. |  |  |
| 4. I can identify how to use the 999 services appropriately. |  |  |
| 5. I can recognise an emergency situation. |  |  |
| 6. I can identify some warning signs and know what they mean. |  |  |
| 7. I can use what I’ve learned to know how to cross the road safely. |  |  |
| 8. I know the difference between safe and risky choices. |  |  |
| 9. I know how and who to ask for help. |  |  |

A person doing yoga with fruits and vegetables

Description automatically generated

Keeping staying healthy

Year 1,2,3

|  |  |  |
| --- | --- | --- |
| **Key objectives** | **Start of unit** | **End of unit** |
| 1. I can brush my teeth every day to keep my mouth healthy. |  |  |
| 2. I know why it is important to brush my teeth twice a day. |  |  |
| 3. I know when and how to wash my hands to help keep me healthy. |  |  |
| 4. I can explain why I should keep clean and how to reduce germs and bacteria spreading. |  |  |
| 5. I can recognise that it is important to keep clean. |  |  |
| 6. I know that I can be responsible for keeping myself healthy. |  |  |
| 7. I can list different types of healthy food. |  |  |
| 8. I know who we can accept medicine from |  |  |

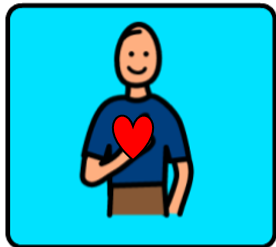
A blue square with a paper and a hammer

Description automatically generated

Being responsible

Year 1,2,3

|  |  |  |
| --- | --- | --- |
| **Key objectives** | **Start of unit** | **End of unit** |
| 1. I can talk about how important it is to set goals to help me improve. |  |  |
| 2. I know how I can help people around me. |  |  |
| 3. I can explain how to be responsible. |  |  |
| 4. I can talk about my daily responsibilities and I make sure they are done properly. |  |  |
| 5. I understand there are some things that I can improve at. |  |  |
| 6. I understand I can get better at an activity or sport by practising. |  |  |
| 7. I know who I can ask for help when I need it. |  |  |
| 8. I know how to prevent accidents. |  |  |
| 9. I can take responsibility for my actions and know that I am responsible |  |  |

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Feelings and emotions

Year 1,2,3

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| --- | --- | --- |
| **Key objectives** | **Start of unit** | **End of unit** |
| 1. I can name and explain some of the emotions I feel. |  |  |
| 2. I can list ways to manage my emotions. |  |  |
| 3. I can describe the way my emotions make me feel physically. I know when I feel bad and I know when I feel good and how it makes my body feel |  |  |
| 4. I can communicate my feelings with words to help others understand how I feel |  |  |
| 5. I can understand how my feelings might affect other’s and how they can affect me. |  |  |
| 6. I can explain the feeling of jealousy. |  |  |
| 7. I can explain the feeling of worry. |  |  |
| 8. I can explain the feeling of grief. |  |  |
| 9. I can explain the feeling of anger. |  |  |

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Computer safety

Year 1,2,3

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| --- | --- | --- |
| **Key objectives** | **Start of unit** | **End of unit** |
| 1. I can talk about the potential dangers that can happen if I speak to strangers online. |  |  |
| 2. I understand the golden rules to keep myself safe online and can speak about them to others. |  |  |
| 3. I understand how and what I do online can affect others. |  |  |
| 4. I can identify positive and negative things about using technology. |  |  |
| 5. I know who I can speak to if I am worried about my safety on the computer. |  |  |
| 6. I understand the risks of sharing images without permission. |  |  |
| 7. I can recognise kind and unkind comments online and understand that I do not need to respond |  |  |



Relationships

Year 1,2,3

|  |  |  |
| --- | --- | --- |
| **Key objectives** | **Start of unit** | **End of unit** |
| 1. I can talk about people who are special to me and why they are special. |  |  |
| 2. I can explain different types of relationships that I have with people. |  |  |
| 3. I can explain the term “relationship” and understand what it means. |  |  |
| 4. I can explain a healthy relationship. |  |  |
| 5. I can explain an unhealthy relationship. |  |  |
| 6. I understand the difference between appropriate and in-appropriate touch. |  |  |
| 7. I understand how to be a good friend. |  |  |
| 8. I can care about others’ feelings as well as my own. |  |  |
| 9. I can recognise bullying behaviours and know who to speak to when I need help. |  |  |
| 10. I can identify trusted adults who will help me if I am worried about a relationships |  |  |
| 11. I can listen and respect another person’s point of view. |  |  |

A person and person with money

Description automatically generated with medium confidence

Our world

Year 1,2,3

|  |  |  |
| --- | --- | --- |
| **Key objectives** | **Start of unit** | **End of unit** |
| 1. I can explain how our needs change as we grow. |  |  |
| 2. I can talk about my unique family. |  |  |
| 3. I understand why it is important to after living things. |  |  |
| 4. I can explain how to look after living things. |  |  |
| 5. I can identify ways to look after the planet. |  |  |
| 6. I can explain the meaning of ‘reduce, reuse, and recycle’. |  |  |
| 7. I can explain why we need money. |  |  |
| 8. I can understand different ways I can receive money. |  |  |
| 9. I understand there are different ways we can pay for things. |  |  |
| 10. I understand why it is important to save money |  |  |

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Fire safety

Year 1,2,3

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| **Key objectives** | **Start of unit** | **End of unit** |
| 1. I can recognise things that might be dangerous that can cause a fire or serious injury |  |  |
| 2. I can follow simple fire safety rules. |  |  |
| 3. I can practise simple ways of staying safe and finding help |  |  |
| 4. I know that is important to be responsible and that my actions and choices can seriously impact others. |  |  |
| 5. I know that I should only call 999 when there is an emergency. |  |  |
| 6. I can explain what a hoax call is and understand that there can be serious consequences if someone decides to make one |  |  |
| 7. I know that playing with fire or starting a small fire is unsafe and can lead to serious harm and damage. |  |  |
| 8. I know that texting while driving can lead to a serious accident and if I see anyone texting and driving, I will share what I have learned with them |  |  |