

A Curriculum For Hindhayes - Building C4L Knowledge

		Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Hindhayes Learning Experiences EYFS	Experiences and knowledge	See themselves as a valuable individual.	Show sensitivity to their own and to others' needs. Build constructive and respectful relationships.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Explain the reasons for rules, know right from wrong and try to behave accordingly.		Talk about the lives of the people around them and their roles in society.	Regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine	Express their feelings and consider the feelings of others. Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.	Being a safe pedestrian
	Language	Special, unique, sensitive, needs, partner, practising, determination, happy, sad, angry, feelings			Rules, right, wrong,			Healthy, well, happy attitude, physical, teeth, brush, screen time, balance, sleep, routine, feelings, road safety.		
	Texts	Monkey puzzle, How to be a Lion, Wizzy-Woo and his Brand New Friends ,The Listening Walk			Don't worry, Hugless Douglas			Oh the Things You Can Do that are Good for You, Ketchup on your Cornflakes, Not Everyone is Nice, Kitchen Disco, Little Monkey Calms Down, Never Talk to Strangers		
National Curriculum Requirements	Children should be able understand and talk about: Families and friendships Safe Relationships Respecting ourselves and others			Children should be able understand and talk about: Belonging to a community Media literacy and digital resilience Money and work			Children should be able understand and talk about: Physical health and mental well being Growing and changing Keeping safe			
Hindhayes Sticky Knowledge Year 1 Year 2	<p>To understand the roles of different people. To name different types of families. To identify people who could help you</p> <p>To know how to be a good friend. To know different ways that people meet and make friends To know how to ask for or provide help if you are lonely. To know how to recognise hurtful behaviour including bullying.</p>	<p>To know what privacy and private mean. To know you must seek permission when touching people</p> <p>To know about the difference between happy surprises and secrets that make them feel uncomfortable. To know how to resist pressure to do something that feels uncomfortable. To identify and name the main parts of the body including external genitalia.</p>	<p>To know how behaviour affects others. To know what respect means To know why we have class rules.</p> <p>To know about the things they have in common with their friends, classmates, and other people. To know how friends can have both similarities and differences. To know how to play and work cooperatively.</p>	<p>To name examples of rules in different situations. To know that different people have different needs To know how we care for living things in different ways To know how to look after the environment.</p> <p>To name the different groups that they are part of. To understand the different rights and responsibilities that they have in school and the wider community. To recognise that they are all equal, and ways in which they are the same and different to others in their community.</p>	<p>To know how and why people use the internet. To understand the benefits of using the internet and digital devices. To know how people find things out and communicate safely with others online.</p> <p>To know how the internet is used in everyday life. To know you can find information on the internet.</p>	<p>To know that everyone has different strengths, in and out of school. To name different jobs and the work people do. To name people whose job it is to help us in the community.</p> <p>To know how to get, keep and spend money. To know that people are paid money for the job they do. To recognise the difference between needs and wants. To know the difference between needs and wants.</p>	<p>To name ways to take care of themselves on a daily basis To know about basic hygiene routines, e.g. hand washing. To know about healthy and unhealthy foods, including sugar intake. To know how to keep safe in the sun To know how physical activity keeps people healthy. To know how to have a balance of types of play.</p> <p>To know why sleep is important. To know that medicines and vaccines can keep us healthy.</p> <p>To know how to keep teeth Healthy. To know how to manage feelings, both big and small, and ask for help.</p>	<p>To recognise what makes them special and unique. To know how to manage and whom to tell when finding things difficult. To name different kinds of feelings. To understand how feelings can affect how people behave.</p> <p>To know how our needs and bodies change as we grow up To know about change as people grow up, including new opportunities and responsibilities.</p>	<p>To know how rules can help to keep us safe To understand why some things have age restrictions.</p> <p>To recognise risk and know how to stay safe at home and in other places. To name things that people can put into their body or onto their skin. To know what to do if there is an accident or emergency.</p>	