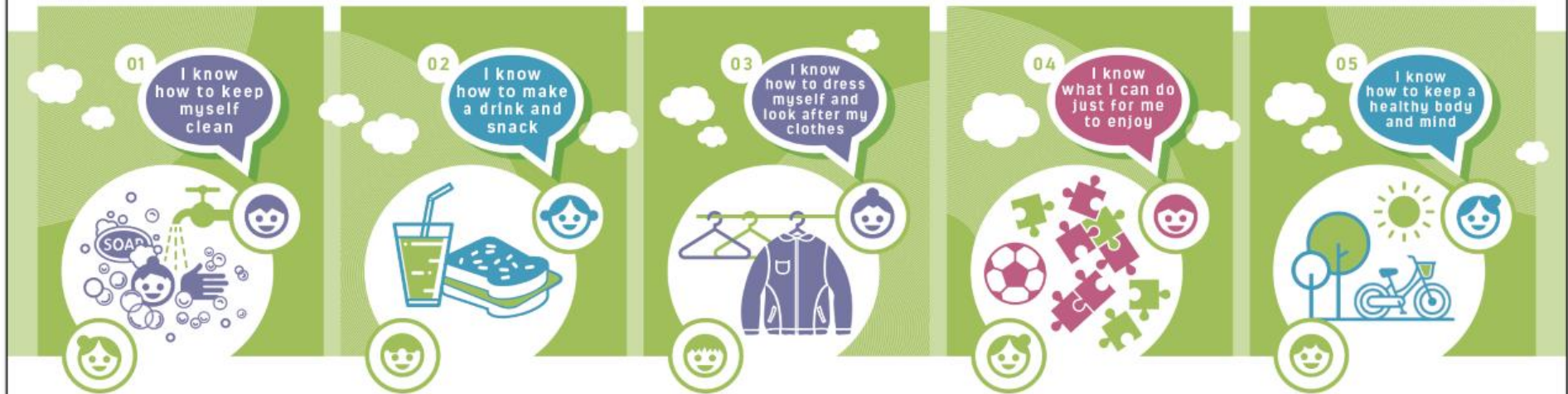


PERSONAL CARE ESSENTIALS

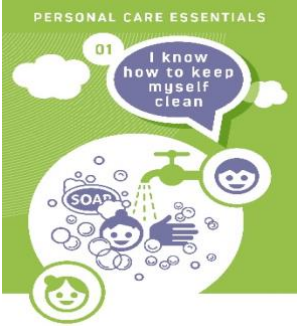



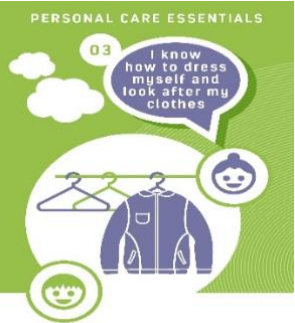
PERSONAL SAFETY ESSENTIALS



Personal Safety and Self Care Essentials

Curriculum and Delivery Plan

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Personal Care Essential 1 <i>I know how to keep myself clean.</i></p> 	<p>Adults will...</p> <ul style="list-style-type: none"> Model good hand hygiene habits and routines Build in time each day for handwashing routines Teach handwashing songs <p>Pupils will...</p> <ul style="list-style-type: none"> Wash their hands after using the toilet Wash their hands before eating Brush their teeth after lunch <p>PSHE</p> <ul style="list-style-type: none"> Pupils will learn simple hygiene routines that can stop germs from spreading. Pupils will know how to brush teeth correctly. Pupils will know what food and drink supports dental health. 	<p>Adults will...</p> <ul style="list-style-type: none"> Model good hand hygiene habits and routines Build in time each day for handwashing routines <p>Pupils will...</p> <ul style="list-style-type: none"> Wash their hands after using the toilet Wash their hands before eating Brush their teeth after lunch <p>PSHE</p> <ul style="list-style-type: none"> Pupils will be able to make supported decisions about personal hygiene and health. Pupils will know how everyday hygiene routines can limit the spread of infection. Pupils will know how to maintain good oral hygiene. 	<p>Adults will...</p> <ul style="list-style-type: none"> Model good hand hygiene habits and routines Build in time each day for handwashing routines <p>Pupils will...</p> <ul style="list-style-type: none"> Wash their hands after using the toilet Wash their hands before eating Brush their teeth after lunch Learn to use toiletries to use personal hygiene for example deodorant <p>PSHE</p> <ul style="list-style-type: none"> Pupils will be able to make informed decisions about health. Pupils will know how everyday hygiene routines can limit the spread of infection. Pupils will know about how hygiene routines, change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. Pupils will know how to maintain good oral hygiene.
<p>Personal Care Essential 2 <i>I know how to make a drink and snack.</i></p> 	<p>Adults will...</p> <ul style="list-style-type: none"> Help pupils to make healthy choices Provide a healthy breakfast Provide a healthy snack of fruit and/or vegetables Provide opportunities for pupils to help make drinks and snacks <p>Pupils will...</p> <ul style="list-style-type: none"> Learn how to pour water/milk into a cup Learn how to chop fruit and vegetables for snack 	<p>Adults will...</p> <ul style="list-style-type: none"> Help pupils to make healthy choices Provide a healthy breakfast Provide a healthy snack of fruit and/or vegetables Provide opportunities for pupils to help make drinks and snacks <p>Pupils will...</p> <ul style="list-style-type: none"> Learn how to chop fruit and vegetables for snack Learn how to butter toast 	<p>Adults will...</p> <ul style="list-style-type: none"> Help pupils to make healthy choices Provide a healthy breakfast Provide a healthy snack of fruit and/or vegetables Provide opportunities for pupils to help make drinks and snacks <p>Pupils will...</p> <ul style="list-style-type: none"> Learn how to chop fruit and vegetables for snack Learn how to prepare their own breakfast

	<ul style="list-style-type: none"> Learn how to peel fruit for example easi-peel Learn how to put cereals in a bowl and add milk <p>Design and Technology</p> <ul style="list-style-type: none"> Pupils will be provided with an experience of basic food preparation. 	<ul style="list-style-type: none"> Learn how to put cereals in a bowl and add milk Learn how to make a sandwich <p>Design and Technology</p> <ul style="list-style-type: none"> Pupils will be provided with an experience of basic food preparation. Pupils will be able to develop an awareness of health and safety. Pupils will know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source. Pupils will know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	<ul style="list-style-type: none"> Learn how to prepare a simple warm snack for example beans on toast. <p>Design and Technology</p> <ul style="list-style-type: none"> Pupils will be provided with an experience of basic food preparation. Pupils will be supported to develop an awareness of health and safety. Pupils will know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source. Pupils will know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
<p>Personal Care Essential 3 <i>I know how to dress myself and look after my clothes.</i></p> 	<p>Adults will...</p> <ul style="list-style-type: none"> Guide and model how to put clothing on and do fastenings. Model how to turn clothes the correct way Model how to fold clothes when changing for PE Teach pupils about the types of clothing to wear for different weathers and activities <p>Pupils will....</p> <ul style="list-style-type: none"> Learn to put their own coat on Learn to fasten zips and buttons Learn to put their own shoes on Learn to dress self for PE <p>PE lessons</p> <ul style="list-style-type: none"> Pupils fold their clothes each PE lesson 	<p>Adults will...</p> <ul style="list-style-type: none"> Guide and model how to put clothing on and do fastenings. Model how to turn clothes the correct way Model how to fold clothes when changing for PE Teach pupils about the types of clothing to wear for different weathers and activities <p>Pupils will....</p> <ul style="list-style-type: none"> Learn to dress self for PE Learn to tie shoelaces Learn to dry and dress self for swimming lessons Learn how to put clothes on a hanger <p>PE lessons</p> <ul style="list-style-type: none"> Pupils fold their clothes each PE lesson Pair their socks Pupils to put on and take off their shoes. 	<p>Adults will...</p> <ul style="list-style-type: none"> Guide and model how to put clothing on and do fastenings. Model how to turn clothes the correct way Model how to fold clothes when changing for PE Teach pupils about the types of clothing to wear for different weathers and activities <p>Pupils will....</p> <ul style="list-style-type: none"> Learn to keep their dignity when dressing for PE Learn how to do a tie for secondary school Learn how to sort the washing <p>PE lessons</p> <ul style="list-style-type: none"> Pupils fold their clothes each PE lesson Pair their socks Pupils to put on and take off their shoes. Pupils to tie their own laces.

Personal Care Essential 4
I know what I can do just for me to enjoy.



- Adults will...**
- Provide pupils with opportunities to try indoor and outdoor age appropriate activities and games
 - Share information about activities pupils have enjoyed with home
 - Provide the opportunity for pupils to reflect on how they felt taking part in different activities

- Pupils will....**
- Take part in small group activities
 - Complete activities they can do alone

Playtimes

- Varied activities to be led by adults to promote positive play and interactions.

- Classroom time**
- Games, toys and activities to be used within learning and play activities for example jig-saws, dressing up, colouring, farm set

- Adults will...**
- Provide pupils with opportunities to try indoor and outdoor age appropriate activities and games
 - Share information about activities pupils have enjoyed with home
 - Provide the opportunity for pupils to reflect on how they felt taking part in different activities

- Pupils will....**
- Take part in small group activities
 - Complete activities they can do alone

Playtimes

- Varied activities to be led by adults to promote positive play and interactions.

- Classroom time**
- Games, toys and activities to be used within learning and play activities for example Lego, skipping, singing, sporting activities

- Adults will...**
- Provide pupils with opportunities to try indoor and outdoor age appropriate activities and games
 - Share information about activities pupils have enjoyed with home
 - Provide the opportunity for pupils to reflect on how they felt taking part in different activities

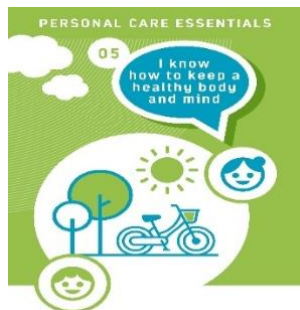
- Pupils will....**
- Take part in small group activities
 - Complete activities they can do alone

Playtimes

- Varied activities to be led by adults to promote positive play and interactions.

- Classroom time**
- Games, toys and activities to be used within learning and play activities for example puzzles, cooking, boardgames, sporting activities

Personal Care Essential 5
I know how to keep a healthy body and mind.



- Adults will...**
- Create a daily timetable which includes planned times for activity, calm/stillness and reflection.
 - Talk to pupils about feelings associated with lack of sleep, food and exercise
 - Provide healthy fruit snacks during morning break.
 - Provide breaktime clubs which supports building a healthy mind and body.

- Pupils will....**
- Take part in take part in PE lessons
 - Begin to share their needs and feelings for example hunger, tiredness, sensory requirements
 - Eat healthy snacks and drink milk during morning breaks
 - Take part in clubs that keeps their bodies active.

- Adults will...**
- Create a daily timetable which includes planned times for activity, calm/stillness and reflection.
 - Talk to pupils about feelings associated with lack of sleep, food and exercise
 - Introduce activities to promote mindfulness
 - Provide healthy fruit snacks during morning break.
 - Provide breaktime clubs which supports building a healthy mind and body.

- Pupils will....**
- Learn strategies to help them relax and have quiet time for example yoga, mindfulness colouring, breathing exercises

- Adults will...**
- Create a daily timetable which includes planned times for activity, calm/stillness and reflection.
 - Talk to pupils about feelings associated with lack of sleep, food and exercise
 - Introduce activities to promote mindfulness
 - Provide healthy fruit snacks during morning break.
 - Provide breaktime clubs which supports building a healthy mind and body.

- Pupils will....**
- Learn strategies to help them relax and have quiet time for example yoga, mindfulness colouring, breathing exercises

PSHE

- Pupils will know about what keeping healthy means and different ways to keep healthy.
- Pupils will know how to recognise and name different feelings.
- Pupils will know how feelings can affect people's bodies and how they behave.

PE

- Pupils to engage in healthy activities that they enjoy and find relaxing.
- Pupils to play games that encourage movement.

Lunchtime clubs

- Provide opportunities to increase activity rates at lunchtime and playtimes
- Pupils to complete the daily mile.

- Learn about how to convey their needs and feelings for example, hunger, tiredness, happy, sad, scared, angry.

PSHE

- Pupils will know how to make good decisions about health.
- Pupils will be supported to recognise feelings.
- Pupils will be able to seek support, including which adults to speak to in and outside school, if they are worried about their health.

PE

- Pupils to engage in healthy activities that they enjoy and find relaxing.
- Pupils to play games that encourage movement.

Lunchtime clubs

- Provide opportunities to increase activity rates at lunchtime and playtimes
- Pupils to complete the daily mile.

- Learn about how to convey their needs and feelings for example, hunger, tiredness, happy, sad, scared, angry.
- Take part in daily activities to improve physical health alongside challenges for the mind.
- Take part in PSHE lessons on the body, brain and hormones functions.

PSHE

- Pupils will know how to make informed decisions about health.
- Pupils will be able to name a wide range of feelings and emotions.
- Pupils will be able to match feelings to a scale of intensity and identify strong feelings.
- Pupils will be able to describe different feelings and how they are experienced in the body.
- Pupils will be able to seek support, including which adults to speak to in and outside school, if they are worried about their health.

PE

- Pupils to engage in healthy activities that they enjoy and find relaxing.
- Pupils to play games that encourage movement.

Lunchtime clubs

- Provide opportunities to increase activity rates at lunchtime and playtimes
- Pupils to complete the daily mile.

Personal Safety Essential 6

I know how to make a telephone call to the emergency services.



Adults will...

- Introduce the pupils to the different emergency services and how they are there to help
- Rehearse with pupils what they would need to do and say in an emergency.
- Provide steps for calling 999 on a telephone.

Pupils will....

- Role play and dress up as workers from the emergency services
- Role play making a telephone call to the emergency services.

PSHE

- Pupils will know what to do if there is an accident and someone is hurt.
- Pupils will know the steps of how to get help in an emergency (how to dial 999 and what to say).

Adults will...

- Introduce the pupils to the different emergency services and how they are there to help
- Rehearse with pupils what they would need to do and say in an emergency.
- Provide steps for calling 999 on a telephone.
- Show pupils the basics of first aid.

Pupils will....

- Role play and dress up as workers from the emergency services
- Role play making a telephone call to emergency services.
- Role play basic first aid techniques that may be required during a call to emergency services.

PSHE

- Pupils will know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.
- Pupils will know about what is meant by first aid; basic techniques for dealing with common injuries.

Adults will...

- Introduce the pupils to the different emergency services and how they are there to help
- Rehearse with pupils what they would need to do and say in an emergency.
- Provide steps for calling 999 on a telephone.
- Show pupils the basics of first aid including CPR.

Pupils will....

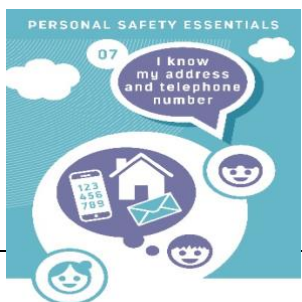
- Role play and dress up as workers from the emergency services
- Role play making a telephone call to emergency services.
- Role play basic first aid techniques, including CPR that may be required during a call to emergency services.

PSHE

- Pupils will know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.
- Pupils will know about what is meant by first aid; basic techniques for dealing with common injuries.
- Pupils will know how to assess and manage risk in different situations when involved in an emergency situation.

Personal Safety Essential 7

I know my address and telephone number.



Adults will...

- Teach pupils their house number and street name and revisit this each term

Pupils will....

- Learn their house number, the name of their street and town they live in
- Send a note or card home.

Adults will...

- Teach pupils their house number, street name and postcode. They will revisit this each term
- Teach pupils place knowledge of their local area.

Pupils will....

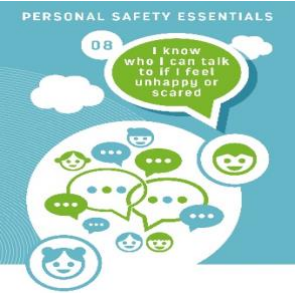
- Learn their house number, the name of their street, town they live in and postcode

Adults will...

- Teach pupils their house number, street name and postcode. They will revisit this each term
- Teach pupils place knowledge of their local area.

Pupils will....

- Learn their house number, the name of their street, town they live in and postcode

	<p>Geography</p> <ul style="list-style-type: none"> • Pupils will learn about the village/town/city they belong to. • Pupils will learn about safe places in their community for emergency situations. 	<ul style="list-style-type: none"> • Send a letter or card home. • Learn the telephone number of their landline or main carer • Make a map of their area/ neighbourhood. <p>Geography</p> <ul style="list-style-type: none"> • Pupils will learn about the village/town/city they belong to. • Pupils will learn about safe places in their community for emergency situations. 	<ul style="list-style-type: none"> • Send a letter or card home. • Learn the telephone number of their landline or main carer • Make a map of their area/neighbourhood. <p>Geography</p> <ul style="list-style-type: none"> • Pupils will learn about the village/town/city they belong to. • Pupils will learn about safe places in their community for emergency situations.
<p>Personal Safety Essential 8 <i>I know who I can talk to if I feel unhappy or scared.</i></p> 	<p>Adults will...</p> <ul style="list-style-type: none"> • Let pupils know they are there to listen and care about them • Display visuals within the classroom and around school to share information about who is there to help • Provide methods for pupils to communicate when they need to talk about their feelings • Be emotionally available for pupils. <p>Pupils will....</p> <ul style="list-style-type: none"> • Be aware of the adults they can talk to about their feelings • Have a safe place to talk with an adult. • Be provided with the resources to recognise and identify how they are feeling, for example, mood boards, charts, `I feel` statements. <p>PSHE</p> <ul style="list-style-type: none"> • Pupils will know about the people whose job it is to help keep us safe. • Pupils will know what to do if they feel unsafe or worried for themselves or others; ask for help. 	<p>Adults will...</p> <ul style="list-style-type: none"> • Let pupils know they are there to listen and care about them • Display visuals within the classroom and around school to share information about who is there to help • Provide methods for pupils to communicate when they need to talk about their feelings • Be emotionally available for pupils. <p>Pupils will....</p> <ul style="list-style-type: none"> • Be aware of the adults they can talk to about their feelings • Learn about organisations who are there to listen for example Child Line, NSPCC • Have a safe place to talk with an adult. • Be provided with the resources to recognise and identify how they are feeling, for example, mood boards, charts, `I feel` statements. <p>PSHE</p> <ul style="list-style-type: none"> • Pupils will know how and when to seek support, including which adults to speak to in and outside school. • Pupils will be aware of the importance of seeking support if feeling lonely or excluded. 	<p>Adults will...</p> <ul style="list-style-type: none"> • Let pupils know they are there to listen and care about them • Display visuals within the classroom and around school to share information about who is there to help • Provide methods for pupils to communicate when they need to talk about their feelings • Be emotionally available for pupils. <p>Pupils will....</p> <ul style="list-style-type: none"> • Be aware of the adults they can talk to about their feelings • Learn about organisations who are there to listen for example Child Line, NSPCC • Have a safe place to talk with an adult. • Be provided with the resources to recognise and identify how they are feeling, for example, mood boards, charts, `I feel` statements. <p>PSHE</p> <ul style="list-style-type: none"> • Pupils will know how and when to seek support, including which adults to speak to in and outside school. • Pupils will be aware of the importance of seeking support if feeling lonely or excluded.

Personal Safety Essential 9

I know how to stay safe online.



Adults will...

- Provide pupils with their own computer login and password information
- Supervise and monitor pupil's activity when online.
- Check all online resources prior to pupils accessing content to ensure pupils access appropriate websites and online resources.
- Deliver online safety lessons as part of PSHE.
- Work with parents and carers to raise awareness of online safety whilst at home and in school.

Pupils will....

- Sign an ICT user agreement
- Access online resources in school using their own logins.
- Access age appropriate online content only.
- Take part in online safety lessons provided from organisations such as Child Line, NSPCC, Childnet, UK Safer Internet Centre, CEOP.

PSHE

- Pupils will know the basic rules to keep safe online, including what is meant by personal information and what should be kept private.
- Pupils will know the importance of telling a trusted adult if they come across something that scares them online.

Computing

- Pupils will have access to Purple Mash online safety units.
- Embedded within the Teach Computing curriculum there are opportunities for e-safety lessons.

Adults will...

- Provide pupils with their own computer login and password information
- Supervise and monitor pupil's activity when online.
- Check all online resources prior to pupils accessing content to ensure pupils access appropriate websites and online resources.
- Deliver online safety lessons as part of PSHE.
- Work with parents and carers to raise awareness of online safety whilst at home and in school.

Pupils will....

- Sign an ICT user agreement
- Access online resources in school using their own logins.
- Access age appropriate online content only.
- Take part in online safety lessons provided from organisations such as Child Line, NSPCC, Childnet, UK Safer Internet Centre, CEOP.

PSHE

- Pupils will understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.
- Pupils will know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.

Adults will...

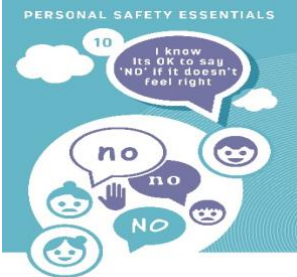
- Provide pupils with their own computer login and password information
- Supervise and monitor pupil's activity when online.
- Check all online resources prior to pupils accessing content to ensure pupils access appropriate websites and online resources.
- Deliver online safety lessons as part of PSHE.
- Work with parents and carers to raise awareness of online safety whilst at home and in school.

Pupils will....

- Sign an ICT user agreement
- Access online resources in school using their own logins.
- Access age appropriate online content only.
- Take part in online safety lessons provided from organisations such as Child Line, NSPCC, Childnet, UK Safer Internet Centre, CEOP.

PSHE

- Pupils will understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.
- Pupils will know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.

		<p>Computing</p> <ul style="list-style-type: none"> • Pupils will have access to Purple Mash online safety units. • Embedded within the Teach Computing curriculum there are opportunities for e-safety lessons. • All children will access e-safety assemblies. 	<ul style="list-style-type: none"> • Pupils will know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). • Pupils will know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. <p>Computing</p> <ul style="list-style-type: none"> • Pupils will have access to Purple Mash online safety units. • Embedded within the Teach Computing curriculum there are opportunities for e-safety lessons. • All children will access e-safety assemblies. • Pupils to complete NSPCC e-safety.
<p>Personal Safety Essential 10 <i>I know it's OK to say 'NO' if it doesn't feel right.</i></p>  <p>The graphic features a blue background with a white cloud at the top containing the number '10'. Below it, a speech bubble says 'I know it's OK to say 'NO' if it doesn't feel right'. The word 'no' is written in various styles and colors (white, blue, purple) around several smiley face icons.</p>	<p>Adults will...</p> <ul style="list-style-type: none"> • Provide a safe place for pupils to talk and be listened to. • Model and practice assertive responses for saying `No` with pupils. • Display visuals around the classroom on assertive language use. • Provide PSHE lessons on language use and saying `No` if it doesn't feel right. • Provide learning opportunities using the PANTS programme through NSPCC. <p>Pupils will....</p> <ul style="list-style-type: none"> • Role play saying `No` in unsafe situations. • Have a safe place to talk to an adult. • Learn about the underwear rule to keep them safe from abuse. <p>PSHE</p> <ul style="list-style-type: none"> • Pupils will be able to recognise that some things are private and the 	<p>Adults will...</p> <ul style="list-style-type: none"> • Provide a safe place for pupils to talk and be listened to. • Model and practice assertive responses for saying `No` with pupils. • Display visuals around the classroom on assertive language use. • Provide PSHE lessons on language use and saying `No` if it doesn't feel right. • Provide learning opportunities using the Speak Out, Stay Safe programme NSPCC. <p>Pupils will....</p> <ul style="list-style-type: none"> • Role play saying `No` in unsafe situations. • Have a safe place to talk to an adult. • Learn about what abuse is and which trusted adults they can turn to for help. 	<p>Adults will...</p> <ul style="list-style-type: none"> • Provide a safe place for pupils to talk and be listened to. • Model and practice assertive responses for saying `No` with pupils. • Display visuals around the classroom on assertive language use. • Provide PSHE lessons on language use and saying `No` if it doesn't feel right. • Provide learning opportunities using the Speak Out, Stay Safe programme NSPCC. <p>Pupils will....</p> <ul style="list-style-type: none"> • Role play saying `No` in unsafe situations. • Have a safe place to talk to an adult. • Learn about what abuse is and which trusted adults they can turn to for help.

	<p>importance of respecting privacy; that parts of their body covered by underwear are private.</p> <ul style="list-style-type: none">• Pupils will know about how to respond if physical contact makes them feel uncomfortable or unsafe.	<p>PSHE</p> <ul style="list-style-type: none">• Pupils will be able to recognise different types of physical contact; what is acceptable and unacceptable.• Pupils will know what permission (consent) means.• Pupils will know about keeping something confidential or secret, and when it is right to break a confidence or share a secret.	<p>PSHE</p> <ul style="list-style-type: none">• Pupils will be able to recognise different types of physical contact; what is acceptable and unacceptable.• Pupils will know what permission (consent) means.• Pupils will know about keeping something confidential or secret, and when it is right to break a confidence or share a secret.• Pupils will be able to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
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