



Woolgrove Curriculum Skills and Knowledge

Area of the Curriculum

Relationships Education, Relationships and Sex Education (RSE) and Health Education - Personal Social Emotional Development (PSED)

| | Skills | Knowledge |
|-----------------------|---|---|
| EYFS | <p>Form positive attachments and friendships. Show sensitivities to others' needs.</p> <p>Aware of own feelings and begins to accept the needs of others e.g. taking turns and sharing resources.</p> <p>Enjoy being with others and seek others out.</p> <p>Build relationships with people and develop an awareness of unfamiliar people and learn to be wary of them.</p> <p>Develop play skills to work alongside others, with an adult and progress to work and play with other children.</p> <p>Show affection and concern for people.</p> | <p>To know who lives in their home and name members of their family.</p> <p>To be able to name some feelings.</p> <p>To learn the names of people in their class and how to initiate interactions.</p> <p>Know how to get help.</p> <p>Know how to play simple games and with toys.</p> <p>Know about how to keep themselves safe.</p> |
| Pre-Formal | Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, social and Emotional Development) the Life skills and Sensory curriculum | |
| Semi-Formal 1 | | |
| Semi- Formal 2 | <p><u>Families and People who care for me</u></p> <p>Develop skills to care for others and to protect others.</p> <p>Learn to respect others even if they are different from ourselves.</p> <p><u>Caring Friendships</u></p> <p>Resolve conflicts and find compromises.</p> <p>Initiate play with others.</p> <p>Listen and responds to other during play to keep play and conversations going.</p> <p>Show sensitivity to others.</p> <p><u>Respectful relationships</u></p> <p>To use vocabulary to display good manners, such as thank you, you're welcome, please, could I etc.</p> <p>To develop cooperation, tolerance and compassionate skills when interacting with others.</p> <p><u>Online relationships</u></p> <p>To know how to close down programmes on a computer if something is making them feel uncomfortable.</p> <p>To develop vocabulary related to online relationships and keeping themselves safe.</p> <p><u>Being safe</u></p> <p>Develop skills to keep themselves safe eg crossing the road, simple first aid, staying safe in kitchens etc</p> <p>Develop communication skills to enable them to be able to talk about concerns and worries.</p> | <p><u>Families and People who care for me</u></p> <p>Know that families can give love, security and stability and families love and care for each other.</p> <p>Know and name some ways in which families protect each other and care for each other.</p> <p>Know and talk about how families spend time together, sharing in each others' lives even</p> <p>Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p> <p><u>Caring Friendships</u></p> <p>Know what makes a good friend – kindness, sharing interests, helping with problems</p> <p>Know how important friendships are in making us feel happy and secure.</p> <p><u>Respectful relationships</u></p> <p>Know the importance of respecting others, even when they are very different from them.</p> <p>Know how to be polite and what are good manners.</p> <p><u>Online relationships</u></p> <p>Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><u>Being safe</u></p> <p>Know that it is not always right to keep secrets if they relate to being safe.</p> <p>Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> |



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| Formal | <p><u>Families and People who care for me</u> Develop skills to care for others and to protect others. Learn to respect others even if they are different from ourselves.</p> <p><u>Caring Friendships</u> Resolve conflicts and find compromises Initiate play with others Listen and responds to other during play to keep play and conversations going Show sensitivity to others</p> <p><u>Respectful relationships</u> To take part in discussions with one other person and the whole class Be able to express/share opinions and views in a appropriate manner To identify that bullying is when someone persistently hurts you or your feelings To respond appropriately to manage situations involving bullying</p> <p><u>Online relationships</u> Develop-p computing skills that enable them to stay safe, close programmes or images etc</p> <p><u>Being safe</u> To understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe</p> | <p>As above and to know</p> <p><u>Families and People who care for me</u> Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><u>Caring Friendships</u> Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To know that there are different types of teasing and bullying and takes steps to resolve conflicts with other children, e.g. finding a compromise. Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p><u>Respectful relationships</u> Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><u>Online relationships</u> Know the rules and principles for keeping safe online, how to get help if they need it</p> <p><u>Being safe</u> Know how to recognise and report feelings of being unsafe or feeling bad about any adult. To know how to keep themselves safe in the community and know who to ask for help with support .</p> |
| | Personalised sex and relationship education (Growing, changes, puberty and the differences between boys and girls) | |