

WYE FOREST FEDERATION CURRICULUM



Years 1-3 3-Year Rolling Programme

Year A – 23/24	Year B 24/25	Year C 25/26
Keeping/ Staying Safe		
Assessment – Baseline (Y1)/ Summative (Y3) Road Safety	Assessment – Baseline (Y1)/ Summative (Y3) Tying Shoe Laces	Assessment – Baseline (Y1)/ Summative (Y3) Staying Safe Leaning Out Of Windows
Keeping/ Staying Healthy		
Assessment – Baseline (Y1)/ Summative (Y3) Washing Hands	Assessment – Baseline (Y1)/ Summative (Y3) Brushing Teeth	Assessment – Baseline (Y1)/ Summative (Y3) Healthy Eating
Relationships		
Assessment – Baseline (Y1)/ Summative (Y3) Friendship	Assessment – Baseline (Y1)/ Summative (Y3) Body Language	Assessment – Baseline (Y1)/ Summative (Y3) Bullying
Being Responsible		
Assessment – Baseline (Y1)/ Summative (Y3) Water Spillage	Assessment – Baseline (Y1)/ Summative (Y3) Practice Makes Perfect Helping Someone in Need	Assessment – Baseline (Y1)/ Summative (Y3) Stealing
Feelings and Emotions		
Assessment – Baseline (Y1)/ Summative (Y3) Jealousy	Assessment – Baseline (Y1)/ Summative (Y3) Anger	Assessment – Baseline (Y1)/ Summative (Y3) Worry
Our World/ Hazard Watch		
Assessment – Baseline (Y1)/ Summative (Y3) Growing in our World Is It Safe to Eat or Drink?	Assessment – Baseline (Y1)/ Summative (Y3) Living in our World Is It Safe to Play With?	Assessment – Baseline (Y1)/ Summative (Y3) Working in our World Looking after our world

Belonging

Diversity

Active

Independence

WYE FOREST FEDERATION CURRICULUM



RHSE – to be taught discretely in Summer Term.

<p>Reception – Growing up (Pink curriculum) Lesson 1: To be able to identify how they have visually changed since they were baby.</p> <p>Lesson 2: To be able to identify how they have changed in terms of what they can and can't do independently.</p>	<p>Reception – Growing up (Pink curriculum) Lesson 1: To be able to identify how they have visually changed since they were baby.</p> <p>Lesson 2: To be able to identify how they have changed in terms of what they can and can't do independently.</p>	<p>Reception – Growing up (Pink curriculum) Lesson 1: To be able to identify how they have visually changed since they were baby.</p> <p>Lesson 2: To be able to identify how they have changed in terms of what they can and can't do independently.</p>
<p>Year 1 – And Tango makes three (Pink curriculum) Asking for help (Pink curriculum) Keeping my body clean (Pink curriculum) My Body is My Body (Pink curriculum)</p>	<p>Year 1 – And Tango makes three (Pink curriculum) Asking for help (Pink curriculum) Keeping my body clean (Pink curriculum) My Body is My Body (Pink curriculum)</p>	<p>Year 1 – And Tango makes three (Pink curriculum) Asking for help (Pink curriculum) Keeping my body clean (Pink curriculum) My Body is My Body (Pink curriculum)</p>
<p>Year 2 – Similarities and differences – Body parts (Pink curriculum) Where do Babies come from? (Pink curriculum) Changes – physical (Pink curriculum) Changes – Becoming Independent (Pink curriculum)</p>	<p>Year 2 – Similarities and differences – Body parts (Pink curriculum) Where do Babies come from? (Pink curriculum) Changes – physical (Pink curriculum) Changes – Becoming Independent (Pink curriculum)</p>	<p>Year 2 – Similarities and differences – Body parts (Pink curriculum) Where do Babies come from? (Pink curriculum) Changes – physical (Pink curriculum) Changes – Becoming Independent (Pink curriculum)</p>

Belonging

Diversity

Active

Independence

WYE FOREST FEDERATION CURRICULUM



<p>Year 3 Medicine – Keeping/staying healthy (1decision) Touch – Relationships (1 decision) Grief – Feelings and Emotions (1 decision)</p>	<p>Year 3 Medicine – Keeping/staying healthy (1decision) Touch – Relationships (1 decision) Grief – Feelings and Emotions (1 decision)</p>	<p>Year 3 Medicine – Keeping/staying healthy (1decision) Touch – Relationships (1 decision) Grief – Feelings and Emotions (1 decision)</p>
---	---	---

Fire Safety

<p>Assessment – Baseline (Y1)/ Summative (Y3) Hoax calling</p>	<p>Assessment – Baseline (Y1)/ Summative (Y3) Petty Arson</p>	<p>Assessment – Baseline (Y1)/ Summative (Y3) Texting whilst driving Enya and Deedee visit the fire station</p>
---	--	---

Other areas you could include in your PSHE lessons are: water safety, sun safety, road safety, emotional safety, stranger danger and sleep. This is not an exhaustive list. Please look at the needs of your class.

Belonging

Diversity

Active

Independence

WYE FOREST FEDERATION CURRICULUM



Belonging

Diversity

Active

Independence

Speedwell and Foxglove 3-year Rolling



Programme

Year A	Year B	Year C
Keeping/ Staying Safe		
Assessment – Baseline (Y4)/ Summative (Y6) Water Safety	Assessment – Baseline (Y4)/ Summative (Y6) Peer Pressure	Assessment – Baseline (Y4)/ Summative (Y6) Cycle Safety
Keeping/ Staying Healthy		
Assessment – Baseline (Y4)/ Summative (Y6) Healthy Living	Assessment – Baseline (Y4)/ Summative (Y6) Smoking	Assessment – Baseline (Y4)/ Summative (Y6) Alcohol
Being Responsible		
Assessment – Baseline (Y4)/ Summative (Y6) Coming Home on Time	Assessment – Baseline (Y4)/ Summative (Y6) Looking Out For Others	Assessment – Baseline (Y4)/ Summative (Y6) Stealing Adults' and Children's Views
Feelings and Emotions		
Assessment – Baseline (Y4)/ Summative (Y6) Jealousy	Assessment – Baseline (Y4)/ Summative (Y6) Anger	Assessment – Baseline (Y4)/ Summative (Y6) Worry
The Working World		
Assessment – Baseline (Y4)/ Summative (Y6) Chores At Home	Assessment – Baseline (Y4)/ Summative (Y6) Enterprise	Assessment – Baseline (Y4)/ Summative (Y6) In-App Purchases
A World Without Judgement		
Assessment – Baseline (Y4)/ Summative (Y6) Breaking Down Barriers	Assessment – Baseline (Y4)/ Summative (Y6) Inclusion and Acceptance Adult's and Children's Views	Assessment – Baseline (Y4)/ Summative (Y6) British Values

Belonging

Diversity

Active

Independence

WYE FOREST FEDERATION CURRICULUM



RHSE – to be taught discretely in Summer Term. To include First Aid.

<p>Year 4 – Baseline Assessment for both</p> <p>Appropriate Touch (1 decision – Growing and changing)</p> <p>Baseline Assessment</p> <p>First Aid - Asthma and Anaphylactic Shock (1decision - First Aid)</p>	<p>Year 4 – Baseline Assessment for both</p> <p>Appropriate Touch (1 decision – Growing and changing)</p> <p>First Aid - Asthma and Anaphylactic Shock (1decision - First Aid)</p>	<p>Year 4 – Baseline Assessment for both</p> <p>Appropriate Touch (1 decision – Growing and changing)</p> <p>First Aid - Asthma and Anaphylactic Shock (1decision - First Aid)</p>
<p>Year 5 - Puberty (1 decision – growing and changing)</p> <p>First Aid – Basic Life support (1decision-First Aid)</p>	<p>Year 5 - Puberty (1 decision – growing and changing)</p> <p>First Aid – Basic Life support (1decision-First Aid)</p>	<p>Year 5 - Puberty (1 decision – growing and changing)</p> <p>First Aid – Basic Life support (1decision-First Aid)</p>
<p>Year 6 – Summative Assessment for both</p> <p>Conception (1 decision – growing and changing)</p> <p>First Aid - Head Injuries and Severe Bleeding (1decision-First Aid)</p>	<p>Year 6 – Summative Assessment for both</p> <p>Conception (1 decision – growing and changing)</p> <p>First Aid - Head Injuries and Severe Bleeding (1decision-First Aid)</p> <p>Minor Burns & Scalds and Fractures (1decision-First Aid)</p>	<p>Year 6 – Summative Assessment for both</p> <p>Conception (1 decision – growing and changing)</p> <p>First Aid - Head Injuries and Severe Bleeding (1decision-First Aid)</p> <p>Minor Burns & Scalds and Fractures (1decision-First Aid)</p>

Belonging

Diversity

Active

Independence



Minor Burns & Scalds and Fractures (1decision-First Aid)		
--	--	--

Other areas you could include in your PSHE lessons are: water safety, sun safety, road safety, emotional safety, stranger danger and sleep. This is not an exhaustive list. Please look at the needs of your class.

Belonging

Diversity

Active

Independence



EYFS

Personal, Social and Emotional Development.	Nursery Skills	<p>To separate from main carer and learn to adapt to the Nursery environment. (Au1)</p> <p>To select and use activities and resources, with some support if needed. (Au1)</p> <p>To wash hands after using the toilet. (Au1)</p>	<p>To learn about daily routines and classroom rules. (Au2)</p> <p>To be aware of behavioural expectations in the Nursery. (Au2)</p> <p>To select and use activities and resources, with some support if needed. (Au2)</p> <p>To show an awareness of the importance of oral health. (Au2)</p>	<p>To learn how to share resources and play in a group. (Sp1)</p> <p>To learn to look after resources within the class. (Sp1)</p> <p>To listen to, and follow rules set. (Sp1)</p> <p>To take turns whilst playing and waiting patiently to have a go. (Sp1)</p>	<p>To show independence in accessing and exploring the environment. (Sp2)</p> <p>To independently put on coats and use the toilet. (Sp2)</p> <p>To listen to, and follow rules set. (Sp2)</p> <p>To learn to look after resources within the class.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas. (Su1)</p> <p>To become more outgoing with unfamiliar people. (Su1)</p> <p>To show more confidence in new social situations. (Su1)</p> <p>To begin to find solutions to conflicts. (Su1)</p> <p>To show an awareness of</p>	<p>To gain enough confidence to talk to adults and peers. (Su2)</p> <p>To begin to be assertive towards others where necessary. (Su2)</p>	

Belonging

Diversity

Active

Independence



	Nursery Knowledge				(Sp2)	how others may be feeling. (Su1)		
		To know that they can approach adults in Nursery when needed. (Au1)	To know how to adapt behaviour to suit classroom routines. (Au2) To show confidence in asking adults for support. (Au2) To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. (Au2)	To know how to manage their emotions in different situations. (Sp1) To know that there are boundaries set. (Sp1) To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. (Sp1) To know that we must respect our	To be aware of the different areas in the Nursery and how to explore them safely. (Sp2) To approach an adult if they need support. (Sp2)	To know that to play nicely it's important to share and take turns. (Su1) To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. (Su1) To know that it is OK to engage with others, even if in a different environment. Su1)	To know how to talk politely and develop an understanding of what is appropriate. (Su2) To know that it is OK to challenge others, but they must remember to always be kind. (Sum2) To know that people show their	

Belonging

Diversity

Active

Independence



				resources and out them back when we have finished with them. (Sp1) To know that when playing in a group they need to share and also know that they will get a turn. (Sp1)		To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. (Su1)	emotions in different ways, for example smiling if they are happy, cry if they are sad etc. (Su2)	
	Reception Skills	To describe a friend. (Au1) To know and demonstrate friendly behaviour. (Au1) To understand how to be a good friend. (Au1)	To learn about a range of different festivals. (Au2) To learn about important dates in their lives. (Au2)	To learn right from wrong. (Sp1) To understand how to make the right choices and the consequences of not making the right ones. (Sp1)	To understand that people need help. (Sp2) To identify ways of being helpful to others and how this will	To describe a range of different habitats around the world. (Su1)	To learn about the different family structures. (Su2)	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their

Belonging

Diversity

Active

Independence



		<p>To learn to join in with whole group activities. (Au1)</p> <p>To choose an activity independently. (Au1)</p>			<p>make them feel. (Sp2)</p>			<p>behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an</p>
--	--	---	--	--	-------------------------------------	--	--	--

Belonging

Diversity

Active

Independence



								<p>ability to follow instructions involving several ideas or actions.</p> <p>Managing Self. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try</p>
--	--	--	--	--	--	--	--	--

Belonging

Diversity

Active

Independence

WYE FOREST FEDERATION CURRICULUM



								<p>to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>Building Relationships.</u> Work and play cooperatively and take turns with others.</p>
--	--	--	--	--	--	--	--	--

Belonging

Diversity

Active

Independence

WYE FOREST FEDERATION CURRICULUM



								<p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
--	--	--	--	--	--	--	--	---

Belonging

Diversity

Active

Independence