

Objectives	CHIPS Books	CEOP	Other Links
<p>To enable the children to identify internal non-sexual body parts</p> <p>To enable children to identify external body parts</p> <p>To identify age appropriate slang words for their body parts</p>			Big Talk
To help children consider what babies need to grow and thrive	The Odd Egg		
To help children think about safe and unsafe situations (including road safety).			Junior road safety Officers
<p>To enable children to know who can help them in an unsafe situation.</p> <p>To know how to contact emergency services.</p>			Women's Aid: Expect Respect Education Toolkit: Primary Resource: Year 1: Section 2: Page 1-5
To practise the skills of being assertive			Big Talk
To explore public and private body parts and good and bad touch			Big Talk
To discuss that there are many	The Odd Egg		

different types of family	Picnic in the Park		
To discuss what makes a good friend			Women's Aid: Expect Respect Education Toolkit: Primary Resource: Year 1: Section 2: Page 1-5
To discuss emotions and the cause for emotions.			Circle Time
To identify ways to feel better when we feel sad			Circle time
To start thinking about being safe on the computer		DigiDuck	Assemblies
To identify that there are people who can help us		(http://www.kidsmart.org.uk/teachers/ks1/digiduck.aspx)	Assemblies
To identify ways in which the children are similar and different (such as different cultures, religions, gender, disability, families and relationships, etc.)	Elmer Who are you Stripy Horse? Picnic in the Park		
To raise awareness that toys are marketed at different sexes			Women's Aid: Expect Respect Education Toolkit: Primary Resource: Reception: Section 2: page 1-3
To highlight the inequalities that some people face			

I can tell you some of my strengths as a learner.			Circle Time West Best Characteristics of learning
I can tell you how I learn best.			Circle Time West Best Characteristics of learning
I can choose a realistic goal.			Circle Time West Best Characteristics of learning
I can break a goal down into small steps.			Circle Time West Best Characteristics of learning
I can predict and understand the consequences of my reaching my goal.			Circle Time West Best Characteristics of learning
I can resist distractions.			Circle Time West Best Characteristics of learning
I can learn from my successes.			Circle Time West Best Characteristics of learning

I can tell you what bullying is.			Anti-Bullying Week
I can tell you some ways in which I am the same as and different from my friends.			Anti-Bullying Week
I am proud of the ways in which I am different.			Anti-Bullying Week
I can tell you how someone who is bullied feels.			Anti-Bullying Week
I can be kind to children who are bullied.			Anti-Bullying Week
I know that when you feel sad, it affects the way you behave and how you think.			Anti-Bullying Week
I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.			Anti-Bullying Week
To know the capital cities and borders of the countries of the UK			
To recognise features of the British passport			
To know who the Prime Minister is and where they live			Assemblies

To begin to understand the election process (e.g. parties, senior politicians)			Assemblies
To recognise the main features of Doncaster such as Pits, Railways, River Don, Football teams, Churches			Assemblies
To recognise that not everyone uses sterling			
To understand where there school is within Doncaster			Assemblies
To know what improves and harms their local, natural and built environments and about some of the ways people			Assemblies
To realise that money comes from different sources and can be used for different purposes			Enterprise Week
To know where medicines are kept			Spellbinder Education Drug Education Lesson Plans
To know they need adult help to take medicines			
To be able to deal with persuasion and influence			

To know what to do when they feel ill			
To understand how to feel better when they are ill			
To understand how to keep healthy			
To know the four countries that make up the United Kingdom			
To recognise and describe the features of the Union Jack and the four countries that make up the United Kingdom			
To recognise pictures of Britain's iconic buildings and places (Big Ben, Buckingham Palace, London Eye, Wembley, Millennium Stadium, Giant's Causeway, River Thames)			Assemblies
To recognise pictures of senior royal figures			Assemblies
To identify famous people on money.			Enterprise Week

To be familiar with and sing along with the National Anthem			Assemblies
To know the story of the patron saints and emblems			Assemblies
To recognise that the UK is an island and is small when compared with many others			

Year 2

Objectives	CHIPS Books	CEOP Links	Other Links
To help children think about safe and unsafe situations			Circle Time
To help children think about safe and unsafe situations.			Big Talk
To enable children who can help them in an unsafe situation.			Big Talk

To practise the skills of being assertive			Big Talk
To explore public and private body parts and good and bad touch			Big Talk
To discuss that there are many different types of family	The Great Big Book of Families		
To discuss what makes a good friend	Tyrannosaurus Drip Rabbityness The Other Ark		
To discuss emotions and the cause for emotions.			Circle Time
To identify ways to feel better when we feel sad	Tyrannosaurus Drip Rabbityness The Other Ark		Circle Time
To start thinking about being safe on the computer		Hector's World	Assemblies
To identify that there are people who can help us		Lee and Kim (https://www.thinkuknow.co.uk/teachers/resources/)	Assemblies
To explore the issues around Cyber bullying			Assemblies
To identify ways in which the children are similar and different (such as different cultures, religions, gender, disability, families)	My Princess Boy		Assemblies

and relationships, etc.)			
To raise awareness that toys are marketed are different sexes	My Princess Boy		Women's Aid: Expect Respect Education Toolkit: Primary Resource: Reception: Section 2: page 1-3
To highlight the inequalities that some people face (cultural, ethnic, racial and religious diversity, gender and disability)			Assemblies
I can tell when it is right to stand up for myself.			Circle Time
I know how to stand up for myself.			Circle Time
I can tell you what a habit is and know that it is hard to change one.			Circle Time
I know what it means when something is or isn't your fault.			Circle Time
I can tell you about a plan that I have made to change something about my behaviour.			Circle Time
I can plan to overcome obstacles.			Circle Time
I know that I make my own choices about my behaviour.			Circle Time

I can tell you what bullying is.			Anti-Bullying Week
I can tell you some ways in which I am the same as and different from my friends.			Anti-Bullying Week
I am proud of the ways in which I am different.			Anti-Bullying Week
I can tell you how someone who is bullied feels.			Anti-Bullying Week
I can be kind to children who are bullied.			Anti-Bullying Week
I know that when you feel sad, it affects the way you behave and how you think.			Anti-Bullying Week
I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.			Anti-Bullying Week
To locate large cities in the UK (Glasgow, Birmingham, London, Leeds, Manchester, Cardiff, Edinburgh, Belfast)			
To name the seas and oceans surrounding the UK			
To know which other countries speak			

English and where they are in the world			
To know that other languages are also spoken in the UK (Welsh, Gaelic, etc.)			
To know about the life of one famous British person (Churchill, Thatcher, Darwin, Newton, Henry VIII, etc.)			Assemblies
To be familiar with the work of one British artist (Lowry, Banksy, Hockney, Emim, Constable, Goldsworthy, etc.)			Assemblies
To be familiar with an election process in school (e.g. school council)			Assemblies School Council
To identify British foods (e.g. Fish and Chips, Cream Tea, Apple Pie, Sunday Dinner)			
To recognise that many foods eaten in Britain originated elsewhere (e.g. Pizza, Curries, etc.)			
To take part in a simple debate (e.g. How can we stop people being unkind? How can we improve our school?)			

To recognise British stamps			
To know what improves and harms their local, natural and built environments and about some of the ways people can sustain it			Eco-schools
To realise that money comes from different sources and can be used for different purposes			Enterprise Week
To know the rules for and ways of keeping safe including basic road safety.			Road Safety Officers
To meet and talk with people such as religious leaders, police officers and school nurse.			Assemblies
To understand when there are risks			Spellbinder Education Drug Education Lesson Plans
To know what is safe to go in your body			
To know what is safe to go on your body			
To know how to keep healthy			
To know the purpose of injections			

To know which people can safely give them injections			
To know who helps them get better after being ill			
To understand what helps them get better after being ill			

