

Gawber Primary School Wellbeing Progression Document

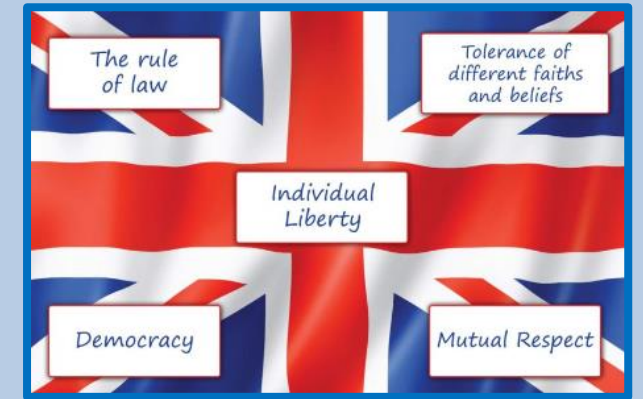


Our Gawber Rules of Law are:

- We are respectful, tolerant and kind.
- We are fair and polite to everyone.
- We follow school rules to keep us safe, healthy and happy.
- We love and care for our planet.

British values

- Democracy – our opinions matter
- Respect – we look after each other and our school
- Tolerance – We accept each other's differences
- Liberty – We are free to make choices
- Rule of law – We keep to the rules!



- Bullet points in black relate directly to learning using the 1decision scheme
- Bullet points in purple relate to additional learning at Gawber School
- *Bullet points in purple and italics relate to learning that occurs in other areas of the curriculum at Gawber School.*
- Links made to our Gawber Rules of Law are highlighted in green.
- Links made to British Values are highlighted in blue.

	EYFS	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5	CLASS 6
Keeping and Staying Safe Gawber rule of law 3 – We follow school rules to keep us safe, healthy and happy. British Values Rule of Law	• I know who looks after me at home and school. • I can name 5 people who help me feel safe. • I know who I would talk to if I did not feel safe.	• I know what I need to keep safe from • I know what may put me or others at risk • I know why it is important to stay safe when crossing the road • I know a range of safe places to cross the road • I am beginning to understand the differences between safe and risky choices • I know the Gawber rules of law. • I know different ways to help us stay safe	• I know the reasons why you must check to make sure your laces are tied • I know how to tie up laces properly • I know rules to keep yourself and others safe • I know the differences between safe and risky choices • I know the Gawber rules of law and understand that following these rules helps to keep us safe. <i>Reading (nonfiction) How to tie your laces</i> • I can follow instructions and tie my laces safely.	• I know ways to keep myself and others safe • I know how to recognise risky situations • I know how to identify trusted adults around me • I know and understand the differences between safe and risky choices • I know how to recognise a range of warning signs • I know how to spot the dangers we may find at home • I know the importance of listening to our trusted adults • I know how to understand ways we can keep ourselves and others safe at home. • I can name 5 adults, in and out of school who I can go to if I do not feel safe.	• I know how to identify strategies we can use to keep ourselves and others safe • I know the impact and possible consequences of an accident or incident • I know how create a set of rules for and identify ways of keeping safe • I can name 5 adults, in and out of school who I can go to if I do not feel safe and I can explain a time when I have spoken to an adult about a concern.	• I know strategies we can use to keep ourselves and others safe • I know the ways to manage peer pressure I know explain the potential outcomes that may happen when we take risks • I know and can recognise the impact and possible consequences of an accident or incident • NSPCC – Online video I am beginning to recognize the different types of abuse.	• I know a range of danger signs • I know and can name strategies that can help keep ourselves and others safe • I know the impact and possible consequences of an accident or incident <i>Crucial Crew</i> • I understand knife crime and the dangers of this. • I understand the meaning of County Lines and the dangers of this. • I know what a magistrate's court is and reasons you may go there. • NSPCC – Online video I can recognize the different types of abuse.
Keeping and Staying Healthy Gawber rule of law 3 – We follow school rules to keep us safe, healthy and	• I know how to keep my body and mind healthy. • I know that it is important to do some exercise to keep my body healthy. • I know that it is important to eat healthy foods so that I can keep my body healthy. • I know that it is important to do things that I enjoy to keep my mind healthy.	• I know what we can do to keep healthy • I know why we need to wash our hands • I know how germs are spread and how they can affect our health • I know how to practise washing your hands • I know the differences between healthy and unhealthy choices	• I know that food is needed for our bodies to be healthy and to grow • I know that some foods are better for good health than others • I know the different types of healthy food I know how to keep yourself and others healthy • I know the differences between healthy and unhealthy choices	• I know, understand, and am able to practise simple safety rules about medicine • I know when it is safe to take medicine • I know who we can accept medicine from • I know the differences between healthy and unhealthy choices <i>Science</i>	• I know what is meant by a balanced diet and plan a balanced meal • I know and can recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • I know nutritional information on packaged food and can explain what it means • I know different ways to	• I know some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • I know how smoking can affect your immediate and future health and wellbeing • I know reasons why someone might start and continue to smoke I know and use skills and	• I know what is a risky choice • I know the risks associated with alcohol (+ drugs - extension) • I know how alcohol can affect your immediate and future health • I know and recognise skills and strategies to keep safe <i>Science</i> • Identify and name the main parts of the human circulatory system,

happy British Values Rule of Law	<i>Reading (nonfiction) Food, Glorious Food: This is How we Keep Healthy (DK books)</i> <i>I can follow instructions about keeping myself healthy (e.g. exercising).</i> <i>Healthy bodies and Healthy Minds (NSPCC).</i>	<i>Reading (nonfiction) My amazing body.</i> <i>I can recognize healthy choices and discuss ways that I can keep my body healthy.</i> Science <i>Identify, name, draw & label the basic parts of body and say which part of the body is associated with each sense.</i> <i>Identify stages of human growth</i> <i>Begin to recognise ways to keep healthy e.g. food, exercise and rest</i>	- I know why we need to brush our teeth - I know how to practise brushing your teeth - I know the differences between healthy and unhealthy choices - I know how to develop strategies to help you remember Science <i>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> <i>Describe the importance for humans of exercise, eating the right amounts of different types of food, drink, sleep and hygiene.</i> <i>Notice that animals, including humans, have offspring, which grow into adults.</i>	<i>Know the names of body parts including the names of private areas of girls and boys</i> <i>Understand the need for medicine and how to take this safely</i>	maintain a healthy lifestyle Science <i>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</i> <i>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i> <i>Describe the simple functions of the basic parts of the digestive system in humans</i> <i>Identify the different types of teeth in humans and their simple functions</i> <i>Construct and interpret a variety of food chains, identifying producers, predators and prey.</i>	strategies to resist any pressure to smoke Science <i>Identify ways of staying healthy in relation to puberty and smoking</i>	<i>and describe the functions of the heart, blood vessels and blood</i> <i>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i> <i>Describe the ways in which nutrients and water are transported within animals, including humans.</i> <i>Describe the changes as humans develop to old age</i>
Relationships Gawber rules of law 1 and 3 We are respectful, tolerant and kind. We follow school rules to keep us safe, healthy and happy British Values Rule of Law Respect Tolerance Individual liberty	- I know how to be a good friend. - I know which parts of my body are private. <i>I can recognize kindness in myself and in others</i> <i>I can say what I like about myself.</i> <i>I know that ‘no means no!’ and that I have the right to agree or not agree to something.</i> <i>Reading (nonfiction) – We are all different</i> <i>I can recognize what makes me special.</i>	- I know different types of relationships - I know how to be a good friend - I know how to recognise kind and thoughtful behaviours - I know the importance of caring about other people’s feelings - I know how to see a situation from another person’s point of view <i>I am beginning to understand the meaning of tolerance</i> <i>I can compliment myself.</i> <i>I am beginning to know the meaning of the terminology ‘consent.’</i>	- I know how to name a range of feelings - I know why we should care about other people’s feelings - I know how to see and understand bullying behaviours - I know how to cope with these bullying behaviours - I know how to recognise and name a range of feelings - I know that feelings can be shown without words - I know how to see a situation from another person’s point of view - I know why it is important to care about other people’s feelings <i>I have some understanding of the meaning of tolerance</i> <i>I can compliment myself and others.</i> <i>I know the meaning of the terminology ‘consent.’</i>	- I know the difference between appropriate and inappropriate touch - I know why it is important to care about other people’s feelings - I know and understand personal boundaries - I know who and how to ask for help <i>I know and am able to name human body parts</i> <i>I understand the meaning of tolerance</i> <i>I am able to recognize positive attributes in myself.</i>	- I know what types of relationships there are. - I know what can make a relationship healthy or unhealthy - I know the differences between secrets and surprises - I know how I could help someone who feels uncomfortable in a relationship <i>I am beginning to show an understanding of what individual liberty means.</i> <i>I am beginning to understand what I can do to improve my own mental wellbeing.</i> <i>Reading (nonfiction) How to be extraordinary.</i> <i>I understand how people with different talents and personalities can make a positive difference in the world.</i>	- I know what puberty means - I know the changes that boys and girls may go through during puberty - I know why our bodies go through puberty - I know how to develop coping strategies to help with the different stages of puberty - I know who and what can help us during puberty <i>I understand what it means to be respectful, tolerant and kind.</i> - I understand what individual liberty is. <i>I am able to recognize how I improve my own mental wellbeing.</i> <i>Reading (fiction) - Wonder</i> <i>I know that you should never judge based on a person’s appearance.</i>	- I know the terms ‘conception’ and ‘reproduction’ - I know the function of the female and male reproductive systems - I know the various ways adults can have a child - I know various different stages of pregnancy <i>I know the laws around consent</i> <i>I understand what it means to be respectful, tolerant and kind and can give examples of how this is seen throughout school.</i> <i>I understand what individual liberty is and can give examples of this in school.</i> <i>I understand what it means to have a healthy relationship with myself and can recognize how I manage my own wellbeing.</i> <i>Reading (fiction) Class Book – Final Year</i> <i>I understand all people are brought up differently and that I will encounter may different walks of life as I grow up. In understand that I must be tolerant and understanding of other people’s views, opinions and behaviours.</i>
Being Responsible Gawber rules of law 1 and 2 We are respectful, tolerant and kind. We are fair and polite to everyone.	- I know what I am responsible for. - I know how to help others. - I know how to keep myself and others safe. <i>I understand the meaning of being kind and can recognize when I am kind or when others are kind to me.</i> <i>I am introduced to the terminology of being ‘fair.’</i>	- I know what we are responsible for - I know how responsibilities will change as we grow - I know how you can help people around you - I know the types of things you are responsible for - I know how and understand the importance of preventing accidents <i>I know how to recognise the</i>	- I know how to name ways you can improve in an activity or sport - I know the importance of trying hard and not giving up - I know the benefits of practising an activity or sport - I know how to learn ways to set goals and work to reach them - I know how you can help other people - I know how to recognise kind and	- I know and understand the differences between borrowing and stealing - I know and am able to describe how you might feel if something of yours is borrowed and not returned - I know why it is wrong to steal <i>I know and am able to understand the differences between being responsible and irresponsible</i> <i>I understand the school rule of being ‘fair and polite to everyone’</i>	- I know the importance of behaving in a responsible manner in a range of situations - I know a range of situations where being on time is important - I know the importance of having rules in the home <i>I know ways that behaviour can be seen to be sensible and responsible</i> <i>I understand the school rule of</i>	- I know why we should take action when someone is being unkind - I know how to describe caring and considerate behaviour, including the importance of looking out for others - I know and can demonstrate why it is important to behave in an appropriate and responsible way - I know how making some choices can impact others’ lives in <i>a negative way</i>	- I know what consent means - I know the importance of being honest and not stealing - I know why it is important to have a trusting relationship between friends and family - I know how making some choices can impact others’ lives in a negative way <i>I understand the terminology equality and how this is</i>

British Values Rule of Law Respect Tolerance Individual liberty	I am introduced to the terminology of being ‘polite.’	differences between being responsible and being irresponsible - I understand what it means to be fair. - I understand what it means to be ‘polite.’ History - Through my knowledge of history (Rosa Parks), I can explain that people can sometimes be treated unfairly because of their race.	thoughtful behaviours and actions - I know the risks of talking to people you don’t know very well in the community - I know how to identify the differences between being responsible and being irresponsible - I can give examples of how people are treated fairly at Gawber School. - I can give examples of when I have been polite.	and I am beginning to understand how this can look different depending on who you are conversing with.	being ‘fair and polite to everyone’ and I understand how this can look different depending on who you are conversing with. - I understand the terminology ‘discrimination.’ - I know that ‘equality’ means treating everyone equally and giving everyone equal rights and opportunities. Reading book (fiction) ‘Matilda’ – - I understand how others can be judged on their interests and how this can have an affect on people’s happiness and the ability to feel that they are able to positively express themselves.	- I understand that being fair does not always mean treating everyone the same. Reading book (fiction) ‘Wonder’ – - I understand how others can be judged on their appearance. - I understand the importance of making the right choice, despite the views of others. - I understand the meaning of the precept ‘When given the choice between choosing right and choosing kind, choose kind.’ - I understand that people have different perspectives on situations and knowing more about their motives can help us understand their actions. History - Through my knowledge of history, I can explain discrimination according to the history of black slavery in America.	associated with fairness. - I understand that by knowing an individual situation, you can still be fair but not necessarily treat everyone the same. I can give an example of this. - I understand what a stereotype is and I can explain this in relation to prejudice and discrimination. - I understand what LGBTQ+ is and how our understanding can help to prevent discrimination in the future. - I understand that there are different types of special educational needs and how these may present themselves. Reading – Class book -Snowdrop the Spikeshuffler - I understand that some people can be treated unfairly because of their SEN.
Feelings and Emotions Gawber rules of law 1 and 2 We are respectful, tolerant and kind. We are fair and polite to everyone. British Values Respect Tolerance Individual liberty	- I know what makes me special. - I know and can recognise Similarities and differences between people in my class. - I can recognize feelings of happy and sad and identify the difference between these. - I can recognize the feelings of upset and angry and understand the difference between these. - I understand the feeling of excitement and know how that can appear outwardly to others.	- I know a range of emotions and how they make us feel physically and mentally - I know how to recognise and name emotions and their physical effects - I know the difference between pleasant and unpleasant emotions - I know a range of skills for coping with unpleasant/uncomfortable emotions - I know that feelings can be communicated with and without words FOCUS ON THE EMOTION JEALOUSY	- I know how to recognise and name emotions and their physical effects - I know the difference between pleasant and unpleasant emotions - I know a range of skills for coping with unpleasant/uncomfortable emotions - I know that feelings can be communicated with and without words - I know how to recognise and name emotions and their physical effects - I know the difference between pleasant and unpleasant emotions - I know a range of skills for coping with unpleasant/uncomfortable emotions - I know that feelings can be communicated with and without words FOCUS ON THE EMOTION ANGER AND WORRY	- I know and am able to recognise and name emotions and their physical effects - I know the difference between pleasant and unpleasant emotions - I know a range of skills for coping with unpleasant/uncomfortable emotions - I know and understand that feelings can be communicated with and without words FOCUS ON THE EMOTION GRIEF	- I know thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good - I know how we can support others who feel lonely, jealous, or upset - I know that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people - I know a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy FOCUS ON THE EMOTION JEALOUSY	- I know that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant - I know how feelings can be communicated with or without words I know that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people - I know a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger FOCUS ON THE EMOTION ANGER	- I know my thoughts, feelings, and emotions I know how we can reduce our feeling of worry - I know how we can support others who feel worried - I know that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people FOCUS ON THE EMOTION WORRY
Computer Safety Gawber rules of law 3 and 4 We follow school rules to keep us safe, healthy and happy. We love and care for our planet. British Values Respect	- I know how to keep safe when using a computer. - I know that I should not speak to strangers when using the internet. - I know what it means to be kind and I recognize kindness in others. Gawber computing progression document (Purple Mash) - Children can ask an adult when they want to use the Internet - Children can talk about the amount of time they spend using devices.	- I know computers, the internet, and rules to keep safe - I know how your online activity can affect others - I know how to identify the positives and negatives of using technology - I know who and how to ask for help - I know how to recognise kind and unkind comments Gawber computing progression document (Purple Mash) - Children understand the importance of keeping information, such as	- I know how your online actions can affect others - I know how to name the positive and negative ways you can use technology - I know the risks of sharing images without permission - I know the types of images that you should and should not post online - I know how your online activity can affect others - I know how to identify the positives and negatives of using technology	- I know and am able to identify possible dangers and consequences of talking to strangers online - I know how to keep safe in online chatrooms - I know and am able to name the positives and negatives of using technology - I know and understand the difference between safe and risky choices online Gawber computing progression document (Purple Mash)	- I know the key values that are important in positive online relationships - I know the feelings and emotions that may arise from online bullying - I know the coping strategies to use if we or someone we know is being bullied online - I know how and who to ask for help Gawber computing progression document (Purple Mash) - Children can explore key concepts relating to online safety	- I know a list reasons for sharing images online - I know how to identify rules to follow when sharing images online - I know the positive and negative consequences of sharing images online - I know the possible influences and pressures to share images online Gawber computing progression document (Purple Mash) - Children have a secure knowledge of common online safety rules	- I know how to list the key applications that we may use now and in the future - I know and understand why some applications have age restrictions - I know ways to keep yourself and others safe in a range of situations online and offline - I know that people may not always be who they say they are online - I understand what body image means and how the media may not always reflect reality. Gawber computing progression document (Purple Mash)

Tolerance Individual liberty Rule of Law	• <i>Children can talk to an adult when something unexpected happens when using the internet</i> • <i>Children can handle devices carefully</i>	<i>passwords and personal information private.</i> • <i>Children know who to go to if they need help and support when concerned about something online</i> • <i>Children take ownership of their work and save in their own private space e.g. My Work folder on Purple Mash.</i>	• I know who and how to ask for help • I know how to list rules for keeping and staying safe <i>Gawber computing progression document (Purple Mash)</i> • <i>Children know the implications of inappropriate online searches</i> • <i>Children begin to learn how to search the internet effectively.</i> • <i>Children can compare the different ways that messages can be sent e.g. email / text / telephone / letter and consider their advantages and disadvantages</i> • <i>To contribute and respond to an email (with support from teacher) e.g. class email to author / scientist</i> • <i>Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board</i> • <i>Children know ways of responding to inappropriate behaviours and content to a trusted adult.</i>	• <i>Children understand the importance of having a secure password and not sharing this with anyone else.</i> • <i>Children can explain the negative implications of failure to keep passwords safe and secure</i> • <i>Children understand the importance of staying safe and the importance of their conduct when using communication tools online</i> • <i>Children know more than one way to report unacceptable content and contact</i>	• <i>Children can help others to understand the importance of online safety</i> • <i>Children know a range of ways of reporting inappropriate content and contact.</i>	• <i>Children can demonstrate the safe and respectful use of technology and online services</i> • <i>Children relate appropriate online behaviour to the right to personal privacy and mental wellbeing of themselves and others</i>	• <i>Children demonstrate the safe and respectful use of a range of different technologies and online services</i> • <i>Children identify more discreet inappropriate behaviours through developing critical thinking e.g. 2Respond activities</i> <i>Children recognise the value of preserving their privacy when online for their own and for other people’s safety.</i>
Our World Years 1 – 3 The Working World Years 4 – 6 Gawber rule of law 4 We love and care for our planet. British Values Respect Tolerance Individual liberty Rule of Law	• I know we are responsible for caring for our world. • <i>I know ways that care for the planet such as making sure I put rubbish into the bin.</i> <i>Geography objectives</i> • <i>I know what the climate is like in the polar regions so that I can compare it to where I live.</i> • <i>I know what the weather is like today so that I can dress appropriately.</i> • <i>I know that England has 4 seasons (called Autumn, Spring, Summer and Winter) so that I can recognize which season I am in and that the weather changes.</i> • <i>I know how nature changes according to the seasons such as the leaves are brown, orange and red in Autumn but green in the Summer so that I can recognize the differences in the seasons.</i> • <i>I know what the weather is like today so that I can wear the right clothes and keep myself safe.</i>	• I know how we care for others • I know the needs of a baby • I know how to recognise what you can do for yourself now you are older • I know and am able to describe the common features of family life • I know how to recognise the ways in which your family is special and unique <i>Geography objectives</i> • <i>I know the human activity at the seaside so that I can begin to understand how we can protect the habitats there.</i> • <i>I know how humans impact the beach environment so that I can suggest ways to protect it.</i> • <i>I know the difference between climate and weather so that I can say what the weather is like in Gawber on a specific day and compare this to the climate of Gawber (over time).</i>	• I know why we should look after living things • I know how to identify how we can look after living things both inside and outside of the home • I know why it is important to keep our communities and countryside clean • I know how to encourage others to help keep their communities and countryside clean • I know different ways we can receive money • I know how to keep money safe • I know how to describe the skills you may need in a future job or career • I know how to recognise the differences between wants and needs • <i>Reading (nonfiction) – A planet full of plastic. Plastics and the Environment. I understand what plastic is, why it doesn’t biodegrade and the impact this is having on ur world.</i>	• I know how to explain the meaning of reduce, reuse, and recycle • I know how we can help look after our planet • I know how to identify how to reduce the amount of water and electricity we use • I know how we can reduce our carbon footprint <i>Reading (nonfiction) DK Find out about climate change. I know what climate change is and how we contribute to this.</i> • <i>Geography objectives</i> • <i>I know the factors that affect environmental quality so that I can make judgments about the quality of the environment in my local area.</i> • <i>I know how the environmental quality changes in my local area so that I can identify the biggest impact on environmental quality.</i> • <i>I know the different ways in which satellites show change on a global scale so that I can reason why the earth is changing.</i> • <i>I know why climate differs across the globe so that I can identify different climates on a map.</i> • <i>I know that renewable energy is a source of energy that will never run out so that I can reason why this is a better choice for our climate.</i> • <i>I know how renewable and non-renewable energy is created so that I can explain why renewable energy is better for the environment.</i> • <i>I know how sustainable our school is so that I can suggest ways to improve our school sustainability.</i>	• I know ways in which we can help those who look after us • I know and can explain the positive impact of our actions • I know the ways in which we can contribute to our home, school, and community • I know the skills we may need in our future job roles <i>Geography objectives</i> • <i>I know that the Amazon rainforest is the largest tropical rainforest in the world and that it plays an important role in absorbing carbon dioxide and producing oxygen s that I can suggest ways in which to take care of the rainforest and make positive changes to the climate.</i> • <i>I know that coal mining has had an impact on the landscape in Barnsley so that I can discuss how choices made on the landscape in the past, still have an impact on our land usage in Barnsley today.</i>	• I know, understand and can explain why people might want to save money • I know ways in which you can help out at home • I know how to budget for items you would like to buy • I know ways to make money and the early stages of enterprise <i>Geography objectives</i> • <i>I know the dangers that animals in different biomes face so that I can suggest ways in which we can address climate change and help to alleviate these dangers.</i> • <i>I know the dangers that vegetation in different biomes face so that I can suggest ways in which we can address climate change and help to alleviate these dangers.</i> • <i>I know the impact that coal mining has had on the landscape in Barnsley so that I can compare this to the lead mines in Castleton and their effects on the landscape.</i>	• I know and understand various money-related terms • I know some of the ways in which we can spend money via technology • I know the potential impact of spending money without permission • I know how to identify strategies to save money <i>Reading (nonfiction) What lies beneath your feet. I understand that underground there are systems to help improve our world. I am beginning to discuss the pros and cons of this.</i> <i>Geography objectives</i> • <i>I know the items that the UK imports from China so that I can explain the advantages and disadvantages of trading internationally.</i> • <i>I know some of the items that the UK exports to China so that I can contrast them with the items that they import.</i> • <i>I know what the silk road was so that I can explain why it was the most important trade route in history.</i> • <i>I know that fair trade helps farmers to plan for the future in a sustainable and ethical way so that greenhouse gases can be reduced and there can be increase carbon sequestration.</i> • <i>I know what fair trade is so that I can evaluate the benefits of becoming a fair-trade producer.</i> • <i>I know what the price of an item includes so that I can reflect on why trade is not always fair to the producers.</i>

				• <i>I know that there are different types of renewable energy sources so that I can recognize what is in place in my local area and suggest adaptation to the local area too.</i>			
Fire Safety Gawber rules of law 3 and 4 We follow school rules to keep us safe, healthy and happy. We love and care for our planet. British Values Rule of Law	• I know that 999 is the emergency contact number. • I know what the role of a fire person is. • I know where to go if the fire alarm sounds in school. • I know that we must take the register every morning and afternoon. • I know that fireworks should only be handled by an adult.	• I know and understand the importance of being responsible and how our actions/choice can affect others • I know what a ‘hoax call’ is and why it can be risky • I know and understand why our emergency services are an important part of our community • I know and am able to show my knowledge of fire safety to others • I know and am able to identify the differences between safe and risky behavior • I know that we must take the register every morning and afternoon so that my teacher knows who is here in the event of a fire. <i>History (Bonfire Night)</i> • <i>I know that fireworks should be handled by an adult and we should only attend bonfires that are run by an organization.</i>	• I know that even small fires are very dangerous • I know and am able to identify the differences between safe and risky behavior • I am beginning to understand the dangers of fireworks if they are not used correctly. <i>History</i> • <i>In know, through my knowledge of The Great Fire of London (history), that fires spread quickly and I know why this may occur.</i> • <i>In know, through my knowledge of The Great Fire of London (history), ways to prevent fires from spreading.</i>	• I know and am able to recognise how drivers can be distracted • I know and am able to identify the differences between safe and risky behavior in relation to fires. • I know how to help others stay safe and know what information I would need to give on a 999 call.	• I know how to make a 999 call. • I can recognize some of the measures we have in school to keep us safe in the event of a fire. • I know that you must never go back into a burning building. • I know that you must not stop to collect your belongings from a burning building and you must leave immediately in order to keep safe.	<i>Geography</i> • <i>I know, through my knowledge of natural disasters (Geography), that fires can begin from either human caused or natural occurrences.</i> • <i>I know how fires can be started safely and for what purpose (e.g. for cooking) and I know how to avoid these fires becoming out of hand (Geography – outdoor activities: Hesley Wood, Castleton residential).</i>	<i>Crucial Crew</i> <i>I am able to draw on my knowledge from previous years to explain how to keep safe in the event of a fire.</i> • <i>I can explain how our school and other buildings help to keep us safe in the event of a fire.</i> • <i>I can explain how to prevent a fire from starting/spreading</i>
First Aid Years 4 – 6 Gawber rules of law 3 and 4 We follow school rules to keep us safe, healthy and happy. We love and care for our planet. British Values Rule of Law	• I know that if I bump my head I might need to put an ice pack on it. • I know that if I am bleeding then I might need a plaster. • I know that if I am hurt I should ask a trusted adult for help. • I know that a doctor will help someone if they are very poorly. • I know a nurse can help someone if they are poorly. • I know that 999 is the emergency contact number. <i>Reading (nonfiction) Real Superheroes</i> • <i>I know the people who can help me and their job titles.</i>	• I know that if I am hurt, I should ask for help from an adult who can perform first aid. • I know that if someone is seriously injured then they should go to hospital. • I know that medicine is used to help heal people • I know that keeping clean helps to keep us safe	• I know that we have adults in school who are trained in first aid and that these are the people who should help in case of an injury at school. <i>History</i> • <i>Children know that Florence Nightingale, Mary Seacole and Edith Cavell were influential characters in the progression of administering first aid.</i>	<i>Science</i> • <i>Know the names of body parts including the names of private areas of girls and boys</i> • <i>Understand the need for medicine and how to take this safely</i>	• I know and can identify situations that may require first aid. • I know and can list why someone may struggle to breathe • I know the signs of an asthma attack or choking • I know and can identify the signs of an allergic reaction and anaphylactic shock • I know the correct steps for seeking immediate emergency help • I know how to provide first aid treatment to someone who is struggling to breathe	• I know how to complete a primary survey for first aid • I know how to demonstrate the recovery position for an unresponsive breathing casualty • I know when to deliver CPR • I know how to demonstrate how to do CPR • I know when to call for emergency help <i>Geography</i> • <i>I know how to perform basic first aid (course led by Lou Botham First Aid training – wellbeing governor) and can link this knowledge to my knowledge of natural disasters in Georgraphy.</i>	• I know and can identify a range of situations that may require first aid • I know and understand how to support someone with a minor or serious head injury • I know and understand how to support someone who is having a seizure • I know and understand how to support someone with a severe bleed • I know and understand how to support someone with a minor burn or scald • I know and understand how to support someone who is having a heart attack • I know and understand how to support someone with a fractured bone • I know when to call for medical help
Road and rail Safety Gawber rules of law 3 and 4 We follow school rules to keep us safe, healthy and happy.	• I know to stop, look and listen when crossing a road. • I know you should keep looking both ways when crossing a road. <i>Network Rail – Switched on Rail Safety</i> • <i>I know that a train is another mode of transport.</i> • <i>I am beginning to understand that</i>	• I know why it is important to stay safe when crossing the road • I know a range of safe places to cross the road <i>Network Rail – Switched on Rail Safety</i> • <i>I know that you should stand back from the train and stand behind the yellow line.</i> • <i>I know that there are safety signs to help me keep safe at the train</i>	• I know why it is important to stay safe when crossing the road and I can cross the road with some support. • I know a range of safe places to cross the road and I can recognize these places when out of school with support from an adult. <i>Network Rail – Switched on Rail Safety</i> • <i>I know that sometimes trains need to</i>	• I know why it is important to stay safe when crossing the road and I can cross the road with increasing independence. • I know a range of safe places to cross the road and I can recognize these places when out of school. <i>Network Rail – Switched on Rail Safety</i> • <i>I understand that crossing a railway is dangerous.</i>	• I know how to identify strategies we can use to keep ourselves and others safe when crossing roads or riding our bikes. • I know the impact and possible consequences of an accident or incident on the road. • I know how create a set of rules for and identify ways of keeping safe when cycling <i>Network Rail – Switched on Rail</i>	<i>Bikeability (Active Barnsley)</i> • <i>I know how to ride a bike safely.</i> • <i>I know how to start and stop safely.</i> • <i>I can do a U-Turn.</i> • <i>I know how to pass stationary vehicles.</i> • <i>I know how to pass side roads.</i> • <i>I know how to tackle left and right turns on both major and minor roads whilst constantly developing knowledge of road priorities and the highway code.</i>	<i>Crucial Crew</i> • <i>I know the Green Cross Code and safe road user behaviour</i> • <i>I can identify hazards to pedestrians, including distractions</i> • <i>I understand stopping distances of vehicles</i> • <i>I know the importance of looking out for friends when crossing the road.</i> • <i>I know the importance of journey planning, especially when travelling to secondary school.</i>

We love and care for our planet. British Values Rule of Law	you should stand back from the train and stand behind the yellow line.	station. I know that announcements are made to give people information about the train.	cross roads and that this is called a level crossing. - I know that level crossings may have sounds and lights. - I know that if a level crossing doesn't have sounds or light, you must be extra careful.	- I am aware that there is electricity on the railway that can be dangerous. - I understand that there are police officers directly linked to the railway.	Safety - I am beginning to understand that some rail crossings have flashing lights and an alarm and that if they are flashing or making a noise, you should not cross. - I am beginning to understand the dangers of rail electricity. - I know that the British Transport Police are available to help me on the railway.	Network Rail – Switched on Rail Safety - I know that some rail crossings have flashing lights and an alarm and that if they are flashing or making a noise, you should not cross. - I am becoming increasingly knowledgeable about the dangers of rail electricity. - I am beginning to understand that trespassing over a railway is illegal and dangerous. - I am beginning to understand the role of the British Transport Police.	I know the importance of bright and reflective clothing Network Rail – Switched on Rail Safety - I know to be alert and not be distracted when near a rail crossing. - I know that you should always check for signs at a rail crossing. - I know that some rail crossings have flashing lights and an alarm and that if they are flashing or making a noise, you should not cross. - I know the dangers of rail electricity. - I know that trespassing over a railway is illegal and dangerous. - I understand the role of the British Transport Police.
Democracy Gawber rules of law 1 and 2 We are respectful, tolerant and kind. We are fair and polite to everyone. British Values Democracy Individual liberty	- I can join in a vote where I raise my hand to say if I want or do not want something to happen. - I can share my opinions with others. - I know that Mrs Bradshaw is in charge of our school. History - I am beginning to understand that our country has a King (monarch).	- I am beginning to make my own decisions about right choices and can justify my thoughts about this with some support. History - I know that our country has a King (monarch).	- I know that a Prime Minister is someone who runs our country. - I make my own decisions about right choices and can justify my thoughts about this with some support. - I know that Gawber School has a School Council. History - I am beginning to understand the role of a monarch.	- I know the name of our Prime Minister. - I make my own decisions about right choices and can justify my thoughts about this. - I am beginning to understand the role of a School Council and I take part in an anonymous vote. History - I am beginning to understand how our country was run during the times of the Anglo Saxons and how this differs to today.	- I can name at least one political party and the Prime Minister. - I know that the role of a School Council representative is to be the voice of the children in my class. History - I know about the 1984 miners strikes and the differing views of the political parties and their leaders. - I am beginning to understand about leadership of Britain and Germany during WW2.	- I know that democracy means ‘rule by the people.’ - I can name at least two political parties. - I can name two leaders of political parties. - I know that an MP represents a place. - I am beginning to understand that democracy is important because it maintains law and order, provides freedom of speech and helps to achieve equality. - I know that all children have a right to have their voice heard. - I know that at Gawber, there are many leadership roles for children so that they can make a positive impact on the school. History - I know about democracy in Ancient Greece and the influence the Greeks have had on modern democracy. - I know about how our country was run during the Stone Age – Roman Empire and I can discuss ways in which this has influenced life today and how it differs.	- I know that democracy means ‘rule by the people’ and that Britain is a democratic society. - I can name at least three political parties. - I can name at least two leaders of political parties. - I am beginning to understand the difference between a national and a local government. - I know that democracy is important because it maintains law and order, provides freedom of speech and helps to achieve equality. - I know that at Gawber, there are many leadership roles for children so that they can make a positive impact on the school and liaise with staff to help make improvements to the school. History - I understand about leadership of Britain and Germany during WW2.
Water safety Gawber rules of law 3 and 4 We follow school rules to keep us safe, healthy and happy. We love and care for our planet.	- I know that water can be dangerous and that I should stay with an adult when entering water. - I know different places where there might be water e.g. beach, swimming pool, bath. - I understand the terminology ‘drowning.’	- I am beginning to show an awareness of the water safety code. Geography – seaside - I can describe some ways to stay safe when at the beach.	I am growing increasingly aware of the water safety code. I know and I am able to discuss some ways to keep safe when entering familiar and unfamiliar waters.	I am aware of the water safety code. I know and I am able to discuss ways to keep safe when entering familiar and unfamiliar waters.	I know the water safety code – SAFE and am beginning to talk about this in in reference to places I may need to use this knowledge. PE – Swimming lessons (Get Set 4 PE). - I know not to run at the side of the pool. - I know that I may need a floatation device to help keep my head above the water. - I know how to tread water. - I can retrieve an object from a depth safely. - I can select an appropriate survival	- I am growing increasingly confident when discussing the water safety code – SAFE and am able to talk about this in with some reference to places I may need to use this knowledge. Geography – Natural disasters - I know the role of the Mountain Rescue team in relation to a flood. - I know the dangers of flood water. - I know the dangers of entering unfamiliar water. - I know that you should not swim in a reservoir.	- I can identify a range of danger signs - I know strategies that can keep me and others safe in and around water - I can recognize the impact and possible consequences of accidents - I understand dangers that arise with different weather conditions - I know the water safety code – SAFE and am able to talk about this in detail and in reference to places I may need to use this knowledge. - Spot - Spot the dangers - Advice – take advice. - Friends – go with a friend.

British Values Rule of Law					<i>technique in the water.</i> • <i>I can confidently demonstrate good technique in a wider range of strokes over increased distances.</i> <i>Geography</i> • <i>I know the features of a river and can explain compare and contrast how a river changes along its course.</i>		Emergency – Know what to do in an emergency. • I know to check for dangers such as tides or currents. • I know that you should consider hidden dangers under the water. • I know you should be careful on banks and stay away from the edge of water. • I know that when in water you should wear buoyancy aids or life jackets. • I know you should swim where a lifeguard is present and never swim alone. • I know you should never enter the water to save someone. <i>Geography Whitby Residential</i> • <i>I know the role of the RNLI and how they can help in the case of an emergency.</i>
<i>Social, Emotional and thinking (GET SET 4 PE)</i>	• <i>Take turns.</i> • <i>Share their ideas with others.</i> • <i>Learn to share equipment with others.</i> • <i>Try again if they do not succeed.</i> • <i>Confident to try new tasks and challenges.</i> • <i>Begin to identify personal success.</i> • <i>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</i>	• <i>Begin to encourage others to keep trying.</i> • <i>Begin to talk to a partner about their ideas and</i> • <i>Show an awareness of the importance of taking turns to listen to each other.</i> • <i>Work with a partner and small group with little support</i> • <i>Show determination to continue working over a longer period of time.</i> • <i>Star to share ideas, contribute to class discussion and perform in front of others</i> • <i>Begin to make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</i>	• <i>Encourage others to keep trying.</i> • <i>Talk to a partner about their ideas and</i> • <i>take turns to listen to each other.</i> • <i>Work with a partner and small group to play games and solve challenges</i> • <i>Show determination to continue working over a longer period of time.</i> • <i>Determined to complete the challenges and tasks set.</i> • <i>Explore skills independently before asking for help.</i> • <i>Confident to share ideas, contribute to class discussion and perform in front of others</i> • <i>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</i> • <i>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</i> • <i>Provide feedback beginning to use key words from the lesson.</i>	• <i>Work with others to achieve a shared goal with some support.</i> • <i>Begin to work with others to self-manage games.</i> • <i>Begin to encourage and motivate others to work to their personal best.</i> • <i>Begin to make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</i> • <i>Begin to select and apply from a wider range of skills and actions in response to a task.</i> • <i>Show some determination to continue working over a longer period of time.</i> • <i>Begin to show an awareness of how other people feel.</i> • <i>Begin to use rules showing awareness of fairness and honesty.</i>	• <i>Work with others to achieve a shared goal.</i> • <i>Work with others to self-manage games.</i> • <i>Encourage and motivate others to work to their personal best.</i> • <i>Children make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</i> • <i>Select and apply from a wider range of skills and actions in response to a task.</i> • <i>Show determination to continue working over a longer period of time.</i> • <i>Provide feedback using key terminology.</i> • <i>Show an awareness of how other people feel.</i> • <i>Begin to use rules showing awareness of fairness and honesty.</i> • <i>Understand what their best looks like</i> • <i>and they work hard to achieve it.</i>	• <i>Begin to share ideas with others and work together to decide on the best approach to a task.</i> • <i>Begin to lead others and show consideration of including all within a group.</i> • <i>Begin to communicate with others clearly and effectively.</i> • <i>Begin to understand what maximum effort looks and feels like and show determination to achieve it.</i> • <i>Use different strategies to persevere to achieve personal best</i> • <i>Compete within the rules showing fair play and honesty when playing independently.</i> • <i>Begin to reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</i> • <i>Begin to identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</i> • <i>Begin to select and apply appropriate skills for the situation when under pressure</i>	• <i>Share ideas with others and work together to decide on the best approach to a task.</i> • <i>Lead others and show consideration of including all within a group.</i> • <i>Communicate with others clearly and effectively.</i> • <i>Understand what maximum effort looks and feels like and show determination to achieve it.</i> • <i>Use different strategies to persevere to achieve personal best</i> • <i>Compete within the rules showing fair play and honesty when playing independently.</i> • <i>Confident to attempt tasks and challenges outside of their comfort zone.</i> • <i>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</i> • <i>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</i> • <i>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</i> • <i>Select and apply appropriate skills for the situation when under pressure.</i>