



## Booker Park Curriculum

### Me and My Community v.1 (January 2020)

The Booker Park curriculum is designed to be developmental.

Teachers should choose learning intentions from the following pages which reflect individual children's next steps.

#### Me and My Community curriculum overview

The Me and My Community curriculum aims to cover key aspects of the pupil's emotional wellbeing. It will address 4 main topics which are listed below, ensuring that the pupils are provided with opportunities to explore and experience new topics and activities within a safe and caring environment, promoting cultural capital. For the pupils at our school it is fundamental for them to learn about what it means to be a person -in a personal sense and in a sense of their individual interests and as a person within a community. Booker Park school aims to address pupils wellbeing through providing opportunities to experience, explore and investigate in order to; learn about themselves, learn about people around them, experience fun activities and find a place in their community.

### **Relationships**

Within this aspect of the curriculum we aim to work with pupils to develop a sense of self.

We will cover body awareness, gender, how bodies change, growth, private and public, appropriate interaction and skills needed in order to form and sustain relationships with other people. Pupils will be given regular opportunities to learn how to manage their feelings towards others, their feelings towards themselves and the way in which they communicate this. We will work with pupils to learn about people who can help us, stranger danger, asking for help and rights and responsibilities.

### **Understanding myself**

Pupils will be given opportunities to learn about their emotions, self-awareness and empathy skills. They will learn how feelings can change and how they can deal with this, with some of the children addressing this through the SCERTS framework. Teachers will cover positive attitudes and teach pupils about strategies to use in order to promote positive mental health whilst also learning how to be healthy and keep their bodies healthy. Recognising interests, developing skills and learning to enjoy a hobby will be in an important aspect of this part of the curriculum and social and interaction skills, citizenship and how to communicate an opinion will also be a focus.

### **Understanding my community**

This aspect of the curriculum will give pupils the opportunity to learn about their immediate and further environment. Pupils will be given the opportunity to learn how to find their way around their body, classroom, school and local community. Pupils will experience recording personal achievements as well as celebrating the achievements of others and will be given the opportunity to learn about their life, what has happened, where they come from and where they are heading to. Pupils will be given the opportunity to experience and explore religious festivals which may include the materials, music, food and traditions which are associated with that festival. In addition to this, pupils will explore British values and learn about values and traditions from other cultures whilst also being given daily opportunities to participate in quiet, peaceful times in order to feel calm and to support quiet reflection.

This aspect of the curriculum will mostly be delivered holistically with some discreet teaching if appropriate.

### **Feelings and Behaviour**

This aspect of the curriculum aims to support our children in exploring their emotions in a safe and nurturing environment. We use the 'Zones of regulation' to support our children's understanding of their own emotions and those of others. SCERTS targets are identified specifically for our pupils with ASD which enable them to focus on specific skill sets to support their emotional regulation. Our framework aims to cover all aspects of the pupil's daily life and provide key opportunities to teach our children ways in which they can regulate and cope on a day to day basis. In addition to the targets outlined in this framework, children may have personalised behaviour support plans to address specific behaviours in order to ensure continuity with staff approaches and resources provided for the pupils. This framework aims to support the school in meeting high expectations of behaviour whilst addressing the key values; determination, trust, kindness, friendship, courage, excellence, safety, equity and respect.

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The Me and My Community curriculum has been supplemented by the Jigsaw PSHE curriculum, EYFS (PSED, UW), the national curriculum and SACRE.

## Me and My Community Curriculum

### Making Relationships (inc.RSE)

#### **Booker Park Step 3 - 4**

- To accept interaction with another person e.g. receives or gives an object.
- To maintain eye contact (or maintains the direction of their gaze towards the person) during interactions with a familiar person.
- To show a preference for touch on body parts e.g. likes to be tickled under the chin but dislikes foot being tickled
- To sometimes show interest in the actions of peers.
- Tolerates and interacts with others, for example enjoying a hand or foot massage.
- To interact with people in more complex ways, for example by reaching out to touch them.
- To ask for more of an activity, for example by using voice or hands.
- To initiate an activity, for example by pushing a ball to an adult or handing them a book.
- Is happier and smiles more when with a familiar person, than with an unfamiliar one.
- Can show anxiety when with strangers
- Shows relief when a familiar adult returns from being absent.
- To react to positive response from an audience and repeats activity to gain further praise.
- To remember people who are seen regularly, e.g. therapist.
- To show an awareness of the feelings of others.
- To seek to gain attention in a variety of ways, drawing others into social interaction.
- To build relationships with special people.
- To show they are wary of unfamiliar people.
- To interact with others and explore new situations when supported by familiar person.
- To show interest in the activities of others and respond differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them

#### **Booker Park Step 4 - 5**

- To begin to feel comfortable as part of a small group.
- To actively participate with others, e.g. copies action, communicates "go".
- To show they are beginning to be interested in other children's play, for example by looking or moving towards them.
- To show they enjoy sharing new experiences with familiar adults.
- To interact with unfamiliar adult if familiar adult is present.
- To copy a range of actions in play activities.
- To accept variations in a game and joins in with new actions.
- To begin to take part in pretend play activities.
- To name familiar people.
- To watch the reactions of adults and uses cues to guide them; for example, will stop an activity if an adult looks worried.
- To show they are caring towards other children.
- To initiate social interaction.
- To begin to share and 'give and take'.
- To take a few turns in a game.
- To tolerate brief separations from familiar people.
- To play alongside others.

- To use a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.
- To play cooperatively with a familiar adult, e.g. rolling a ball back and forth
- To point to different body parts as an adult names them
- To point to body parts during action songs e.g. head shoulders knees and toes

#### **Booker Park Step 5 - 6**

- To share and takes turns with adult support.
- To increasingly interact with other children, with adult support.
- To join in pretend play.
- To seek reassurance from familiar adults in the presence of strangers.
- To seek out an adult when hurt or upset.
- To enjoy looking after younger children.
- To join in a play activity led by a more able partner.
- To be interested in others' play and is starting to join in.
- To seek out others to share experiences.
- To show affection and concern for people who are special to them.
- To form a special friendship with another child.
- To locate body parts on other people/toys
- To show an awareness own body parts (private)
- To show an awareness of boy/girl/man/woman/male/female
- To show an awareness of changes in our bodies
- To show an awareness of appropriate behaviour of others

#### **Booker Park Step 6 - 7**

- To take turns with increasing independence.
- To respond positively to a range of familiar adults.
- To show affection towards other children.
- To choose only to play with their special friend.
- To actively avoid children they do not like to play with.
- To show care and kindness towards a pet/animal/creature.
- To express sadness when a friend or relative is hurt or ill.
- To demonstrate a sense of humour.
- To show they can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- To initiate play, offering cues to peers to join them.
- To keep play going by responding to what others are saying or doing.
- To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- To understand similarities/differences between boy/girl/man/woman/male/female
- To begin to understand public and private in relation to their own bodies
- To begin to understand what behaviour is appropriate/inappropriate

#### **Booker Park Step 7 - 8**

- To be able to relate to a wide variety of different children and adults.
- To demonstrate a strong sense of fun.
- To assume various roles in imaginative play; for example, a doctor or shopkeeper.
- To use and extend the ideas of others in their play.

- To negotiate and compromise during play activities.
- To talk about people they like and dislike, giving reasons.
- To accept the point of view of another person, if they don't agree with it.
- To engage with less familiar children.
- To initiate conversations, attend to and take account of what others say.
- To explain own knowledge and understanding, and ask appropriate questions of others.
- To take steps to resolve conflicts with other children, e.g. finding a compromise
- To play co-operatively, taking turns with others.
- To take account of one another's ideas about how to organise their activity.
- To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- To demonstrate an understanding of private/public in relation to their own bodies
- To demonstrate an awareness of growth and changes
- To demonstrate an understanding of appropriate/inappropriate behaviour
- To begin to understand the different type of relationships they can have e.g. friend/teacher/mum/shop assistant
- To begin to understand who the people are that can help us
- To begin to understand safe and unsafe
- To begin to understand how to get help when in danger/trouble

#### **Booker Park Step 8-9**

- To understand the need for rules in games
- To show awareness of how to join in different situations
- To understand agreed codes of behaviour which help groups of people work together e.g. queuing
- To support one another in behaving appropriately
- To show a basic understanding of what is right and wrong in familiar situations
- To show an understanding of the different type of relationships they can have e.g. friend/teacher/mum/shop assistant
- To show a basic understanding of growth and changes
- To show a basic understanding of who the people are that can help us
- To show a basic understanding of safe and unsafe
- To show a basic understanding of how to get help when in danger/trouble
- To show a basic understanding of private and public

#### **Booker Park Step 9-10**

- To defend own/other people's actions
- To speak out if rules aren't being followed
- To guide friends/familiar people in order to make the right choice
- To demonstrate an understanding of how their actions have affected another person
- To be able to rectify own wrong doing
- To celebrate and congratulate friends on their achievements
- To understand different people's roles in life
- To understand and talk about the different people that can help us in certain situations
- To understand and talk about private and public
- To understand and talk about what happens to our bodies when we grow
- To understand and talk about the changes in our bodies

**National curriculum** Pupils should know:

**Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

**Caring friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

**Respectful relationships**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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

- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### **Being safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

### **Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

### **Developing good relationships and respecting the differences between people**

- to recognise how their behaviour affects other people
- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

## Understanding Myself

### **Booker Park Step 3 - 4**

- To draw attention of others to something interesting.
- To adapt to care-giving routines- e.g. complies with nappy-changing.
- To anticipate what will happen next in a familiar routine.
- To make simple choices use eye gaze, voice or body.
- To be able to show an awareness of cause and effect.
- To make sounds or movement to indicate a wish for the activity to stop.
- To begin to defend own possessions.
- To show affection to favourite people, for example by kissing or hugging.
- To gaze at picture or mirror image of self.
- To make requests and is confident they will be met.
- To play alone happily for short periods of time, but prefers company.
- To use more complex methods to achieve their request, for example fetching their coat when they want to go outside.
- To engage with less familiar adults in the presence of a familiar one.
- To refuse by pushing objects away or shaking head.
- To enjoy finding own nose, eyes or tummy as part of naming games.
- To learn that own voice and actions have effects on others.
- To use pointing with eye gaze to make requests, and to share an interest.
- To engage another person to help achieve a goal, e.g. to get an object out of reach

### **Booker Park Step 4 - 5**

- To attempt new activity with adult support.
- To react to an audience- e.g. repeats an action which is received positively.
- To look for and find or eye point to favourite things around the room.
- To ask for 'more' by pushing an object towards another person or by taking the person to the object, or use eye pointing.
- To use comfort toy or object to calm self.
- To play contentedly alone but prefers adult company.
- To seek reassurance if an adult disappears from sight.
- To make requests known; for example, for an adult to solve a problem for them.
- To take part in pretend play routines.
- To initiate physical play.
- To enjoy chasing games.
- To copy actions of other children.
- To explore new toys and environments, but 'checks in' regularly with familiar adult as and when needed.
- To gradually be able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).
- To demonstrate a sense of self as an individual, e.g. wants to do things independently, says "No" to adults.

### **Booker Park Step 5 - 6**

- To show an interest in new toys and activities.
- To show that they can take part in new activities with support but, may be nervous.
- To begin to ask for help using the face, voice or body.
- To help with dressing, for example holds out arm for sleeve or foot for shoe.

- To follow behaviour of others; for example, taking shoes off to jump on trampoline.
- To like to 'show off' skills and receive praise.
- To like to be given special jobs to do with an adult.
- To play constructively alone for around 20 minutes.
- To begin to ask questions.
- To begin to approach new activities and experiences with a positive attitude.
- To demonstrate initiative and finds an adult to assist where required.
- To separate from main carer with support and encouragement from a familiar adult.
- To express own preferences and interests.

#### **Booker Park Step 6 - 7**

- To anticipate routines.
- To participate and help with familiar routines with some help.
- To show strong personal preferences.
- To demonstrate they are happy to separate from carer when going to a familiar setting.
- To make connections between different parts of their life; for example, when watering plants in the setting, talking about their garden at home.
- To anticipate when help is required and sometimes provides it.
- To show a strong sense of own space and possessions.
- To demonstrate growing autonomy.
- To become more independent and takes pride in appearance.
- To select and use activities and resources with help.
- To welcome and values praise for what they have done.
- To enjoy the responsibility of carrying out small tasks.
- To be more outgoing towards unfamiliar people and more confident in new social situations.
- To be confident to talk to other children when playing, and will communicate freely about own home and community.
- To show confidence in asking adults for help.

#### **Booker Park Step 7 - 8**

- To recognise someone else needs help.
- To understand that wishes and desires cannot always be met.
- To show an understanding of own strengths and weaknesses.
- To describe self in positive terms and talks about abilities.
- To be confident to try new activities and experiences.
- To be confident to speak to others about own needs, wants, interests and opinions.
- To describe self in positive terms and talk about abilities.
- To talk about how they and others show feelings
- To talk about their own and others' behaviour, and its consequences.
- To know that some behaviour is unacceptable.
- To work as part of a group or class, and understand and follow the rules.
- To adjust their behaviour to different situations, and take changes of routine in their stride.

#### **Booker Park Step 8-9**

- To offer help to another person
- To respond to a request for help
- To show an understanding of other people's strengths
- To show an interest in other people's strengths and interests
- To support another person if they are struggling with something
- To reassure someone if they are struggling or upset
- To persist even when something is difficult

- To demonstrate the ability to inhibit own behaviour
- To talk about own learning confidently
- To know when they need/don't need help
- To feel positive about own successes intrinsically (not needing a reward e.g. sticker)
- To complete a task or activity and be proud of what they have completed
- To reflect on own achievements and successes
- To share with other people, something that they are proud of themselves for
- To understand that things don't always go to plan
- To stay motivated even when things are challenging
- To overcome obstacles and push their own learning forwards

#### **Booker Park step 9-10**

- To show an interest in a particular activity or have a personal hobby
- To understand own mental health and how different feelings can effect day to day life
- To communicate about own mental health
- To understand ways to improve own mental health
- To understand ways to sustain good mental health
- To understand who to talk to when feeling low or sad
- To appreciate others success even if they haven't succeeded themselves
- To be able to make healthy choices
- To understand that healthy choices can help their body to feel better
- To participate in activities in order to improve own mood
- To know that sometimes you have to take action to help yourself to feel happy
- To take responsibility for actions, feelings, behaviours and thoughts

**National curriculum** Pupils should know:

#### **Developing confidence and responsibility and making the most of their abilities**

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with their feelings in a positive way
- to think about themselves, learn from their experiences and recognise what they are good at
- how to set simple goals.

#### **Developing a healthy, safer lifestyle**

- how to make simple choices that improve their health and wellbeing
- to maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

## Feelings and Behaviour

### **Booker Park Step 3 - 4**

- To accept new experience with adult support.
- To indicate like/dislike of presented activity.
- To accept close proximity of another person during an activity.
- To sit and work with an adult for 5 minutes.
- To sit and respond appropriately to familiar activities with adult support, for example hello time, assembly, snack time.
- To recognise own possessions such as coat or bag.
- To show displeasure if a toy is taken away.
- To understand 'no' but not always respond to this.
- To begin to test boundaries, for example will look at an adult when engaged in something they know they shouldn't be doing.
- To demonstrate a range of emotions, such as fear, anger, joy or surprise.
- To remember events that were upsetting and becomes upset in anticipation of the event happening again.
- To request a comfort toy to self-calm.
- To actively avoid some experiences, for example loud noises, or bright lights.
- To learn and copy new behaviour from others.
- To use familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.
- To show growing ability to soothe themselves, and may like to use a comfort object.
- To cooperate with caregiving experiences, e.g. dressing.
- To begin to understand 'yes', 'no' and some boundaries

### **Booker Park Step 4 - 5**

- To recognise a wider range of own belongings.
- To respond appropriately to elements of familiar routine.
- To be able to sit and work independently for up to 5 minutes.
- To become distressed if things don't go according to plan.
- To demonstrate displeasure of other children, adults, or activities.
- To persistently requests an object or activity, knowing that this behaviour will result in success.
- To show they can be distracted when upset.
- To show they are upset if somebody completes a task for them.
- To become frustrated if they cannot make themselves understood.
- To respond happily to praise and shows pleasure in new accomplishments.
- To refuse to relinquish toys if they feel they are about to be taken away.
- To be persuaded to try something new, if an adult uses the 'first/next' method.
- To be aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.
- To show a growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- To respond to a few appropriate boundaries, with encouragement and support.
- To begin to learn that some things are theirs, some things are shared, and some things belong to other people.

### **Booker Park Step 5 - 6**

- To accept short turn taking with adult support.
- To demonstrate that when prepared, accepts the need for an activity to end.
- To access and use a visual timetable/sand timer/social stories with support.
- To comply with requests, but may initially protest.
- To respond to requests when the activity is a favoured one.
- To be able to wait a short while for needs to be met.
- To understand the causes of some feelings; for example, feeling sad or frustrated when they can't go outside to play.
- To know own mind and can express it; for example, resisting an undesired activity.
- To begin to show awareness of the impact of their actions; for example, actions and words can hurt others.
- To begin to show embarrassment.
- To express their own feelings such as sad, happy, cross, scared, worried.
- To respond to the feelings and wishes of others.
- To be aware that some actions can hurt or harm others.
- To try to help or give comfort when others are distressed.
- To show understanding and cooperates with some boundaries and routines.
- To inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- To demonstrate a growing ability to distract self when upset, e.g. by engaging in a new play activity.

### **Booker Park Step 6 - 7**

- To accept changes in routine when they are dictated by the needs of others.
- To inhibit own actions and behaviours; for example, stop doing something they know they shouldn't do.
- To become upset when they cannot take part in something; for example, 'You can't visit Grandma today'.
- To comment on the behaviour of other children.
- To like to draw attention to their own good behaviour.
- To talk about the feelings of characters in stories.
- To argue to achieve wants and desires.
- To begin to try to independently sort out disputes with other children.
- To be aware of own feelings, and knows that some actions and words can hurt others' feelings.
- To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- To usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- To usually adapt behaviour to different events, social situations and changes in routine.

### **Booker Park Step 7 - 8**

- To accept verbal or signed, or symbol supported explanations rather than becoming upset.
- To play games with rules; for example, in board games.
- To show care and concern for others and for their environment.
- To form good relationships with other children and shares resources.
- To show awareness of differences between themselves and others, and can be upset or proud of this.
- To show growing patience if they are not understood initially and perseveres to communicate.

- To understand that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- To be aware of the boundaries set, and of behavioural expectations in the setting.
- To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- To be confident to try new activities, and say why they like some activities more than others.
- To be confident to speak in familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- To say when they do or don't need help.

### **Booker Park Step 8-9**

- To understand agreed codes of behaviour which help groups of people work together e.g. queuing
- To support one another in behaving appropriately
- To understand advanced emotion words – anxious, proud, jealous, frustrated, confident
- To understand plausible reasons for emotional expression e.g. I feel... because...
- To use problem solving (metacognitive) strategies to regulate arousal levels
- To use self-monitoring and self-talk to guide behaviour.

### **National curriculum** Pupils should know:

#### **Mental wellbeing**

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

## Understanding My Community (inc. RE)

### **Booker Park Step 3 - 4**

- To demonstrate immediate recognition of familiar adults.
- To begin to recognise familiar environment.
- To observe and shows interest as people move around.
- To respond to a smell, sound or light by sniffing, licking lips or moving towards it.
- To explore everyday objects by handling, mouthing.
- To show an awareness of cause and effect.
- To explore presented tactile materials for a short time
- To accept a variety of textures.
- To be able to recognise familiar places.
- To explore different materials with adult support.
- To notice changes in temperature, sound or light.
- To be able to make sounds using the body; for example, clapping or tapping.
- To be able to make sounds using a tool; for example, running a stick along a railing.
- To closely observe what animals, people and vehicles do.
- To watch a toy being hidden and tries to find it.
- To look for dropped objects.
- To become absorbed in combining objects, e.g. banging two objects or placing objects into containers.
- To know things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.
- To tolerate health care visits e.g. hospital appointments
- To respond during visits to local areas
- To tolerate being in an audience
- To show enjoyment during extra-curricular activities
- To tolerate transitions in immediate environment

### **Booker Park Step 4 - 5**

- To recognise photographs of familiar people or places.
- To be able to recognise their friends.
- To have an understanding of 'yes' and 'no'.
- To be able to be part of quiet times.
- To demonstrate an understanding of basic emotions; for example, happy, sad and tired.
- To be curious about people and shows interest in stories about themselves and their family.
- To enjoy pictures and stories about themselves, their families and other people.
- To explore different materials independently, paying attention to what happens next.
- To handle and explore tools with adult support.
- To use one object as a container for another- puts smaller objects inside bigger ones.
- To remember that some actions are important or exciting; for example, stroking an animal gently, or lots of balls will bounce about if tipped out together.
- To be able to solve simple problems; for example, tipping out a box or turning a rain stick to make a noise.
- To explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- To remember where objects belong.
- To match part of objects that fit together, e.g. puts lid on teapot.
- To respond appropriately to health care visits e.g. hospital appointments

- To respond appropriately during visits to local areas
- To respond appropriately when in an audience
- To show enjoyment and participation during extra-curricular activities
- To tolerate transitions around the school

#### **Booker Park Step 5 - 6**

- To be able to take part and show an interest in events or ceremonies; for example, the Nativity, Chinese New Year or Diwali.
- To show an appreciation of something that is special to them
- To name the key people and objects from cultural events; for example, baby, dragon or candle.
- To be able to remember what happened yesterday or what was eaten for breakfast.
- To demonstrate an understanding of a widening range of emotions.
- To have a sense of own immediate family and relations.
- To imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, in pretend play.
- To begin to have their own friends.
- To show an awareness of stranger danger
- To learn that they have similarities and differences that connect them to, and distinguish them from, others.
- To remember location of routine activities within the classroom.
- To remember where equipment is located in the classroom.
- To respond appropriately to routine of different environments.
- To respond appropriately to health care visits e.g. hospital appointments
- To respond appropriately during visits to local areas
- To respond appropriately when in an audience
- To show enjoyment and participation during extra-curricular activities
- To tolerate transitions around the school
- To begin to understand that some things can be dangerous, for example, candles and matches.
- To enjoy playing with small-world models such as a farm, a garage, or a train track.
- To notice detailed features of objects in their environment.

#### **Booker Park Step 6 - 7**

- To be able to show concern or sympathy for other children.
- To demonstrate an understanding that actions can affect others.
- To begin to understand some key concepts such as old and new, young and old.
- To show interest in the lives of people who are familiar to them.
- To remember and talk about significant events in their own experience.
- To recognise and describe special times
- To talk about events for family or friends.
- To show interest in different occupations and ways of life.
- To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- To have a growing understanding of how some things can be dangerous.
- To have a growing understanding of stranger danger
- To demonstrate an understanding of the natural world; for example, leaves grow on trees.
- To comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- To talk about some of the things they have observed such as plants, animals, natural and found objects.

- To talk about why things happen and how things work.
- To develop an understanding of growth, decay and changes over time.
- To show care and concern for living things and the environment.
- To show an understanding of what is safe/unsafe to eat
- To show an awareness of medication
- To develop particular interests/hobbies
- To show an awareness of the process of buying items
- To show an awareness of strategies used to avoid danger e.g. looking before crossing the road
- To show an understanding of who to speak to when you need help
- To show an awareness of signs in the environment e.g. fire escape

### **Booker Park Step 7 - 8**

- To enjoy joining in with family customs and routines.
- To look closely at similarities, differences, patterns and change.
- To talk about past and present events in their own lives and in the lives of family members.
- To know that other children don't always enjoy the same things, and are sensitive to this.
- To know about similarities and differences between themselves and others
- To know about similarities and differences in relation to places, objects, materials and living things.
- To talk about the features of their own immediate environment and how environments might vary from one another.
- To make observations of animals and plants and explain why some things occur, and talk about changes.
- To talk about particular interests/hobbies
- To be involved in the process of buying items
- To understand where to go in order to buy specific items e.g. supermarket for food
- To use strategies to avoid danger e.g. road safety
- To correctly identify people who help us and how they help us
- To show an understanding of recycling and why we recycle
- To talk about the safe use of medication
- To know who to ask for help and how to ask for it
- To navigate around the school with minimal adult support
- To navigate local area with adult support

### **Booker Park Step 8-9**

- To treat living things and their environment with care and concern
- To notice differences among families, communities and traditions
- If they have a religion, be able to demonstrate their awareness or understanding of the practices within their religion
- To discuss different religious experiences, they have had (within school or at home)
- To evaluate and comment on their successfulness within a task
- To evaluate and comment on their/others behaviour, discussing morals
- To communicate about something that is special to them
- To know and understand how to recycle
- To take an active role in taking medication
- To plan a journey in immediate environment e.g. how to get to reception, what you may need to look out for etc.
- To be able to spend a night away from home

- To respond appropriately to events in local area e.g. theatre performance
- To use public transport with adult support
- To help to plan a journey e.g. school trip/walk to ASDA
- To navigate local area with minimal adult support
- To independently deliver a message to a class/office close by

### **Booker Park Step 9-10**

- To show an awareness of morals within a story
- To listen to and show interest in a peer when they talk about a religious experience
- To listen to and show interest in a religious visitor/person from the community
- To recognise that religion is special to people
- To show respect when interacting with peers and adults at school
- To reflect on things that make them feel happy/sad/special/excited/lonely
- To differentiate interactions based on who I am talking to
- To independently collect/return the register
- To understand social rules e.g. knocking before entering
- To help to plan a school day/school trip
- To be able to solve daily problems independently by knowing who to involve e.g. knowing to call the nurse for medical support/knowing to ring reception if we cannot find the register
- To respond appropriately in a local shop
- To respond appropriately to people in the local community
- To understand why people may wear different clothing due to their religious beliefs

**National curriculum** Pupils should know:

#### **Basic first aid**

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

#### **Drugs, alcohol and tobacco**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

#### **Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

### **Preparing to play an active role as citizens**

- to take part in discussions with one other person and the whole class
- to take part in a simple debate about topical issues
- to recognise choices they can make, and recognise the difference between right and wrong
- to agree and follow rules for their group and classroom, and understand how rules help the
- to realise that people and other living things have needs, and that they have responsibilities to meet them
- that they belong to various groups and communities, such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- to contribute to the life of the class and school
- to realise that money comes from different sources and can be used for different purposes