

Strategic Overview

Early Years Structure

Key stage 1 readiness skills

- Managing their own personal hygiene and basic needs
- Knows right from wrong and can explain why it is important to have boundaries and routines
- Working and play co-operatively and taking turns with others
- Recognise and show sensitivity to their own and others needs
- Recognise similarities and differences between themselves and others
- Shows an understanding of their own feelings; and those of others
- Being to regulate their behaviour
- Shows care and concern for living things
- Name and describe people who might help us in the local community (police, fire service, doctors and teachers)

Organisation of knowledge

The curriculum is organised into four distinct areas across Key Stage 1 and Key Stage 2.

EYFS coverage includes: Myself and My relationships; Citizenship and Healthier and safer Lifestyles.

Myself and My Relationships	Citizenship	Healthy and Safer Lifestyles	Economic Wellbeing
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Each area is broken down further in the following way.

Myself and My Relationships				
Beginning and Belonging	My Emotions	Family and Friends	Anti-bullying	Managing Change

Citizenship		
Working Together	Diversity and Communities	Rights Rules and Responsibilities

Healthy and Safer Lifestyles					
Managing Safety and Risk	Digital Lifestyles	Drug Education	Relationships and sex Education	Healthy Lifestyles	Personal safety

Economic Wellbeing

Financial Capability

Disciplinary knowledge

When teaching, teachers seek to develop the disciplinary knowledge in the following way:

Key Stage 1

Learning is generally focussed on the individual child and their peers around them, and the people that they are likely to interact regularly with.

Learning allows the pupils to understand that they have a right to be safe and well, and that there are trusted individuals who can help them when they don't feel safe.

Key Stage 2

Learning develops to look at the impacts of their own behaviour and actions on others, and how their own behaviours and actions fit within the expectations and norms of society as a whole.

Learning allows the pupils to develop an awareness of risks, how to manage risks, and the range of people and organisations that can support them in feeling and staying safe.