



PSHE/RSE CURRICULUM PROGRESSION MAP

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PSHE/RSE intent

We believe PSHE/RSE is a fundamental part of every child's education in order for them to become confident and happy citizens. We aim to promote personal development in a structured and developmentally appropriate way in order to give children the knowledge, understanding, attitudes and practical skills to improve their life chances. We enable children to develop their sense of self-worth by encouraging them to play a positive role in contributing to school life and the wider community. Our well designed curriculum will empower children to have safe and fulfilling relationships and to become independent, responsible and emotionally resilient members of society.

Character Education

Our school values seek to ensure that through our curriculum we teach our children to be ambitious, passionate, kind, confident, happy, safe, valued, resilient and accepting. These values permeate through everything we do as a school.

We promote Character Education through the following:

- **Communication and Respect:** weekly lessons with focus on a range of issues and current affairs. Children will discuss their experiences and opinions being mindful of the opinions of others
- **Responsibility and citizenship:** external visitors who have experience in the area we are learning about. For example, the fire service, dental nurses, talks from the police on road safety/online safety, mental health practitioners and a variety of career talks.
- **Ambition** – learning about a range of careers which might light the sparks for some of our pupils in future life.
- **Self-Confidence:** We provide inclusive opportunities in a safe environment for children to reflect, develop confidence and take part in activities to promote wellbeing.
- **Social and Emotional skills:** Each child, throughout their time at Belthorn will have access to our Jenby's wellbeing programme which focuses on two aspects- emotional wellbeing and anxiety.
- **Independence and Resilience:** As part of this programme, children are taught techniques and strategies to independently self-regulate, as well as being resilient to deal with falling out and overcoming difficulties.

In addition, the following extra-curricular activities will develop children's character

- Life education sessions for staff, parents and children tailored around our curriculum.

- Forest Education to build resilience and team building skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school	Growth mind-set	Self-regulation- My feelings	Building relationships	Managing self	Self-regulation: listening and following instructions	Building relationships: my family and friends
Reception	Growth mind-set	Self-regulation- My feelings	Building relationships: special relationships	Managing self: taking on challenges	Self-regulation: listening and following instructions	Building relationships: my family and friends
Year 1	Growth mind-set	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 2	Growth mind-set	Family and relationships	Health and wellbeing	Citizenship	Economic wellbeing	Safety and the changing body
Year 3	Growth mind-set	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	Growth mind-set	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 5	Growth mind-set	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 6	Growth mind-set	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing Identity

Pre-School

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Cultural Capital/ SMSC / British Values	Evidence
Autumn 1	<p>Growth mind-set</p> <p>Transition</p> <p>All about me</p>	In this unit children are introduced to the two mind-sets. What a growth mind-set is and what a fixed mind-set is. Through a variety of early year's stories and discussions they will have opportunity to discuss differences and describe how they feel when they find something tricky.	<p>Mind-set</p> <p>Brain</p> <p>Resilience</p>	<p>Stay and play for families to come into setting</p> <p>Visit from Coram SCARF life education lesson</p>	<p>Visits from family members to discuss their family/differences/cultures</p> <p>Respect when listening to each other</p> <p>Social development through group work</p>	<p>Display in the classroom, work in learning journals</p>
Autumn 2	<p>Self-regulation- My feelings</p> <p>Using the feelings/behaviour stories</p> <p>What do you celebrate?</p>	Books linked to feelings and behaviour to learn about mindfulness, being brave, being kind and grateful. Key learning concepts for children through stories learning how to be mindful, brave, kind and grateful and will be able to relate them to their own experiences, giving them the emotional	<p>Emotions</p> <p>Feelings</p> <p>Sad</p> <p>Happy</p>	<p>Stay and play for families to come into setting</p>	<p>Celebrating together EG school Christmas dinner, Christmas party.</p>	<p>Learning journals, behaviour and attitude to learning. Feedback from stay and play. Floor book</p>

		resilience that will help them as they grow.				
Spring 1	<p>Building relationships</p> <p>What grows like a beanstalk?</p> <p>Linking to how we grow, diversity, positive relationships</p>	In this unit, children are beginning to learn to explore why families and special people are valuable, understand why it is important to share and start to develop strategies, begin to see themselves as valuable individuals and explore diversity through thinking about similarities and differences. Children start to work and play cooperatively with others, beginning to form positive attachment to adults and build friendships with peers.	<p>Family</p> <p>Mum</p> <p>Dad</p> <p>Auntie</p> <p>Uncle</p> <p>Grandma</p> <p>Grandad</p>			<p>Display in the classroom, work in learning journals</p>
Spring 2	Managing self	Starting to understand their own preferences and interests. Children are becoming aware of similarities and differences.	<p>Likes</p> <p>Dislikes</p> <p>Same</p> <p>Different</p>		Respect for each other's opinions.	<p>Display in the classroom, work in learning journals</p>
Summer 1	Self-regulation: listening and	Responding to books linked to feelings and behaviour to learn about	<p>Kind</p> <p>Unkind</p> <p>Grateful</p>			<p>Display in the classroom, work</p>

	<p>following instructions</p> <p>Is outdoors the place to be? Rules applying outside of school as well as inside. School trips.</p>	<p>mindfulness, being brave, being kind and grateful! Key learning concepts for children through stories learning how to be mindful, brave, kind and grateful and will be able to relate them to their own experiences, giving them the emotional resilience that will help them as they grow.</p>	<p>Emotional Resilient</p>			<p>in learning journals</p>
<p>Summer 2</p>	<p>Building relationships: my family and friends</p>	<p>Building relationships with special people Being aware of stranger danger and how to keep themselves safe. Show some understanding that people have perspectives, ideas and needs that are different to theirs.</p>	<p>Stranger Danger Relationships Friendship Friends</p>		<p>Tolerance of others Respect for other traditions and cultures</p>	<p>Display in the classroom, work in learning journals</p>

Reception

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Cultural Capital/ SMSC / British Values	Evidence
Autumn 1	<p>Growth Mind-set</p> <p>Transition to reception</p> <p>Class rules</p> <p>All about me</p>	In this unit children are introduced to the two mind-sets. What a growth mind-set is and what a fixed mind-set is. Through a variety of stories and discussions they will have opportunity to discuss differences.	<p>Growth mind-set</p> <p>Fixed mind-set</p> <p>Brain</p>	<p>Visit from Coram SCARF life education lesson</p> <p>Stay and Learn, parents invited into class to explore with their child.</p>	Family traditions	<p>Children's learning journal</p> <p>Children's attitude to learning</p>
Autumn 2	<p>Self-regulation: my feelings</p> <p>What makes me unique?</p> <p>Likes/dislikes</p> <p>Feelings</p>	In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions. Children will show an understanding of their own feelings and those of others and begin to regulate behaviour accordingly.	<p>happy sad angry</p> <p>calm scared</p> <p>loved happy</p> <p>cheerful</p> <p>positive sad</p> <p>unhappy upset</p> <p>angry caring</p> <p>supportive</p>	<p>Nativity play, parents invited to observe, builds children's confidence.</p>	<p>Social skills – listening and responding to others.</p> <p>Awareness of religious/cultural traditions – EG taking part in School Christmas lunch and Christmas party. Talking about EID etc</p> <p>Reflection on celebrations and how they are important to them/their family</p>	<p>Children's learning journal</p> <p>Children's attitude to learning</p>

<p style="text-align: center;">Spring 1</p>	<p style="text-align: center;">Building relationships: special relationships</p> <p style="text-align: center;">What makes the world around us?</p> <p style="text-align: center;">Individuals, working as a team, diversity.</p>	<p>In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences. Children will work and play cooperatively with others, form positive attachment to adults and build friendships with peers.</p>	<p>valuable special different sharing take turns passion like dislike enjoy special individual</p>	<p>We invite special people to come into school and talk to the children. E.g. grandparents to share stories about what school was like when they attended and talk about their family make-ups.</p>	<p>Individual liberty Respect Tolerance of faiths</p> <p>Social skills through turn taking, sharing, welly walks etc. Awe and wonder at the world around them.</p>	<p>Children's learning journal Children's attitude to learning</p>
<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Managing self: taking on challenges</p> <p style="text-align: center;">What makes the world around us?</p>	<p>In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show</p>	<p>collaboration communication difficulty worried anxious panicked frustrated upset calm relaxed happy try stronger reason right wrong safe confident comfortable fair calm</p>		<p>Respect Rule of law Democracy</p>	<p>Children's learning journal Children's attitude to learning</p>

		resilience and perseverance in the face of challenge.				
Summer 1	<p>Self-regulation: listening and following instructions</p> <p>Can you tell a tale? Being resilient, why we don't tell tales, feelings, right from wrong</p>	<p>In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one. Children will understand the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>explain instructions different friends truth feelings honest</p>	<p>Class trip to continue to grow the children's listening, following instructions learning outside of the school.</p>	<p>Rule of law Democracy</p> <p>Awe and wonder at new experiences and places linked to topic work and RE</p>	<p>Children's learning journal Children's attitude to learning</p>
Summer 2	<p>Building relationships with my family and friends</p> <p>Transition to year 1</p>	<p>In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p>special event religion culture beliefs tradition kind polite fun gentle good trust helps snatch rough unkind compliment</p>	<p>Stay and Learn, parents are invited into school to celebrate all the children's progress this year. Year 1 teacher to spend time in class, reading at story time and children get chance to ask any questions about year 1.</p>	<p>Tolerance of those with other faiths and non.</p> <p>Class celebrations</p>	<p>Children's learning journal Children's attitude to learning</p>

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Year 1						
Term	Unit Name	Procedural knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Growth mindset	To suggest ideas to help develop a growth mindset.	To explore the different mindsets and starting to describe what is happening in the brain at different stages. To understand the characteristics of a growth and fixed mind-sets.	Growth mindset Fixed mind-set Persevere Failure Challenges	Visit from Coram SCARF life education lesson	Respect when listening to each other. Realising that there are different opinions.
Autumn 2	Family and relationships Was the past a blast?	Exploring how families are different to each other. Exploring how friendship problems can be overcome. Exploring friendly behaviours.	Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair	Behaviour Care Emotions Family Feelings Emotions Friend	Special visitors	Individual liberty Social skills Visits from special visitors to talk about events in their life Play games from the past Visit historical buildings

<p>Spring 1</p>	<p>Health and wellbeing</p>	<p>Learning how to wash my hands properly. Learning how to deal with an allergic reaction. Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health. Identifying personal strengths and qualities. Identifying different ways to manage feelings.</p>	<p>Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.</p>	<p>Allergy Emotions Feelings Emotions Germs Ill Qualities Relax</p>		<p>Visitors from health care professionals</p>
<p>Spring 2</p>	<p>Safety and the changing body Where can Disney take us?</p>	<p>Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe. Learning what is and is not safe to put in or on our bodies. Practising making an emergency phone call</p>	<p>Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.</p>	<p>Accident Drug Emergency Hazards Dangerous Medicine Physical contact</p>	<p>Police visit</p>	<p>Visit from the police</p>
<p>Summer 1</p>	<p>Citizenship</p>	<p>Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the</p>	<p>Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences</p>	<p>Care Democracy Different Fair Pet Responsibility</p>		<p>Democracy Rule of Law Awe and wonder at the world around us</p>

	<p>Do we live in a wonderful world?</p>	<p>differences between people. Recognising the groups that we belong to.</p>	<p>and an introduction to democracy.</p>			
<p>Summer 2</p>	<p>Economic wellbeing</p> <p>Do we live in a wonderful world?</p> <p>Transition</p>	<p>Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work.</p>	<p>Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.</p>	<p>Banks and building societies Cash Save Skill Spend Value</p>	<p>Visit from a bank worker</p> <p>Transition day</p>	<p>Citizenship Respect – listening to contrasting view points</p>

Year 2						
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Growth mind-set	To work collaboratively as a group. To apply knowledge of emotions to make a conclusion.	To identify strategies that would help a child with a fixed mind-set to engage in learning. Identify how we feel when we make a mistake and strategies to help us learn. Look at the characteristics of effort. To set their own challenges and identify progress.	Effort Manager Encourager Reporter Recorder Mistakes Error Dreams Stereotypical	Visit from Coram SCARF life education lesson	Respect Social skills through collaborative work
Autumn 2	Family and relationships Does being brave make you stronger?	Understanding ways to show respect for different families. Understanding that families offer love, care and support. Understanding difficulties in friendships and discussing action that can be taken. Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations. Exploring how loss and change can affect us.	Learning that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing a understanding of self-respect.	Friendship Love Manners		Respect Tolerance of those with different faiths and beliefs Different family make ups and traditions Class trip to religious building

<p>Spring 1</p>	<p>Health and wellbeing</p>	<p>Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Using breathing exercises to aid relaxation. Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.</p>	<p>Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.</p>	<p>Diet Exercise Goal Growth mindset Healthy Relaxation Skill Strengths</p>		<p>Respect – other points of view, feelings of others. Visit from health professional</p>
<p>Spring 2</p>	<p>Citizenship What does it mean to belong?</p>	<p>Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment.</p>	<p>Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.</p>	<p>Election Environment Identity Job Opinion Rule School Volunteer Vote</p>		<p>The rule of Law Democracy Respect for the world we live in</p>

		Recognising the contribution people make to the local community.				
Summer 1	Economic wellbeing	Identifying whether something is a want or need. Recognising that people make choices about how to spend money. Exploring the reasons why people choose certain jobs.	Learning about where money comes from, how to look after money and why we use banks and building societies.	Coins Need Notes Priority Want		Citizenship
Summer 2	Safety and the changing body Transition	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road. Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Medicine Pedestrian Private Secret Surprise Penis Testicles/testes Vulva Vagina	Transition day	Respect on line

Year 3						
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Growth mindset	Children begin to make links between the different mindsets and their own brain. Children challenge themselves remembering that mistakes are ok.	These lessons build upon previous learning about mistakes and overcoming failure. Themes are explored through a story and computer games. Helping the children understand that positive things can happen from mistakes. The brain and how it works is explored further.	Failing Improve Overcome Neurons Debate Motivation Barriers	Visit from Coram SCARF life education lesson	Respect Tolerance Social skills developed through group work, turn taking etc.
Autumn 2	Family and relationships How did people from the past shape the future?	Learning that problems can occur in families and that there is help available if needed. Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs. Identifying who I can trust. Learning about the effects of non-verbal communication. Exploring	Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist	Bullying Communicate Empathy Open questions Similar Solve Trust		Respect Tolerance of those with different faiths and beliefs Understanding of different cultures

		the negative impact of stereotyping.				
Spring 1	Health and wellbeing Are we stewards of the world?	Discussing why it is important to look after my teeth. Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Alone Barriers Belonging Identity Lonely Resilience Boundaries		Respect Healthy lifestyles Visit from health care professionals
Spring 2	Safety and the changing body	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content Exploring that people and things can influence me	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Allergic Anaphylaxis Bullying Casualty Choice Cyberbullying Distraction Fake Influence Injuries		Respect on line Road safety awareness Individual liberty

		and that I need to make the right decision for me. Exploring choices and decisions that I can make. Learning what to do in a medical emergency, including calling the emergency services.				
Summer 1	Citizenship Would you rather stand out or fit in?	Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	Charity Community Consequence punishment Councillor Law Rules Recycling Rights United Nations		The rule of law Democracy Respect Tolerance of beliefs of others Being responsible citizens
Summer 2	Economic wellbeing Transition	Discussing the range of feelings which money can cause. Discussing the different attitudes people have to money. Exploring the impact our spending can have on other people. Considering the advantages and disadvantages of different payment methods.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.	Budget Expense Feeling Qualification Stereotype	School trip Time with year 4 teacher Transition day Visit from member of the finance team	Social skills through group discussions, respect for other opinions

Year 4						
Term	Unit Name	Procedural Skills	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Growth mind-set	Children understand to reflect on language that might have a negative impact on learning and they can develop a positive approach through the language they use.	These lessons will deepen children's understanding of the brain and how it works when we learn. Personalised learning is reinforced. Key vocab is revisited and defined, including the effective characteristics of a learner.	Failure Successful Persevering Restrict Justification	Visit from Coram SCARF life education lesson	Respect for others Awareness of impact of language on others
Autumn 2	Families and relationships How much power is too much power?	Using respectful language to discuss different families. Exploring physical and emotional boundaries in friendships. Exploring how my actions and behaviour can affect other people. Discussing how to help someone who has experienced a bereavement.	Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Act of kindness Authority Bereavement Boundaries Bystander Permission		Respect Widening understanding of different family make ups, traditions and religious beliefs.
Spring 1	Health and wellbeing	Developing independence in looking after my teeth. Identifying what makes me feel calm and relaxed.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these;	Mental health Negative emotions	Visit from health professional –	Exploring healthy lifestyles

		<p>Learning visualisation as a tool to aid relaxation. Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.</p>	<p>appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.</p>	<p>Positive emotions Emotions Visualise</p>	<p>dental nurse, school nurse</p>	
<p>Spring 2</p>	<p>Safety and the changing body</p>	<p>Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. Discussing the benefits of being a non-smoker. Discussing some physical and emotional changes during puberty. Learning how to help someone who is having an asthma attack.</p>	<p>Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.</p>	<p>Age restriction Asthma Law Protect Puberty Public Tobacco Breasts Genitals</p>		<p>Being a responsible citizen Respect on line Tolerance of other opinions and beliefs</p>

<p>Summer 1</p>	<p>Citizenship</p> <p>Is it right to always do the right thing?</p>	<p>Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.</p>	<p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p>	<p>Authority Cabinet Council</p> <p>Diversity Human rights Local government Protect Reuse</p>	<p>Debating link to current Topic/science work</p>	<p>Democracy Rule of Law Respect Tolerance of those with different faiths and beliefs.</p>
<p>Summer 2</p>	<p>Economic wellbeing</p>	<p>Exploring the factors which affect whether something is value for money. Discuss some impacts of losing money. Identifying negative and positive influences that can affect our career choices.</p>	<p>Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.</p>	<p>Bank balance Bank statement Career Debit card</p>	<p>Puberty talk from a professional</p> <p>Time with year 5 teacher</p> <p>Transition day</p>	

Year 5						
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Growth mind-set	Analyse how they learn and develop personal challenges.	The learning groups are revisited and used to debate whether you can be too old to be a learner. The lessons deepen children's understanding of the brain learning new vocabulary.	Characteristics Stereotypes Identifying Justifying Cerebellum Occipital lobe Frontal lobe Parietal lobe Hippocampus Amygdala Prefrontal cortex	Visit from Coram SCARF life education lesson	Respect of other opinions through debating Individual liberty
Autumn 2	Families and relationships What makes Britain great?	Identifying ways families might make children feel unhappy or unsafe. Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship. Exploring and questioning the assumptions we make about people based on	Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes	Attributes Cyberbullying Marriage Secret Wedding		Visits linked to History unit Tolerance of different faiths Awareness of different cultural traditions Individual liberty

		<p>how they look.</p> <p>Exploring our positive attributes and being proud of these (self-respect)</p>				
Spring 1	<p>Health and wellbeing</p> <p>Do we always appreciate everything we have got?</p>	<p>Developing independence for protecting myself in the sun.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my own feelings.</p>	<p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.</p>	<p>Fail</p> <p>Protect</p> <p>Responsibility</p> <p>Assertive</p> <p>Aggressive</p> <p>Passive</p>		
Spring 2	<p>Safety and the changing body</p> <p>Do we always appreciate everything we have got?</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Learning about the emotional changes during puberty.</p> <p>Identifying reliable</p>	<p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding</p>	<p>Attraction</p> <p>Attributes</p> <p>Bladder</p> <p>Cervix</p> <p>Clitoris</p> <p>Egg/ovary</p> <p>Ejaculation</p> <p>Erection</p> <p>Fallopian tube</p> <p>Labia</p> <p>Marriage</p> <p>Menstruation/period</p>		<p>Respect – on line</p> <p>Debating – respect of different opinions</p>

		sources of help with puberty. Learning about how to help someone who is bleeding.		Nipples Ovary/ovaries Pubic hair Scrotum Secret Sperm duct Steps Urethra Uterus Vaginal opening Wedding Wet dreams Womb		
Summer 1	Citizenship What is true beauty according to you?	Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Defendant Freedom of expression Bullying that occurs through the internet Government House of Commons Protected characteristics Judge Jury Member of Parliament (MP) Parliament Pressure group Prime Minister Trial		Respect for the environment Sustainability Citizenship Democracy Rule of law

		about change in society.				
Summer 2	Economic wellbeing Transitions	Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this.	Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.	Discrimination Expenditure Income Interest Repayment	Class trip Puberty talk from a professional Time with year 6 teacher Transition day.	Citizenship

Year 6						
Term	Unit Name	Skills	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Growth mindset	Children evaluate their own decisions and respond reflectively using the correct language.	Mathematical mistakes are a key focus in year 6 and links closely to classroom learning. The effective characteristics of a learner are revisited and children will reflect on those.	Diamond nine Preconceived Compromise Persuade	Visit from Coram SCARF life education lesson	Respect for peers and different pints of view
Autumn 2	Families and relationships Is change always a good thing?	Identifying ways to resolve conflict through negotiation and compromise Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. Exploring the process of grief and understanding that it is different for different people.	Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Authority Conflict Disagreement Expectation Grief Grieving Resolve Respect		Tolerance of others Individual liberty Respect
Spring 1	Health and wellbeing	Considering ways to prevent illness. Identifying some actions to take if I am worried about my	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical	Antibodies Habit Vaccination	Visit from healthcare professional/nutritionist	

	What makes the earth angry?	health or my friends' health. Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.			
Spring 2	Safety and the changing body What makes the earth angry?	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. Discussing the reasons why adults may or may not drink alcohol. Discussing problems which might be	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Alcohol Internet trolling Pregnant Sex education Conception Fertilisation Sexual intercourse Sperm	On line safety talk	Respect –on line Cultural differences and traditions

		encountered during puberty and using knowledge to help. Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.				
Summer 1	Citizenship Does everyone's opinion matter?	Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Authority Conflict Earn Expectation Grief Grieving Resolve Respect Harassment	Career talks Debate club	Democracy Rule of law Individual liberty Tolerance of those with faiths and non Sustainability Environmental responsibility
Summer 2	Economic wellbeing Identity	Recognising differences in how people deal with money and the role of emotions in this.	Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available.	Gambling PIN Personal Identification Number	LCC transition talk to the children Head of years to come and speak to children	Individual liberty Citizenship

	<p>Transition to high school</p>	<p>Discussing some risks associated with gambling. Identifying jobs which might be suitable for them.</p> <p>Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity</p>	<p>Identity: Two lessons on the theme of personal identity and body image.</p>		<p>Transition days</p> <p>Puberty talk from professional</p> <p>Career talks</p> <p>End of year trip</p>	
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