

SUBJECT LEADER OVERVIEW



Personal, Social, Health and Economic Education

SUBJECT LEADER

Sarah Barnes

SUBJECT LINK GOVERNOR

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WHAT THE NATIONAL CURRICULUM SAYS ABOUT PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

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PSHE AT ALL SAINTS

INTENT

The intention of the PSHE curriculum at All Saints Primary is that by nurturing hearts and inspiring minds, children develop the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. Our curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

IMPLEMENTATION

Our PSHE curriculum is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. Our PSHE curriculum supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

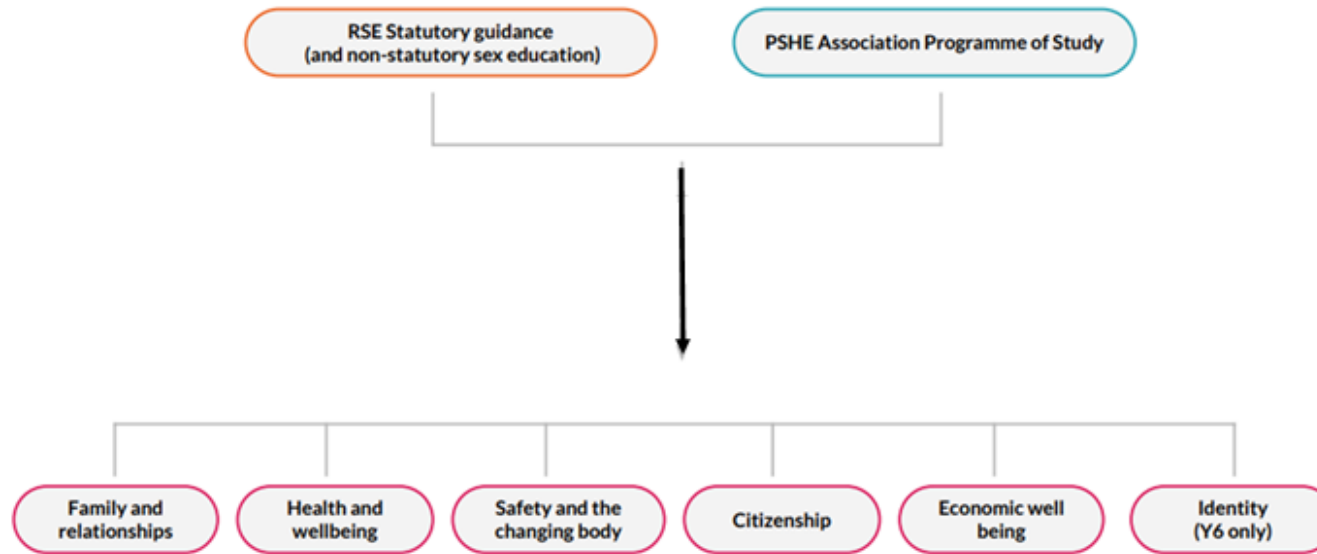
All year groups have explicit weekly PSHE lessons which along with our spirituality, R.E. school values, British values, Stormbreaks and our local/national and world links form a thread which is evident in all aspects of school life.

IMPACT

The expected impact of our PSHE curriculum is that once taught the full series of lessons, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

The impact of our PSHE learning is monitored continuously through formative assessment whereas summative assessment is used at the end of every half term by the class teacher against our key PSHE Learning objectives. These objectives are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study. Pupils are assessed against these objectives every half term. This is monitored by the subject leader, the senior leadership and the School Development Group.

STRANDS



CULTURAL CAPITAL

Cultural Capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

We want our pupils' 'lights to shine' both today in their future by not only giving them the knowledge and skills they need but by also installing a set of values and beliefs which enable them to be happy and successful citizens whilst having a positive impact on the lives of others.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC – DEVELOPED IN ALL LESSONS)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES (TO BE DEVELOPED IN ALL LESSONS)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

Our PSHE curriculum casts a light on global citizenship and the rule of law, including the role of democratic advocacy for change. Pupils also look at how different cultures live and work throughout the world.

PSHE CURRICULUM

DESIGN OF CURRICULUM

Our foundation subjects use Kapow planning. This carefully tracks the progression of skills and knowledge throughout the school.

Due to our dual year groups, we look at coverage over 2 years rather than one.

Subject leaders have not taken for granted that Kapow covers all aspects / objectives required of the subject and have cross referenced the schemes with or tracking of skills and knowledge and then with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The curriculum enables pupils to be supported, when necessary, but at the same time challenges pupils with deep questioning.

Our ambitious curriculum is designed taking into account the following:

- The curriculum is for all pupils regardless of their starting points
- The curriculum values PSHE
- Big ideas / big questions are used to provoke deeper learning
- The curriculum teaches knowledge and skills
- The curriculum is well sequenced
- Expectations are high
- Where teachers are not confident about their knowledge for a specific lesson / scheme, they consult with colleagues, the subject leader or use the Kapow teacher videos before each lesson.
- Resources are available and of a high quality
- Subject leaders know their subject
- Vocabulary is rich and diverse

DELIVERY OF CURRICULUM

Explicit PSHE lessons are held on one afternoon per week following the Kapow scheme of work objectives. In addition, opportunities are taken throughout the school day to implicitly embed the children's learning. This may be through stormbreaks/spirituality class discussion or 1:1 discussion.

WHY BASE OUR CURRICULUM ON KAPOW SCHEMES OF WORK

We involved all our teaching staff in choosing schemes of work which would be suited to our school.

Subject Leaders spent half a term looking at different options for their subject and all were extremely positive about KAPOW, the progression and the resources available.

There is no requirement on staff to use the KAPOW resources. They are to follow the 'Big Question' and the objectives for each lesson, however, how they get there is up to them. This means we have flexibility but, at the same time, ready-made quality resources and activities to use if they require.

TRACKING PROGRESSION OF SKILLS AND KNOWLEDGE

The overview of skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes - outlined in the National curriculum - are listed in our PSHE Progression Document.

Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As we have joint classes, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

END OF KEY STAGE EXPECTED KNOWLEDGE AND SKILLS

AREA	EYFS		KS1		KS2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Families and Relationships						

<p>Family</p>	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Understanding that families offer love care and support</p> <p>Exploring how families are different to each other.</p> <p>Understanding ways to show respect for different families.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related</p> <p>To know that some information about me and my family is personal</p> <p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>	<p>Identifying ways families might make children feel unhappy or unsafe.</p> <p>Using respectful language to discuss different families.</p>	<p>To know that marriage is a legal commitment and is a choice people can make.</p> <p>To know that if I have a problem, I can call ChildLine on 0800 1111.</p> <p>To know that families are varied in the UK and across the world.</p>
<p>Friendships</p>	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Exploring friendly behaviours</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>	<p>Exploring the impact that bullying might have.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Identifying ways to resolve conflict through</p>	<p>To know that violence is never the right way to solve a friendship problem</p> <p>To know what attributes and skills make a good friend.</p> <p>To understand what might lead to someone bullying others.</p>

					<p>negotiation and compromise.</p> <p>Exploring physical and emotional boundaries in friendships.</p>	<p>To know what action a bystander can take when they see bullying.</p> <p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p> <p>To understand that everyone has the right to decide what happens to their body</p>
Respectful relationships	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support</p>	<p>Exploring the ability to successfully work with different people.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of</p>	<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p> <p>To understand some ways people show their feelings.</p>	<p>Identifying who I can trust.</p> <p>Learning about the effects of non-verbal communication.</p> <p>Exploring how my actions and behaviour can</p>	<p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand how to listen carefully and why</p>

	<p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>manners in different situations.</p>	<p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>	<p>affect other people.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Exploring our positive attributes and being proud of these (self-respect).</p> <p>Discussing how and why respect is an important part of relationships.</p> <p>Identifying ways to challenge stereotypes.</p>	<p>listening is important.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand that positive attributes are the good qualities that someone has.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p> <p>To understand what respect is.</p> <p>To understand that everyone deserves respect</p>
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						<p>but respect can be lost.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p>
Change and loss	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.	<p>Discussing how to help someone who has experienced a bereavement.</p> <p>Exploring the process of grief and understanding that it is different for different people.</p>	<p>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p> <p>To understand that loss and change can cause a range of emotions.</p> <p>To know that grief is the process people go through when someone close to them dies.</p>
Health and Wellbeing						

<p>Health and prevention</p>	<p>Discussing ways that we can take care of ourselves.</p>	<p>To know that having a naturally colourful diet is one way to try and eat healthily.</p>	<p>Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring the effect that food and drink can have on my teeth</p>	<p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people</p> <p>To know that food and drinks with lots of sugar are bad for our teeth.</p>	<p>Developing independence in looking after my teeth.</p> <p>Developing independence for protecting myself in the sun.</p> <p>Considering ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p>	<p>To know key facts about dental health.</p> <p>To understand the risks of sun exposure.</p> <p>To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness.</p>
<p>Physical health and wellbeing</p>	<p>Exploring how exercise affects different parts of the body.</p>	<p>To know that exercise means moving our body and is important.</p> <p>To know that yoga can help our bodies and minds relax.</p>	<p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and</p>	<p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p>	<p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p> <p>Understanding the relationship</p>	<p>To know that visualisation means creating an image in our heads.</p> <p>To know that relaxation stretches can help us to relax and de-stress.</p>

			<p>people who help look after our health.</p> <p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p>	<p>To explain the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p>	<p>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>Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p>	<p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To know that what we do before bed can affect our sleep quality.</p> <p>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p>
Mental wellbeing	Identifying how characters within a story may be feeling.	To name some different feelings and emotions.	Identifying personal strengths and qualities.	To know that strengths are things we are good at.	Exploring my own identity through the groups I belong to.	To understand the importance of belonging.

	<p>Identifying and expressing my own feelings.</p> <p>Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>Exploring ways to moderate behaviour socially and emotionally.</p> <p>Coping with challenge when problem solving.</p>	<p>To know that I am a valuable individual.</p> <p>To know that facial expressions can give us clues as to how a person is feeling.</p> <p>To know that I can learn from my mistakes.</p> <p>To know some strategies to calm down.</p>	<p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Developing an understanding of self-respect.</p>	<p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p> <p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p> <p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To know who can help if we are worried about our own or other</p>
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					<p>Taking responsibility for my own feelings.</p> <p>Exploring my personal qualities and how to build on them.</p> <p>Developing strategies for being resilient in challenging situations.</p>	<p>people's mental health.</p> <p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p> <p>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p>
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Safety and the changing body

Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within</p>	<p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Identifying things people might do near roads which are unsafe.</p> <p>Exploring what to do if an adult</p>	<p>To know the rules for being safe near roads.</p> <p>To know the difference between private and public.</p>
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		<p>crossing roads with an adult.</p>	<p>the local community that help keep us safe.</p> <p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>	<p>makes me feel uncomfortable.</p> <p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p>	<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p> <p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p>
Drugs alcohol and tobacco	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a</p>	<p>Discussing the benefits of being a non-smoker.</p> <p>Exploring that people and things can influence me and that I need to make the right decision for me.</p>	<p>To understand the risks associated with smoking tobacco.</p> <p>To understand that other people can influence our choices.</p> <p>To know some strategies I can use to overcome</p>

				<p>trusted adult says we can.</p>	<p>Exploring choices and decisions that I can make.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p>	<p>pressure from others and make my own decisions.</p> <p>To understand the risks associated with drinking alcohol.</p>
<p>The changing adolescent body</p>	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>	<p>Learning about the emotional changes during puberty.</p> <p>Identifying reliable sources of help with puberty.</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p> <p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p>

						<p>To know that puberty happens at different ages for different people.</p> <p>To understand how a baby is conceived and develops.</p>
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	<p>Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Learning how to help someone who is having an asthma attack.</p> <p>Learning about how to help someone who is bleeding.</p> <p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>To know that asthma is a condition which causes the airways to narrow</p> <p>To know how to assess a casualty's condition.</p>

					patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).
Citizenship						
	<p>Beginning to understand why rules are important to school.</p>	<p>To know that we have rules and keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that makes us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Discussing how to meet the needs of different pets.</p> <p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people</p>	<p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p>	<p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Exploring how children's rights help them and other children.</p> <p>Discussing the positives diversity brings to a community.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Developing an understanding of how parliament</p>	<p>To know that there are a number of groups which make up the local community.</p> <p>To understand the UN Convention on the Rights of the Child.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the</p>

			<p>make to the local community.</p>	<p>To understand how democracy works in school through the school council.</p> <p>To understand that different groups of people make different contributions to the community.</p>	<p>and Government work.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Identifying appropriate ways to share views and ideas with others.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Identifying the contribution</p>	<p>government's work.</p> <p>To know that education is an important human right.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is</p>
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					<p>people make to the community and how this is recognised.</p> <p>Identifying ways people can bring about change in society.</p> <p>Learning about environmental issues relating to food.</p>	<p>treating someone differently because of certain factors.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p> <p>To know that our food choices can affect the environment.</p>
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Economic Wellbeing

	N/A	N/A	<p>Exploring how money is used by people.</p> <p>Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Explaining adult money sources.</p> <p>Identifying whether something is a want or need.</p>	<p>To know that people use money to buy things, including things they need and things they want.</p> <p>To know that coins and notes are types of money and have different values.</p> <p>To know that notes are higher in value than coins.</p>	<p>Identifying jobs which might be suitable for them.</p> <p>Discussing risks associated with money.</p> <p>Exploring the factors which affect whether something is value for money.</p>	<p>To understand that different jobs have different routes into them.</p> <p>To understand that people change jobs for a number of reasons.</p> <p>To know that when money is borrowed it needs</p>
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			<p>Comparing and contrasting 'wants' and 'needs'.</p> <p>Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways to make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity.</p>	<p>To know that it is wrong to steal money.</p> <p>To know that many adults earn money by having a job.</p> <p>To know some basic needs for survival, such as food, water and shelter.</p> <p>To know that a bank account is like a special place in a bank that keeps money safe until it is needed.</p> <p>To know that a bank account card is like a special key that unlocks a bank account to access the money inside.</p> <p>To know that saving money is when we keep some money and don't spend it straight away.</p> <p>To know that it is important for workplaces to include</p>	<p>Making a budget based on priorities.</p> <p>Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Discussing some risks associated with gambling.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>	<p>to be paid back, usually with interest.</p> <p>To know that it is important to prioritise spending.</p> <p>To know some ways that people lose money.</p> <p>To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>To know that gambling is a risk where money, or something else, is swapped in the hope of winning</p>
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				a variety of people to bring different viewpoints and skills.		<p>something better or more money.</p> <p>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p> <p>Exploring ways to overcome stereotypes in the workplace.</p> <p>To understand that there are different ways to pay for things.</p> <p>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>
Identity						
	N/A	N/A	N/A	N/A	Discussing the factors that make our 'identity'.	To know that identity is the way we see ourselves and also how

					<p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity</p>	<p>other people see us.</p>
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Transition

			<p>Recognising our own strengths.</p> <p>Identifying people who can help us when we are worried about changes.</p>	<p>To understand that changes can be both positive and negative.</p> <p>To understand that change is part of life.</p>	<p>Being able to set goals.</p> <p>Learning strategies to deal with change.</p> <p>Recognising our own achievements.</p> <p>Recognising own skills and how these can be developed.</p> <p>Exploring a greater range of strategies to deal with feelings associated with change.</p>	<p>To know that setting goals can help us to achieve what we want.</p> <p>To understand that change often brings about more opportunities and responsibilities.</p> <p>To understand the skills needed for roles in school.</p> <p>To know that a big change can bring opportunities but also worries.</p>
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ENRICHMENT

When possible, and after taking into consideration expense, time constraints and impact on learning, enrichment activities such as trips, outdoor work and visitors both in the classroom and in collective worship are encouraged to enhance our delivery of PSHE.

LOCAL AWARENESS

In all aspects of the curriculum we take every opportunity to help pupils to connect with their immediate surroundings and develop a global perspective by making connections between their everyday lives and the world around them.

CROSS CURRICULAR LINKS

Links to other learning will be made wherever possible, providing they help the pupils with their understanding and are in no way tenuous. Guided reading texts are regularly selected to further underpin learning.

HOW WE ASSESS

Class teachers assess each pupil against each objective in every subject 5 times each year (at the end of Autumn Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2).

Assessment is putting a pupil at ARE, WT or Below (and in some cases GD) against each objective.

This has been agreed by all teachers and is not seen as too onerous or time consuming. This has been fully supported by the Staff Welfare Representative and the Welfare Governor who have both liaised with teachers.

HOW WE MODERATE

Subject leaders are given at least half a day per term to monitor and moderate their subject.

Moderation takes the form of:

- Drop in
- Book Scrutiny
- Pupil Voice
- Data analysis
- Link Governor visits
- Observation
- Teacher Chat

Every Staff Meeting also has an agenda item where Subject Leaders can pass on any issues / points / questions / requests / advice to teachers.

Subject leaders can also request moderation time in staff meetings.

Class Teachers assess every pupil against each objective in every subject at the end of every term.

Headteacher / Deputy Head and Subject Governor monitors subjects each year

SUBJECT LEADER CPD

Subject Leaders have taken part in curriculum sharing with other local schools.

In additions, Subject Leaders are to complete at least one subject specific CPD course with National College every year.

RESOURCES

With Kapow being new to the school, Class Teacher are asked to speak to Subject Leaders about any additional resources which may be required (any that may have been missed when Subject Leaders were balancing the curriculum).

Each weekly Staff Meeting has an agenda item where Class Teacher and Subject Leaders have an additional opportunity to request and additional resources,

RECORDING OF LEARNING

Both KS1 and KS2 pupils use a class book as a record of class learning in PSHE. Each lesson is dated and the learning objectives are clearly displayed.

RECENT FEEDBACK GIVEN TO STAFF

SUBJECT ACTION PLAN 2024/25

RECEPTION

My Feelings

Development Matters

Draw information from a simple map.
Explore the natural world around them.
Describe what they see, hear and feel whilst outside.
Recognise some environments that are different from the one in which they live.
Understand that some places are special to members of their community.

Early Learning Goals

ELG: Understanding the World – People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

ELG: Understanding the World – The Natural World

	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	
<p>Key Vocabulary</p>	<p>happy ● sad ● angry ● calm ● scared ● loved ● happy ● cheerful ● positive ● delighted ● smiley ● sad ● unhappy ● up ● gloomy ● miserable ● angry ● cross ● annoyed ● frustrated ● furious ● loving ● caring ● supportive</p>	<p>affectionate ● friendly ● calm ● peaceful ● quiet ● still ● relaxed ● scared ● nervous ● anxious ● worried ● unsure ● worried ● excited ● surprised ● tired ● proud ● shy ● bored ● sorry</p>
<p>Key Skills</p>	<ul style="list-style-type: none"> ● Identifying land and water on a map or globe. ● Recognising features on maps (real or imaginary). ● Creating real or imaginary maps even if features are indistinguishable. ● Beginning to use modelled directional vocabulary when describing features in the surrounding environment. ● Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. ● Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). ● Making observations about the features of places (in stories, photographs or in the school grounds/local area). ● Discussing how environments in stories and images are different to the environment they live in. ● Answering simple questions, guided by the teacher. ● Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. ● Ask questions about the world around them. ● Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. ● Representing some of the features they notice in their school and school grounds. 	
<p>Key Knowledge</p>	<ul style="list-style-type: none"> ● A map is a picture of a place. ● Water is usually represented in blue on a map or globe. ● Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). ● That a place and its features can be represented in a picture. ● Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). ● Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). 	

Curriculum Opportunities	<ul style="list-style-type: none"> • Learn new vocabulary. (Lesson 1 & 2 & 4 & 5 & 6) • Use new vocabulary throughout the day. (Lesson 1 & 2 & 4 & 5 & 6) • Ask questions to find out more and to check they understand what has been said to them. (Lesson 1 & 2 & 5 & 6) • Articulate their thoughts and ideas in well-formed sentences. (Lesson 1 & 2 & 4 & 5 & 6) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Lesson 3) • Create collaboratively, sharing resources, ideas and skills. (Lesson 3) • Develop storylines in their pretend play. (Lesson 3) • Describe events in some detail. (Lesson 4)
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RECEPTION

Building relationships: Special relationships

Development Matters	<p>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.</p>		
Early Learning Goals	<p>ELG: Understanding the World – People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG: Understanding the World – The Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		
Key Vocabulary	<p>Family Love Friend Share Unique</p>	<p>valuable • special • different • sharing • take turns • timer • passion • like • dislike • enjoy • special • individual • same</p>	

	Interest/Hobbies Similar Different Diversity		
Key Skills	<ul style="list-style-type: none"> • Identifying land and water on a map or globe. • Recognising features on maps (real or imaginary). • Creating real or imaginary maps even if features are indistinguishable. • Beginning to use modelled directional vocabulary when describing features in the surrounding environment. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Discussing how environments in stories and images are different to the environment they live in. • Answering simple questions, guided by the teacher. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. • Representing some of the features they notice in their school and school grounds. 		
Key Knowledge	<ul style="list-style-type: none"> • A map is a picture of a place. • Water is usually represented in blue on a map or globe. • Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). • That a place and its features can be represented in a picture. • Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). • Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). 		
Curriculum Opportunities	<ul style="list-style-type: none"> • Learn new vocabulary. (Lesson 1 & 2 & 4 & 5 & 6) • Use new vocabulary throughout the day. (Lesson 1 & 2 & 4 & 5 & 6) • Ask questions to find out more and to check they understand what has been said to them. (Lesson 1 & 2 & 5 & 6) • Articulate their thoughts and ideas in well-formed sentences. (Lesson 1 & 2 & 4 & 5 & 6) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Lesson 3) • Create collaboratively, sharing resources, ideas and skills. (Lesson 3) • Develop storylines in their pretend play. (Lesson 3) • Describe events in some detail. (Lesson 4) 		

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RECEPTION			
Managing self: Taking on challenges			
Development Matters	<p>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.</p>		
Early Learning Goals	<p>ELG: Understanding the World – People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG: Understanding the World – The Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		
Key Vocabulary	<p>Rule Persistence Challenge Problem solving Mistake Cope</p>	<ul style="list-style-type: none"> • collaboration • communication • difficulty • worried • anxious • panicked • frustrated 	

	<p>Teamwork Grounding technique Trial and error</p>	<ul style="list-style-type: none"> ● upset ● calm ● relaxed ● happy ● try ● stronger ● reason ● right ● wrong ● safe ● confident ● comfortable ● fair ● equal ● enjoyable ● calm ● orderly 	
<p>Key Skills</p>	<ul style="list-style-type: none"> ● Identifying land and water on a map or globe. ● Recognising features on maps (real or imaginary). ● Creating real or imaginary maps even if features are indistinguishable. ● Beginning to use modelled directional vocabulary when describing features in the surrounding environment. ● Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. ● Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). ● Making observations about the features of places (in stories, photographs or in the school grounds/local area). ● Discussing how environments in stories and images are different to the environment they live in. ● Answering simple questions, guided by the teacher. ● Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. ● Ask questions about the world around them. ● Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. ● Representing some of the features they notice in their school and school grounds. 		
<p>Key Knowledge</p>	<ul style="list-style-type: none"> ● A map is a picture of a place. ● Water is usually represented in blue on a map or globe. ● Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). ● That a place and its features can be represented in a picture. 		

	<ul style="list-style-type: none"> • Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). • Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
Curriculum Opportunities	<ul style="list-style-type: none"> • Learn new vocabulary. (Lesson 1 & 2 & 4 & 5 & 6) • Use new vocabulary throughout the day. (Lesson 1 & 2 & 4 & 5 & 6) • Ask questions to find out more and to check they understand what has been said to them. (Lesson 1 & 2 & 5 & 6) • Articulate their thoughts and ideas in well-formed sentences. (Lesson 1 & 2 & 4 & 5 & 6) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Lesson 3) • Create collaboratively, sharing resources, ideas and skills. (Lesson 3) • Develop storylines in their pretend play. (Lesson 3) • Describe events in some detail. (Lesson 4)

RECEPTION

Self-regulation: Listening and following instructions

Development Matters	<p>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.</p>
Early Learning Goals	<p>ELG: Understanding the World – People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG: Understanding the World – The Natural World</p>

	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		
<p>Key Vocabulary</p>	<p>Listening Persevere Team explain ● instructions ● odd</p>	<p>different</p> <ul style="list-style-type: none"> ● clue ● friends ● truth ● feelings ● honest 	
<p>Key Skills</p>	<ul style="list-style-type: none"> ● Identifying land and water on a map or globe. ● Recognising features on maps (real or imaginary). ● Creating real or imaginary maps even if features are indistinguishable. ● Beginning to use modelled directional vocabulary when describing features in the surrounding environment. ● Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. ● Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). ● Making observations about the features of places (in stories, photographs or in the school grounds/local area). ● Discussing how environments in stories and images are different to the environment they live in. ● Answering simple questions, guided by the teacher. ● Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. ● Ask questions about the world around them. ● Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. ● Representing some of the features they notice in their school and school grounds. 		
<p>Key Knowledge</p>	<ul style="list-style-type: none"> ● A map is a picture of a place. ● Water is usually represented in blue on a map or globe. ● Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). 		

	<ul style="list-style-type: none"> • That a place and its features can be represented in a picture. • Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). • Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
Curriculum Opportunities	<ul style="list-style-type: none"> • Learn new vocabulary. (Lesson 1 & 2 & 4 & 5 & 6) • Use new vocabulary throughout the day. (Lesson 1 & 2 & 4 & 5 & 6) • Ask questions to find out more and to check they understand what has been said to them. (Lesson 1 & 2 & 5 & 6) • Articulate their thoughts and ideas in well-formed sentences. (Lesson 1 & 2 & 4 & 5 & 6) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Lesson 3) • Create collaboratively, sharing resources, ideas and skills. (Lesson 3) • Develop storylines in their pretend play. (Lesson 3) • Describe events in some detail. (Lesson 4)

RECEPTION

Building relationships: My family and friends

Development Matters	<p>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.</p>
Early Learning Goals	<p>ELG: Understanding the World – People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG: Understanding the World – The Natural World</p>

	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		
<p>Key Vocabulary</p>	<p>Festival Celebration Turn-taking Support special event</p> <ul style="list-style-type: none"> ● religion ● culture ● beliefs ● tradition ● kind ● polite ● fun 	<p>gentle</p> <ul style="list-style-type: none"> ● good listener ● trust ● helps ● snatch ● rough ● unkind ● compliment ● loved 	<p>appreciated</p> <ul style="list-style-type: none"> ● collaborate ● work together ● encourage ● party ● relationship
<p>Key Skills</p>	<ul style="list-style-type: none"> ● Identifying land and water on a map or globe. ● Recognising features on maps (real or imaginary). ● Creating real or imaginary maps even if features are indistinguishable. ● Beginning to use modelled directional vocabulary when describing features in the surrounding environment. ● Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. ● Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). ● Making observations about the features of places (in stories, photographs or in the school grounds/local area). ● Discussing how environments in stories and images are different to the environment they live in. ● Answering simple questions, guided by the teacher. ● Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. ● Ask questions about the world around them. ● Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. ● Representing some of the features they notice in their school and school grounds. 		
<p>Key Knowledge</p>	<ul style="list-style-type: none"> ● A map is a picture of a place. ● Water is usually represented in blue on a map or globe. ● Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). 		

	<ul style="list-style-type: none"> • That a place and its features can be represented in a picture. • Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). • Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
Curriculum Opportunities	<ul style="list-style-type: none"> • Learn new vocabulary. (Lesson 1 & 2 & 4 & 5 & 6) • Use new vocabulary throughout the day. (Lesson 1 & 2 & 4 & 5 & 6) • Ask questions to find out more and to check they understand what has been said to them. (Lesson 1 & 2 & 5 & 6) • Articulate their thoughts and ideas in well-formed sentences. (Lesson 1 & 2 & 4 & 5 & 6) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Lesson 3) • Create collaboratively, sharing resources, ideas and skills. (Lesson 3) • Develop storylines in their pretend play. (Lesson 3) • Describe events in some detail. (Lesson 4)

RECEPTION

Managing self: My wellbeing

Development Matters	<p>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.</p>
Early Learning Goals	<p>ELG: Understanding the World – People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG: Understanding the World – The Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>

Key Vocabulary	<p>Exercise Breathing Heart-rate Health Relaxation Independence Pedestrian</p>	<p>movement</p> <ul style="list-style-type: none"> ● healthy ● heart ● lungs ● brain ● bones ● muscle ● yoga ● meditate ● pose ● care 	<p>wellbeing</p> <ul style="list-style-type: none"> ● routine ● balanced ● diet ● energy ● superfood ● hazard ● crossing ● sensible ● aware
Key Skills	<ul style="list-style-type: none"> ● Identifying land and water on a map or globe. ● Recognising features on maps (real or imaginary). ● Creating real or imaginary maps even if features are indistinguishable. ● Beginning to use modelled directional vocabulary when describing features in the surrounding environment. ● Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. ● Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). ● Making observations about the features of places (in stories, photographs or in the school grounds/local area). ● Discussing how environments in stories and images are different to the environment they live in. ● Answering simple questions, guided by the teacher. ● Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. ● Ask questions about the world around them. ● Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. ● Representing some of the features they notice in their school and school grounds. 		
Key Knowledge	<ul style="list-style-type: none"> ● A map is a picture of a place. ● Water is usually represented in blue on a map or globe. ● Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). ● That a place and its features can be represented in a picture. ● Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). ● Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). 		

Curriculum Opportunities	<ul style="list-style-type: none"> • Learn new vocabulary. (Lesson 1 & 2 & 4 & 5 & 6) • Use new vocabulary throughout the day. (Lesson 1 & 2 & 4 & 5 & 6) • Ask questions to find out more and to check they understand what has been said to them. (Lesson 1 & 2 & 5 & 6) • Articulate their thoughts and ideas in well-formed sentences. (Lesson 1 & 2 & 4 & 5 & 6) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Lesson 3) • Create collaboratively, sharing resources, ideas and skills. (Lesson 3) • Develop storylines in their pretend play. (Lesson 3) • Describe events in some detail. (Lesson 4)
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TOPAZ CLASS

CYCLE A/B

AUTUMN TERM 1

Families and Relationships

Key Vocabulary	<ul style="list-style-type: none"> • behaviour • care • emotions • family • feelings • friend • friendly • problem • stereotype <ul style="list-style-type: none"> • friendship • love • manners • respect
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<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Understand that families can include a range of people. • Understand who their friends are and what people like to do with friends. • Describe what people might look like if they are feeling: angry, scared, upset or worried. • Identify ways of responding to this by either offering help or giving them space. • Understand the skills needed to work together in a group. • Understand that friendships can have problems and learn ways to overcome these problems. • Understand how the actions of others can affect people. • Explain what a stereotype is. • Understand that families offer love and support and that different families may be made up of different people. • Consider what friends may be thinking and feeling in different situations. • Recognise some issues that may occur in friendships and which of these may need adult help to resolve. • Understand that expectations of manners may change according to the situation. • Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. • Explain what gender stereotypes are in relation to careers. •
<p>Key Skills</p>	<ul style="list-style-type: none"> • Exploring how families are different to each other. • Exploring how friendship problems can be overcome. • Exploring friendly behaviours. • Recognising how other people show their feelings. • Identifying ways we can care for others when they are sad. • Exploring the ability to successfully work with different people. • 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.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To understand that families look after us. • To know some words to describe how people are related (e.g. aunty, cousin, etc.) • To know that some information about me and my family is personal. • To understand some characteristics of a positive friendship. • To understand that friendships can have problems but that these can be overcome. • To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.

	<ul style="list-style-type: none"> • To know that families can be made up of different people. • To know that families may be different to my family. To know some problems which might happen in friendships. • To understand that some problems in friendships might be more serious and need addressing. • To understand some ways people show their feelings. • To understand what good manners are. • To understand some stereotypes related to jobs. • To know that there are ways we can remember people or events.
<p>Cross Curricular Links</p>	<p>Art and design ‘Pupils should be taught: to use drawing, painting and sculpture to develop and share ideas, experiences and imagination’ See National curriculum - Art and design key stages 1 to 2.</p> <p>English ‘Pupils should be taught to: develop pleasure in reading [...] by: being encouraged to link what they read or hear read to their own experiences develop pleasure in reading [...] by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently understand [books they read and listen to] by: drawing on what they already know or on background information and vocabulary provided by the teacher understand [books they read and listen to] by: making inferences on the basis of what is being said and done listen and respond appropriately to adults and their peers maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas participate in discussions, presentations, performances, role play, improvisations and debates’ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say’ See National curriculum - English key stages 1 to 2.</p> <p>Design and technology ‘Pupils should be taught to: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]’ See National curriculum - Design and technology key stages 1 to 2.</p> <p>Mathematics ‘Pupils should be taught to: interpret and construct simple pictograms, tally charts, block diagrams and simple tables’</p>

	<p>See National curriculum - Mathematics key stages 1 to 2.</p> <p>British values: Mutual respect.</p>

<p>TOPAZ CLASS</p> <p>CYCLE A/B</p>	
<p>AUTUMN TERM 2</p> <p>Health and Wellbeing</p>	
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • allergy • emotions • feelings • germs • ill (poorly) • qualities • relax • diet • exercise • goal • growth mindset • healthy • physical activity • relaxation • skill • strengths
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like. • Describe situations which may provoke certain feelings. • Describe their own qualities and strengths and recognise something they want to get better at. • Describe their bedtime routine, explaining why sleep is important. • Explain how rest and relaxation affects our bodies, including mental functions. • Identify examples where they could use relaxation to help manage difficult emotions. • Understand that germs can be spread via our hands. • Know how to wash their hands properly. • Know the three things they need to do when out in the sun to keep safe. • Know people can be allergic to certain things and how to help with an allergic reaction. • Understand that there are a range of people who help to keep us healthy.

	<ul style="list-style-type: none"> • Use multiple colours in a diagram to show how they can feel more than one emotion at a time. • Describe how they would feel in a particular situation and understand that not everyone feels the same. • Understand the effect of physical activity on their body and mind. • Describe energetic physical activities that they enjoy. • Describe the positive effects of relaxation and know there are different ways to relax. • Know how to use breathing exercises to relax. • Recognise and describe what they are good at and what skills they would like to develop. • Create a complete ladder detailing achievable steps which work towards a goal. • Explain what a growth mindset is. • Use strategies to stay calm during trick challenges. • Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices. • State what ingredients they can see on a dish and compare them with the food pyramid. • Understand what helps to keep teeth healthy.
Key Skills	<ul style="list-style-type: none"> • 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. • 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. • Learning 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.
Key Knowledge	<ul style="list-style-type: none"> • To understand we can limit the spread of germs by having good hand hygiene. • To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. • To know that certain foods and other things can cause allergic reactions in some people.

	<ul style="list-style-type: none"> • To know that sleep helps my body to repair itself, to grow and restores my energy. • To know that strengths are things we are good at. • To know that qualities describe what we are like. • To know the words to describe some positive and negative emotions. • To know that food and drinks with lots of sugar are bad for our teeth. • To understand the importance of exercise to stay healthy. • To understand the balance of foods we need to keep healthy. • To know that breathing techniques can be a useful strategy to relax. • To know that we can feel more than one emotion at a time. • To know that a growth mindset means being positive about challenges and finding ways to overcome them.
<p>Cross Curricular Links</p>	<p>English ‘Pupils should be taught to:</p> <ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • understand both the books they can already accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done • participate in discussion about what is read to them, taking turns and listening to what others say • write sentences by: saying out loud what they are going to write about • write sentences by: composing a sentence orally before writing it’ <p>See National curriculum - English key stages 1 to 2.</p> <p>Science ‘Pupils should be taught to:</p> <ul style="list-style-type: none"> • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.’ <p>See National curriculum - Science key stages 1 to 2.</p> <p>Art and design ‘Pupils should be taught:</p> <ul style="list-style-type: none"> • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work’ <p>See National curriculum - Art and design key stages 1 to 2.</p>

TOPAZ CLASS

CYCLE A/B

SPRING TERM 1

Cycle A do not teach lessons 6,7,8,9

Cycle B do not teach lessons 7,8,9.

Safety and the Changing Body

Key Vocabulary

- accident
- drug
- emergency
- hazards
- medicine
- physical contact
- polite
- respect
- role
- trust
- medicine
- pedestrian
- private
- secret
- surprise
- penis
- testicles/testes
- vulva
- vagina
-

Outcome: most pupils will be able to

- Know a number of adults in school.
- Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.
- Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
- Know the number for the emergency services and their own address.
- Understand that some types of physical contact are never acceptable.
- Know what can go into or onto the body and when they should check with an adult.
- Understand that there are hazards in houses and know how to avoid them.
- Understand and name jobs that people do to help keep us safe.
- Understand how the internet can be used to help us.
- Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.
- Understand what a secret is and what a surprise is.

	<ul style="list-style-type: none"> • Know the name of parts of the body, including those of the private parts for their gender. • Explain the PANTS rule. • Understand how to keep safe near roads. • Explain the rules for crossing the road. • Understand when we should take medicines that can help us feel better when we are unwell.
Key Skills	<ul style="list-style-type: none"> • 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. • 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. •
Key Knowledge	<ul style="list-style-type: none"> • To know that some types of physical contact are never appropriate. • To know what to do if I get lost. • To know that a hazard is something which could cause an accident or injury. • To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. • To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. • To know that emergency services are the police, fire service and the ambulance service. • To know the PANTS rule. • To know that I should tell an adult if I see something that makes me uncomfortable online. • To understand the difference between secrets and surprises. • To know the rules for crossing the road safely. • To know that medicine can help us when we are ill. • To understand that we should only take medicines when a trusted adult says we can. • To know the names of parts of my body, including private parts.
Cross Curricular Links	<p>Computing ‘Pupils should be taught to:</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private’

See [National curriculum - Computing key stages 1 to 2.](#)

Science

'Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense'
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene'

See [National curriculum - Science key stages 1 to 2.](#)

Art and design

'Pupils should be taught:

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination'

See [National curriculum - Art and design key stages 1 to 2.](#)

Music

'Pupils should be taught to:

- listen with concentration and understanding to a range of high-quality live and recorded music'

See [National curriculum - Music key stages 1 to 2.](#)

English

'Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- participate in discussions, presentations, performances, role play, improvisations and debates
- write sentences by: saying out loud what they are going to write about [and] composing a sentence orally before writing it'

See [National curriculum - English key stages 1 to 2.](#)

British values: Mutual respect, Individual liberty.

TOPAZ CLASS

CYCLE A/B

SPRING TERM 2

Citizenship

Key Vocabulary

- care
- democracy
- different
- fair
- pet
- responsibility
- rule
- similar
- unique
- vote
- election
- environment
- identity
- job
- opinion
- school council
- volunteer

Outcome: most pupils will be able to

- Explain why the class and school rules are important.
- Discuss the different needs of a range of pets.
- Describe some of the needs of babies and young children.
- Recognise some similarities and differences between themselves and others.
- Identify some groups which they belong to.
- Recognise that different individuals belong to different groups.
- Explain why voting is a fair way to make a decision involving a lot of people.
- Recognise that different rules apply in different situations.
- Explain what makes a good school environment.
- Recognise that everyone in school has a responsibility to maintain the school environment.
- Identify some jobs that people do to keep the local area pleasant.
- Recognise some local job roles that help the community.
- Recognise similarities and difference between people in the local community.
- Explain that differences should be respected.
- Explain how the school council works.
- Share their opinions on things that matter.

Key Skills

- Recognising why rules are necessary.
- Discussing how to meet the needs of different pets.
- Exploring the differences between people.

	<ul style="list-style-type: none"> • Recognising the groups that we belong to. • Explaining why rules are in place. • Identifying positives and negatives about the school environment. • Learning how to discuss issues of concern to me. • Recognising the importance of looking after the school environment. • Identifying ways to help look after the school environment. • Recognising the contribution people make to the local community.
Key Knowledge	<ul style="list-style-type: none"> • To know the rules in school. • To know that different pets have different needs. • To understand the needs of younger children and that these change over time. • To know that voting is a fair way to make a decision. • To understand that people are all different. • To know some of the different places where rules apply. • To know that some rules are made to be followed by everyone and are known as 'laws'. • To know some of the jobs people do to look after the environment in school and the local community. • To understand how democracy works in school through the school council. • To understand that everyone has similarities and differences.
Cross Curricular Links	<p>Science</p> <p>'Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.' <p>See National curriculum - Science key stages 1 to 2.</p> <p>British values: Democracy, Rule of Law, Mutual respect, Tolerance of different cultures and religions, Individual liberty.</p> <p>English</p> <p>'Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> ○ saying out loud what they are going to write about ○ composing a sentence orally before writing it ○ sequencing sentences to form short narratives ○ re-reading what they have written to check that it makes sense

	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ writing for different purposes • articulate and justify answers, arguments and opinions • participate in discussions, presentations, performances, role play, improvisations and debates'

<p>TOPAZ CLASS</p> <p>CYCLE A/B</p>	
<p>SUMMER TERM 1</p> <p>Economic Wellbeing</p>	
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • bank • cash • earn • job • money • notes • pocket money • safe • save • skill • spend • value <ul style="list-style-type: none"> • bank account • debit card • diversity • electronic • equality • prioritise • skill • survive • transaction • wages • want • withdraw

<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Explain how children might get money. • Explain some different ways to keep money safe. • Discuss the role of banks and building societies. • Recognise that people may make different choices about spending or saving. • Explain that a range of jobs exist in and out of school and that different skills are needed for jobs. • Explain some ways adults get money. • Discuss the role of bank account cards. • Recognise wants and needs. • Recognise the difference between a want and a need. • Identify their skills and talents. • Identify ways to develop their skills and talents. • Explain why treating people equally and inclusively is important.
<p>Key Skills</p>	<ul style="list-style-type: none"> • Exploring what money is used for. • 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. • Listening to descriptions of professions. • Thinking about questions they would like to ask others about their job. • Describing what different people do in their jobs. • Explaining adult money sources. • Identifying whether something is a want or need. • Comparing and contrasting ‘wants’ and ‘needs’. • Identifying the main features of bank account cards. • Exploring personal skills and talents. • Exploring the reasons why people choose certain jobs. • Identifying some ways that can make an environment inclusive and fair. • Reflecting on the importance of individuality and diversity. •
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Why people use money and its role in our lives. • That coins and notes have different values. • Some of the ways children may receive money. • It is wrong to steal money. • Money is valuable and needs to be taken care of to avoid losing or damaging it.

	<ul style="list-style-type: none"> • Money should be stored in a safe place, such as a piggy bank or a wallet, to keep it secure. • They should not show or give money to strangers and should only trust trusted adults with their money. • They should be mindful when handling money in public, keeping it hidden and not displaying it openly. • They can seek adult assistance, particularly from parents or guardians, when they need help in handling or storing money safely. • Banks are places where we can store our money. • Some jobs in school. • Everyone has different strengths in and out of school. • Different jobs need different skills. • That some adults earn money by having a job. • Some basic needs for survival. • What a bank account is. What a bank account card is used for. • What a skill or talent is. • That different jobs require different skills. • The concept of saving money and understanding its benefits for future goals or things they want to buy. • The difference between a 'want' and 'need'. • Why diversity and inclusion are important in workplaces.
Cross Curricular Links	<p>British values: Democracy, Rule of law, Mutual respect, Tolerance of those with different faiths and beliefs, Individual liberty</p> <p>English: Spoken language</p> <p>Maths: Money</p>

CYCLE A/B

SUMMER TERM 2

Also Teach:

Cycle A also teach lessons 6,7,8,9 from Safety and Changing Body

Cycle B also teach lessons 7,8,9. From Safety and Changing Body

Transition

Key Vocabulary

- Strengths
- Skills
- Move
-
- Change
- Feelings

Outcome: most pupils will be able to

- understanding their own skills and strengths and that these can be developed.
- Understanding that change is part of life and that there are people who can help us deal with this.
- Understanding that change can cause mixed feelings

Key Skills

- I can explain some of the skills I have developed in Year 1
- I can identify positives and challenges of moving to a new class
- I can explain some positive of change
- I can explain some challenges which change brings

Key Knowledge

- I understand that everyone has different strengths
- To understand their own strengths and to prepare for their move to a new class
- I understand what change is and that it is part of life
- I know who can help us deal with change

Cross Curricular Links

English: Reading – comprehension

Understand both the books that they can already read accurately and fluently and those that they listen to by:

	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions

RUBY CLASS

CYCLE A/B

AUTUMN TERM 1

Families and Relationships

<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • bereavement • boundaries • bystander • permission • Unhappy • bullying • communicate • empathy • open questions • similar • solve • stereotype • sympathy • trust
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<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Understand that problems occur in friendships and that violence is never right. • Understand what bullying is and what to do if it happens. • Describe what a good listener is and know how to show that they are listening. • Say who they trust and why. • Understand that people can have similarities and differences and explain how differences can be a positive thing. • Understand how toys can reinforce gender stereotypes. • Understand that stereotypes arise from a range of factors, including some of those associated with age. • Understand that manners vary in different situations. • Understand boundaries in friendships, including physical boundaries and expectations. • Understand that what they do and say affects other people. • Understand the impact of bullying and the role bystanders can take. • Recognise male and female stereotyped characters. • Understand that stereotypes about disabilities are usually untrue. • Understand that families are all different and they offer each other support but sometimes they can experience problems. • Know what bereavement is and how to support someone who has experienced a bereavement.
<p>Key Skills</p>	<ul style="list-style-type: none"> • 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 the negative impact of stereotyping. • 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. •
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that I can talk to trusted adults or services such as Childline if I experience family problems. • To know that bullying can be physical or verbal. • To know that bullying is repeated, not a one-off event. • To know that violence is never the right way to solve a friendship problem. • To know that trust is being able to rely on someone and it is an important part of relationships. • To know the signs of a good listener. • To understand that there are similarities and differences between people.

	<ul style="list-style-type: none"> • To understand some stereotypes related to age. • To know that families are varied in the UK and across the world. • To understand the different roles related to bullying including the victim, bully and bystander. • To understand that everyone has the right to decide what happens to their body. • To understand the courtesy and manners which are expected in different scenarios. • To understand some stereotypes related to disability. • To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives.
<p>Cross Curricular Links</p>	<p>English</p> <ul style="list-style-type: none"> • ‘Pupils should be taught to: • listen and respond appropriately to adults and their peers • understand what they read, in books they can read independently [...] by: • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • develop positive attitudes to reading [...] by: • identifying themes and conventions in a wide range of books • retrieve and record information from non-fiction • participate in discussions, presentations, performances, role play, improvisations and debates’ • See National curriculum - English key stages 1 to 2. <p>Computing</p> <ul style="list-style-type: none"> • ‘Pupils should be taught to: • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content’ • See National curriculum - Computing key stages 1 to 2. <p>Art and design</p> <p>‘Pupils should be taught:</p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination’ <p>See National curriculum - Art key stages 1 to 2.</p> <ul style="list-style-type: none"> • British values: Mutual respect, Individual liberty, Tolerance of different cultures and religions.

RUBY CLASS

CYCLE A/B

AUTUMN TERM 2

Health and Wellbeing

Key Vocabulary

- fluoride
- healthy
- mental health
- negative emotions
- positive emotions
- relaxation
- resilience
- skill
- visualise
- Alone
- balance
- barriers
- belonging
- identity
- lonely
- resilience

Outcome: most pupils will be able to

- Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.
- Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose.
- Understand the different aspects of my identity.
- Identify their own strengths and that they can help other people.
- Describe how they would break a problem down into small, achievable goals.
- Understand the benefits of healthy eating and dental health.
- Identify and share key facts about dental health.
- Describe a calm place that helps them to feel relaxed.
- Describe how they feel when they make a mistake and explain what can be learned from making mistakes.
- Write or describe their strengths and how they could use these in school.
- Describe what makes them happy, suggesting how they could work towards this as a goal.
- Explain that there are some things they can control and others they cannot.
- Understand the range of emotions we can experience.
- Understand what mental health is and that sometimes people might need help.

<p>Key Skills</p>	<ul style="list-style-type: none"> • Learning stretches that 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 break down a problem into smaller parts to overcome it. • Identify and share key facts about dental health. • Describe a calm place that helps them to feel relaxed. • Describe how they feel when they make a mistake and explain what can be learned from making mistakes. • Write or describe their strengths and how they could use these in school. • Describe what makes them happy, suggesting how they could work towards this as a goal. • Explain that there are some things they can control and others they cannot. • Understand the range of emotions we can experience. • Understand what mental health is and that sometimes people might need help.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To understand the positive impact relaxation can have on the body. • To know the different food groups and how much of each of them we should have to have a balanced diet. • To understand the importance of belonging. • To understand what being lonely means and that it is not the same as being alone. • To understand what a problem or barrier is and that these can be overcome. • Identify and share key facts about dental health. • Describe a calm place that helps them to feel relaxed. • Describe how they feel when they make a mistake and explain what can be learned from making mistakes. • Write or describe their strengths and how they could use these in school. • Describe what makes them happy, suggesting how they could work towards this as a goal. • Explain that there are some things they can control and others they cannot. • Understand the range of emotions we can experience. • Understand what mental health is and that sometimes people might need help.
<p>Cross Curricular Links</p>	<p>Physical education</p> <p>‘Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance’</p> <p>See National curriculum - Physical education key stages 1 to 2.</p> <p>Science</p>

'Pupils should be taught to: 'identify the different types of teeth in humans and their simple functions'.

'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.'

See National curriculum - Science key stages 1 to 2.

Art and design

'Pupils should be taught to:

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials'.

See [National curriculum - Art and design key stages 1 to 2](#).

English

'Pupils should be taught to: participate in discussions, presentations, performances, role play, improvisations and debates develop positive attitudes to reading and understanding of what they read by:

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

use relevant strategies to build their vocabulary'.

plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar'.

See National curriculum - English key stages 1 to 2.

British values: Individual liberty.

RUBY CLASS

CYCLE A/B

SPRING TERM 1

Cycle A and B (Not lessons 7,7,8)

Safety and the Changing Body

Key Vocabulary

- Age restriction
- Allergic
- Asthma
- anaphylaxis
- Breasts
- bullying
- Genitals
- casualty
- Law
- choice
- Penis
- cyberbullying
- Private
- decision
- Protect
- distraction
- Puberty
- fake
- Public
- influence
- Testicles/Testes
- injuries
- Tobacco

Outcome: most pupils will be able to

- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Understand how to help someone who has been bitten or stung.
- Write an email with instructions written using positive language.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- Send an email that describes some of the best ways to avoid being tricked by fake emails.
- Understand the reasons for legal age restrictions.
- Understand how quickly information can spread on the internet and some of the risks associated with that.
- Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
- Understand the difference between private and public, and secrets and surprises.
- Understand how search engines work and whether information is useful.
- Understand the changes they have already gone through and aware of some changes to come.
- Understand that they will change physically as they develop into adults.
- Understand some of the risks of smoking and some of the benefits of being a non-smoker.

Key Skills

- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Understand how to help someone who has been bitten or stung.
- Write an email with instructions written using positive language.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- Send an email that describes some of the best ways to avoid being tricked by fake emails.
- Discussing how to seek help if I need to.

	<ul style="list-style-type: none"> • 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>Key Knowledge</p>	<ul style="list-style-type: none"> • Show an understanding that they must consider their own safety before helping others in an emergency situation. • Understand how to help someone who has been bitten or stung. • Write an email with instructions written using positive language. • Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. • Send an email that describes some of the best ways to avoid being tricked by fake emails. • 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>Cross Curricular Links</p>	<p>English: ‘Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments participate in discussions, presentations, performances, role play, improvisations and debates draft and write by: in narratives, creating settings, characters and plot’ Spoken language – articulate and justify answers, arguments and opinions. See National curriculum - English key stages 1 to 2.</p> <p>British values: Rule of Law Mutual respect, Tolerance of those with different faiths and beliefs.</p> <p>Computing: Understand computer networks; use search technologies effectively; use technology safely; respectfully and responsibly; and identify a range of ways to report concerns about content and contact.</p>

RUBY CLASS

CYCLE A/B

SPRING TERM 2

Citizenship

Key Vocabulary

- Authority
- Cabinet
- Community
- Council
- Council officer
- Diversity
- Environment
- Human rights
- Local government
- Protect
- Reuse
- United Nations/UN
- Volunteer
- Charity
- Community
- Consequence
- Councillor
- Law
- Recycling
- Rights

Outcome: most pupils will be able to

- Understand what human rights are and why they are important.
- Understand how reusing items benefits the environment.
- Understand the range of groups that exist in the wider community.
- Understand how community groups can focus on different areas of interest.
- Understand that diversity supports a community to work effectively.
- Understand the role of local councillors.
- Explain that children have rights and how these benefit them.
- Explain the responsibilities adults have for supporting children's rights.

	<ul style="list-style-type: none"> • Discuss the benefits of recycling. • Recognise some of the different groups within the local community and how they use local buildings. • Explain how charities support the local community. • Describe how democracy works locally and how this affects us. • Recognise the need for rules and the consequences of breaking rules.
Key Skills	<ul style="list-style-type: none"> • 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. • 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.
Key Knowledge	<ul style="list-style-type: none"> • To know that human rights are specific rights that apply to all people. • To know some of the people who protect our human rights such as police, judges and politicians. • To know that reusing items is of benefit to the environment. • To understand that councillors have to balance looking after local residents and the needs of the council. • To know that there are a number of groups that make up the local community. • To understand the UN Convention on the Rights of the Child. • To understand how recycling can have a positive impact on the environment. • To know that the local council is responsible for looking after the local area. • To know that elections are held where adults can vote for local councillors. • To understand some of the consequences of breaking rules. • To understand the role of charities in the community.
Cross Curricular Links	<p>Computing – use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>British values: Tolerance of those with different faiths and beliefs, Mutual respect, Democracy.</p> <p>English: Spoken Language – participate in discussions, presentations, performances, role play, improvisations and debates.</p>

RUBY CLASS

CYCLE A/B

SUMMER TERM 1

Economic Wellbeing

Key Vocabulary

- bank account
- bank statement
- career
- career satisfaction
- influence
- password
- perspective
- satisfaction
- security
- value for money
- account
- assumption
- budget
- continuum
- digital trade
- fair trade
- feeling
- profession
- stereotype

Outcome: most pupils will be able to

- Describe how different payment methods may be used in given scenarios.
- Suggest why specific payment methods might be more beneficial.
- Explain what a budget is and how we can benefit from budgeting.
- Identify how they would feel in a money scenario.
- Understand the impact our spending choices can have on others and the environment.
- Understand that a wide range of jobs are available.
- Know that skills and interests lead people to certain jobs.
- Know that job stereotypes sometimes exist but these should not limit anyone.
- Identify and justify items they consider good value for money.
- Identify multiple factors that influence whether something is good value for money.
- Understand the importance of tracking spending.
- Identify different ways to keep money safe.
- Identify a range of influences on job choices.
- Suggest ways to respond to certain influences over career choices.
- Identify different reasons why people might change careers

	<ul style="list-style-type: none"> • Suggest proactive steps that can be taken to challenge and overcome these stereotypes.
Key Skills	<ul style="list-style-type: none"> • Considering the pros and cons of payment methods. • Contemplating budgeting benefits. • Planning and calculating within a budget. • Discussing attitudes and feelings about money. • Developing empathy in financial situations. • Handling negative financial emotions. • Making ethical spending decisions. • Assessing the impact of spending choices. • Reflecting on future careers based on goals. • Challenging and understanding workplace stereotypes. • Ranking factors influencing job choices. • Recognising value for money. • Understanding differing opinions on spending. • Recognising how to track money spent and saved. • Understanding reasons for using a bank. • Exploring how to safeguard money effectively. • Identifying influences on job choices. • Understanding careers can change. • Challenging workplace stereotypes.
Key Knowledge	<ul style="list-style-type: none"> • The pros and cons of different payment methods. • The reasons for spending money. • The benefits of budgeting. • The emotional impact of money. • The societal and environmental impact of spending choices. • The range of jobs and opportunities available. • What job stereotypes are. • Individual talents should guide career choices. • Anyone can aspire to any career • Recognising value for money. • Understanding differing opinions on spending. • Recognising how to track money spent and saved. • Understanding reasons for using a bank. • Exploring how to safeguard money effectively. • Identifying influences on job choices.

	<ul style="list-style-type: none"> • Understanding careers can change. • Challenging workplace stereotypes.
Cross Curricular Links	<p>British values: Democracy, Individual liberty, Mutual respect, Rule of law, Tolerance of those with different faiths and beliefs</p> <p>English: Spoken language</p> <p>Maths: Measurement</p>

<p>RUBY CLASS</p> <p>CYCLE A/B</p>	
<p>SUMMER TERM 2</p> <p>Cycle A and B (Also Teach lessons 7,7,8 from safety spring 1)</p> <p>Transition</p>	
Key Vocabulary	<ul style="list-style-type: none"> • Goal • Achievement • Change • Opportunity • Responsibility • Change • Cope • Strategies
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Understanding past achievements and how goals can help us to achieve in the future. • Understanding that change is part of life and that there are strategies that they can use to help them cope with change.
Key Skills	<ul style="list-style-type: none"> • I can identify my achievement this year • I can set myself goals • I can explain the opportunities and responsibilities that change might bring
Key Knowledge	<ul style="list-style-type: none"> • I know who I can talk to if I am worried about anything • I understand that there are different strategies I can use to deal with change

Cross Curricular Links	
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SAPPHIRE CLASS

CYCLE A/B

AUTUMN TERM 1

Families and Relationships

Key Vocabulary	<ul style="list-style-type: none"> • attributes • bullying • bystander • cyberbullying • marriage • secret • wedding • authority • conflict • earn • expectation • grief • grieving • resolve • respect • stereotype
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Describe what qualities a good friend should have and recognise which of these they have and which they could develop. • Recognise that friendships have ups and downs and this is normal. • Understand what marriage is and know that it is a choice people make. • Understand that we all have a range of attributes that make us who we are and we should be proud of these. • Understand that sometimes families can make children feel unhappy or unsafe. • Understand why someone might bully others. • Understand that attitudes and laws around gender equality have changed over time. • Understand that stereotypes exist and these can lead to discrimination. • Understand that everyone can expect a level of respect but this can be lost. • Understand what respect is and how they should be respected.

	<ul style="list-style-type: none"> • Understand how stereotypes influence our ideas and opinions. • Understand a range of stereotypes and share this information effectively. • Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. • Understand the term grief and describe some of the associated emotions.
Key Skills	<ul style="list-style-type: none"> • Identifying ways families might make children feel unhappy or unsafe. • Exploring the impact that bullying might have. • Exploring issues that might be encountered in friendships and how these might impact the friendship. • Exploring and questioning the assumptions we make about people based on how they look. • Exploring our positive attributes and being proud of these (self-respect). • 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.
Key Knowledge	<ul style="list-style-type: none"> • To know that marriage is a legal commitment and a choice people can make. • To know that, if I have a problem, I can call ChildLine on 0800 1111. • To know what attributes and skills make a good friend. • To understand what might lead to someone bullying others. • To know what action a bystander can take when they see bullying. • To understand that positive attributes are the good qualities that someone has. • To know that stereotypes can be unfair, negative and destructive. • To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. • To know that a conflict is a disagreement or argument and can occur in friendships. • To understand the concepts of negotiation and compromise. • To understand what respect is. • To understand that everyone deserves respect but respect can be lost. • To understand that stereotypes can lead to bullying and discrimination. • To understand that loss and change can cause a range of emotions. • To know that grief is the process people go through when someone close to them dies.
Cross Curricular Links	<p>English ‘Pupils should be taught to:</p> <ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations and debates • plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- understand what they read [...] by:
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- draft and write by:
 - using further organisational and presentational devices to structure text and to guide the reader

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks'.

- ask relevant questions to extend their understanding and knowledge'.
- See [National curriculum - English key stages 1 to 2](#).

History

'The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world'.

See [National curriculum - History key stages 1 to 2](#).

Art and design

'Pupils should be taught to:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design'.

See [National curriculum - Art and design key stages 1 to 2](#).

Computing

'Pupils should be taught to:

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content'.

See [National curriculum - Computing key stages 1 to 2](#).

British values: Rule of law, Mutual respect, Individual liberty, Tolerance of those with different faiths and beliefs.

SAPPHIRE CLASS

CYCLE A/B

AUTUMN TERM 2

Health and Wellbeing

Key Vocabulary

- fail
- goal
- protect
- relaxation
- responsibility
- steps
- antibodies
- growth mindset
- habit
- qualities
- responsibility
- skill
- vaccination

Outcome: most pupils will be able to

- Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel.
- Describe how they can get a good night's sleep and explain why this is important.
- Describe why they should embrace failure.
- Describe a strategy to help manage feelings of failure and to help them to persevere.
- Set themselves goals and consider how they will achieve them.
- Describe a range of feelings and suggest two ways of dealing with a difficult situation.
- Demonstrate an understanding of what calories are and how to use them to help plan healthy meals.
- Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet.
- Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.
- Describe qualities or values they want to develop and create achievable goals.
- Describe the importance of relaxation and suggest different strategies.
- Describe how they take care of their physical wellbeing.
- Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.

	<ul style="list-style-type: none"> • Describe what resilience is, why it is important and some useful resilience strategies. • Understand how vaccination works and why it is important to individuals. • Understand that habits can be good or bad for health. • Understand that changes in their body could indicate illness and know what to do if they notice them.
Key Skills	<ul style="list-style-type: none"> • Developing independence for protecting myself in the sun. • Understanding the relationship between stress and relaxation. • Considering calories and food groups to plan healthy meals. • Developing greater responsibility for ensuring good quality sleep. • Taking responsibility for my own feelings. • Considering ways to prevent illness. • Identifying some actions to take if I am worried about my 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.
Key Knowledge	<ul style="list-style-type: none"> • To understand the risks of sun exposure. • To know that relaxation stretches can help us to relax and de-stress. • To know that calories are the unit that we use to measure the amount of energy certain foods give us. • To know that what we do before bed can affect our sleep quality. • To understand what can cause stress. • To understand that failure is an important part of success. • To understand that vaccinations can give us protection against disease. • To know that changes in the body could be possible signs of illness. • To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). • To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. • To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation). • To know the effects technology can have on mental health.
Cross Curricular Links	<p>Physical education 'Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance'. <p>See National curriculum - Physical education key stages 1 to 2.</p> <p>English</p>

'Pupils should be taught to:

- participate in discussions, presentations, performances, role play, improvisations and debates
- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- draft and write by:
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action'.

See [National curriculum - English key stages 1 to 2](#).

Mathematics

'Pupils should be taught to:

- solve number problems and practical problems
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)'.

See [National curriculum - Mathematics key stages 1 to 2](#).

Science

'Pupils should be taught to:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'.

See [National curriculum - Science key stages 1 to 2](#).

Music

'Pupils should be taught to:

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians'.

See [National curriculum - Music key stages 1 to 2](#).

Computing

'Pupils should be taught to:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.'

See [National curriculum - Computing key stages 1 to 2](#).

SAPPHIRE CLASS

CYCLE A/B

SPRING TERM 1

Cycle A do not teach lessons 6,6,7,7

CYCLE B do not teach lessons 5,5,6,6,7

Safety and the Changing Body

Key Vocabulary

- Attraction
- Alcohol
- Bladder
- Breasts
- Cervix
- Clitoris
- Conception
- Cyberbullying
- Decision
- Egg or ova
- Ejaculation
- Erection
- Fallopian tube
- Fertilisation
- Friend
- Genitals
- Influence
- Internet trolling
- Labia
- Menstruation/period
- Nipples
- Ovary/ovaries
- Penis
- Pregnant
- Private
- Puberty
- Pubic hair
- Scrotum
- Sexual Intercourse
- Sperm
- Sperm duct
- Testicles/testes
- Urethra
- Uterus
- Vagina
- Vaginal opening
- Voice opening
- Vulva
- Wet dream
- Womb

Outcome: most pupils will be able to

- Understand what is safe to share online and what to do before sending a message.
- Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.
- Accurately name all the relevant parts of the body.
- Understand the changes their own gender will go through during puberty.
- List the range of changes they will go through during puberty.
- Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.
- Understand that other people can influence our decisions but we have the right to make our own choices.
- Understand some of the reasons adults decide to drink or not drink alcohol.
- Understand some ways to check that a news story is real.
- Understand how they should behave online and the impact negativity can have.

	<ul style="list-style-type: none"> • Understand of changes that take place during puberty. • Understand the menstrual cycle and that a male and a female are needed to conceive a baby. • Understand that a baby changes in the womb and some of the baby's requirements during the first months of life. • Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. • Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.
Key Skills	<ul style="list-style-type: none"> • Developing an understanding of how to ensure relationships online are safe. • Learning to make 'for' and 'against' arguments to help with decision making. • Learning about the emotional changes during puberty. • Identifying reliable sources of help with puberty. • Learning about how to help someone who is bleeding. • 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 encountered during puberty and using knowledge to help. • Learning how to help someone who is choking. • Placing an unresponsive patient into the recovery position.
Key Knowledge	<ul style="list-style-type: none"> • To know the steps to take before sending a message online (using the THINK mnemonic). • To know some of the possible risks online. • To know some strategies I can use to overcome pressure from others and make my own decisions. • To understand the process of the menstrual cycle. • To know the names of the external sexual parts of the body and the internal reproductive organs. • To know that puberty happens at different ages for different people. • To know how to assess a casualty's condition. • To understand that online relationships should be treated in the same way as face to face relationships. • To know where to get help with online problems. • To understand the risks associated with drinking alcohol. • To understand how a baby is conceived and develops. • To know how to conduct a primary survey (using DRABC).
Cross Curricular Links	<p>Computing: select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Science: Animals, including humans</p>

SAPPHIRE CLASS

CYCLE A/B

SPRING TERM 2

Citizenship

Key Vocabulary

- Defendant
- Environment
- Freedom of expression
- Government
- House of Commons
- Human rights
- Judge
- Jury
- Member of Parliament (MP)
- Parliament
- Pressure group
- Prime Minister
- Trial
- Authority
- Conflict
- Earn
- Expectation
- Grief
- Grieving
- Protected characteristics
- Resolve
- Respect
- Stereotype

Outcome: most pupils will be able to

- Understand what happens when someone breaks the law.
- Understand what rights are and that freedom of expression is one of these rights.
- Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.
- Understand how people contribute to society and how this is recognised.

	<ul style="list-style-type: none"> • Understand the role of pressure groups. • Understand the basics of how parliament works including the parts of parliament. • Understand that education is a human right and why education is important. • Understand some environmental issues relating to food and food production. • Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. • Understand what prejudice and discrimination are and why and how they should be challenged. • Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government.
Key Skills	<ul style="list-style-type: none"> • 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 about change in society. • Learning about environmental issues relating to food. • Discussing how education and other human rights protect us. • Identifying causes that 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. •
Key Knowledge	<ul style="list-style-type: none"> • To know what happens when someone breaks the law. • To understand the waste hierarchy. • To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. • To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. • To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. • To know that education is an important human right. • To know that our food choices can affect the environment. • To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. • To know that prejudice is making assumptions about someone based on certain information. • To know that discrimination is treating someone differently because of certain factors.

Cross Curricular Links	<p>British values: Rule of law British values: Individual liberty British values: Democracy British values: Mutual respect, Tolerance of those with different faiths and beliefs.</p>
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SAPPHIRE CLASS

CYCLE A/B

SUMMER TERM 1

Economic Wellbeing

Key Vocabulary	<ul style="list-style-type: none"> • allocate • borrow • commitment • expenditure • impact • income • loan • prioritise • repayment • risk • earnings • educational requirements • expenses • gambling • responsibilities • risks • safeguard • university • valuables • workplace
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Prioritise needs over wants. • Manage a weekly budget. • Understand the responsibilities and consequences of borrowing and loaning. • Recognise the risks and considerations associated with spending money online. • Explain why workplace stereotyping needs to be challenged.

	<ul style="list-style-type: none"> • Describe how interests and skills align with future careers. • Understand feelings about money and the impact they can have. • Explain how to safeguard money in both digital and physical environments. • Know the money changes when moving to secondary school. • Understand the risks of gambling. • Explain how careers function in different settings and what roles and responsibilities come with them. • Explore different career routes and their requirements.
<p>Key Skills</p>	<ul style="list-style-type: none"> • Discussing money risks and management. • Making and prioritising budgets. • Discussing money’s role in career choices. • Assessing loan and borrowing responsibilities and suitability. • Implementing money-safeguarding strategies. • Navigating emotional implications in financial situations. • Seeking guidance for financial dilemmas. • Integrating factors to inform career decisions. • Applying coping strategies for managing financial emotions. • Assessing risks in both physical and digital financial environments. • Implementing safeguarding measures for money in real-world scenarios. • Adapting to financial changes associated with transitioning to secondary school. • Practising budgeting and career planning skills. • Preparing personally for financial and career changes in secondary school. • Identifying different forms of gambling and understanding their risks. • Applying responsible gambling attitudes in real-world situations. • Recognising various workplace environments and their characteristics. • Collaborating and communicating effectively in a simulated workplace setting. • Identifying career options in multiple sectors. • Evaluating the suitability of different career paths. • Aligning career options with personal interests and strengths.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Principles of budgeting and its consequences. • Concept of income, expenditure, and informed spending. • The responsibilities and consequences of borrowing money. • Risks and strategies for safeguarding money. • Emotional responses to various money situations. • Factors influencing career decisions.

	<ul style="list-style-type: none"> • The impact of education and interests on career paths. • The effects and challenges of workplace stereotypes. • Identify emotions linked to money. • Understand how money affects feelings and behaviour. • Learn healthy ways to cope with feelings about money. • Identify risks to money safety in both physical and digital environments. • Understand methods to safeguard money physically and digitally. • Apply understanding to real-world scenarios to take appropriate safeguarding actions. • Understand the changes in financial responsibilities when transitioning to secondary school. • Learn budgeting and career planning skills. • Relate these changes to personal preparation for secondary school. • Understand what gambling is and identify its different forms. • Recognise the risks and consequences associated with gambling. • Develop responsible attitudes towards gambling and apply this understanding to real-world scenarios. • Understand different types of workplace environments and their characteristics. • Recognise the importance of teamwork, communication, and career roles within a workplace. • Understand various career routes in multiple sectors and their educational and skill requirements. • Evaluate the pros and cons of different career paths. • Relate career options to personal interests and strengths.
Cross Curricular Links	<p>British values: Democracy, Individual liberty, Mutual respect, Rule of law, Tolerance of those with different faiths and beliefs.</p> <p>English: Spoken language</p> <p>Maths: Measurement</p>

SAPPHIRE CLASS

CYCLE A/B

SUMMER TERM 2

Transition

CYCLE A Also teach lessons 6,6,7,7 from safety Spring 1

CYCLE B Also teach lessons 5,5,6,6,7 from safety Spring 1

Key Vocabulary	<ul style="list-style-type: none">• Skill• Responsibility• Role achievement• Change• Worry• Stress• Anxious• Opportunity
Outcome: most pupils will be able to	<ul style="list-style-type: none">• Understanding the roles available for them at school and the skills needed for these.• Understanding that changes can bring opportunities as well as worries and ways of dealing with change.
Key Skills	<ul style="list-style-type: none">• I can explain the skills I have and those I need to develop• I can explain some ways I can deal with change• I can explain some strategies I can use if I feel stressed or anxious
Key Knowledge	<ul style="list-style-type: none">• To understand the skills needed to take on responsibilities in school• To understand that a big change can bring both opportunities and worries
Cross Curricular Links	

SAPPHIRE CLASS – Year 6 Only

CYCLE A/B

AUTUMN TERM 2

Identity

Key Vocabulary	<ul style="list-style-type: none">• Change• Identity• Images•
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	<ul style="list-style-type: none"> • Manipulation • Media
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Understand the factors which make up identity. • Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.
Key Skills	<ul style="list-style-type: none"> • 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.
Key Knowledge	<ul style="list-style-type: none"> • To know that identity is the way we see ourselves and also how other people see us. • To know that people may see us differently as to how we see ourselves. • To know that images can be manipulated and are not realistic. •
Cross Curricular Links	