



Our Curriculum is building on the knowledge learned in our Early Years...

- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confident in new social situations
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'
- Understand gradually how others might be feeling
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Talk about members of their immediate family and community
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

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| Progression in Relationships and Sex Education Knowledge | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Rules and Responsibilities | Understand the reason why we have rules, learn about rules as expectations, understand to agree and follow rules for their group and classroom, recognise how my behaviour affects other people, recognise right and wrong, what is fair and unfair and explain why, learn about how they can contribute to the life of the class, listen to and show consideration for other people's views, consider ways of looking after the school or community and how to care for the local environment, express views and take part in decision-making activities to improve my immediate environment or community, take turns and share as | | Understand why rules are needed in different situations, recognise that rules may need to be changed, recognise the need to take responsibility for our actions, identify and understand why laws are made and how they are applied justly, recognise what is right and wrong and what is fair and unfair and explain why, begin to make responsible choices and consider consequences, behave safely and responsibly in different situations, follow school rules about health and safety and know where to get help, understand why it is important to plan ahead and think of potential consequences as a result of their actions, recognise the need to take responsibility for | | Understand how we are all connected by our similarities, work co-operatively, showing fairness and consideration to others, recognise and respect similarities and differences between people, empathise with another viewpoint, know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security, understand how the make-up of family units can differ, form and maintain appropriate relationships with a range of different people, understand and appreciate the range of different cultures and religions represented within | |

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| | <p>appropriate, suggest rules that would improve things for the common good.</p> <p>understanding that people and other living things have needs and that we have a responsibility to meet them, make positive real life choices, working independently and in groups, taking on different roles and collaborating towards common goals, consider ways of looking after the school and local environment, express my views and take part in decision making to improve my immediate environment, understanding the concept of borrowing, understanding why we need rules, understand the importance of sharing, taking turns and sharing appropriately.</p> | | <p>my actions, be able to self-assess and how this will help my future actions, understand why it is important to behave responsibly, develop social skills, take on different roles and prioritise actions, reflect on my own mistakes and make amends.</p> | | <p>school, learn about the need for tolerance for those of different faiths and beliefs, recognise and challenge stereotyping and discrimination,.</p> | |
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| <p>Keeping Safe</p> | <p>know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online), learn about who to go to for help and advice, recognise what I like and dislike, recognise that there are people who care for and look after me, identify different relationships that I have and why these are important, recognise and respond to different issues of safety relating to myself and others and how to get help.</p> <p>Understanding the difference between secrets and surprises, understanding when</p> | <p>How to respond safely and appropriately to adults we encounter (including online) who I don't know, recognise risks in everyday activities, take responsibility for my own and others safety, seek help in an emergency, reflect on the similarities and differences between people</p> | <p>Know the rules and principles of keeping safe on-line, how to recognise risks (including harmful content and contact) and how to report them, show awareness of issues affecting communities and groups, identify and understand why laws are made and how they are applied justly, reflect on the impact of people's actions on others, know how to keep safe and where to get help, recognise and respond to issues of safety and how to get help, use strategies to stay safe when using ICT and the internet, use ICT safely including using software features and settings, behave safely and responsibly in different situations, know about the concept of privacy and the implications of it for both children and adults (including that it is not always right to</p> | <p>use ICT safely including using software features and settings, know how information and data is shared and used online, show awareness of issues affecting communities and groups, reflect on the impact of people's actions on others, recognise and respond to issues of safety relating to myself and others and how to get help, begin to make responsible choices and consider consequences, behave safely and responsibly in different situations, know that for most people the internet is an integral part of life and has many benefits, know about the benefits</p> | <p>know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact, judge what kind of physical contact is acceptable or unacceptable in relationships, understand the importance of touch in a range of contexts, know how to recognise and report feelings of being unsafe or feeling bad about any adult, take responsibility for my own safety and the safety of others and be able to seek help in an emergency</p> | <p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> |
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| | <p>not to keep secrets and who to talk to, understanding there are people who care and look after me, identify different relationships I have and why they are important, recognise and manage risks in everyday activities, who we can talk to inside and outside of school if I need help.</p> <p>Keeping safe in the sun, take responsibility for my own and others safety, know how to seek help in an emergency, make simple choices that improve health and wellbeing, learning rules for and ways of keeping safe around roads, knowing who can help to keep me safe around roads, develop an awareness of the green cross code, demonstrating basic road safety skills.</p> | | <p>keep secrets if they relate to being safe), know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private, show awareness of issues affecting communities and groups, use ICT safely including keeping electronic data secure, begin to make responsible choices and consider consequences, behave safely and responsibly in different situations</p> | <p>of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on mental and physical wellbeing, know why social media, some computer games and online gaming, for example, are age restricted, know where and how to report concerns and get support with issues online.</p> | | |
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| <p>Family and Friends</p> | <p>know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties., learn how to develop positive relationships with peers, recognise that family and friends should care for each other, know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority, understand the importance of making friends, identify and respect the differences and similarities between people, develop positive relationships</p> | <p>Know the importance of respecting others and our similarities and differences including from different countries and the importance of cross-cultural friendships, recognise there are people who care for me and look after me, identify different relationships I have and why they are important, developing positive relationships through work and play, recognising how attitudes and behaviour including bullying affects others, listen to and reflect on people's views, learn the importance of sharing, developing social skills, recognise the difference between right and wrong and what is fair and unfair, learn to take part in discussions with the whole class.</p> | | | | |
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| | <p>through work and play, recognise how attitude and behaviour, including bullying, may affect others.</p> <p>Know that families are important as we grow up and why, understanding that families and friends should care for each other, recognise that there are people who look after and care for me, identifying relationships I have and why they are important, knowing who to go to for help, develop positive relationships through work and play with others by listening to and considering other people's views, identify special people in their lives and what makes them special, reflecting and respecting other people's views.</p> | | | | | |
| Communication | learn about the conventions of courtesy and | Understand the importance of listening to others, | Recognise the many ways to communicate and the need to do so | understand why it is important to listen to others, | know the importance of permission-seeking and giving in | |

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| | <p>manners, recognise how attitude and behaviour, including bullying, may affect others, listen to, reflect on and respect other people's views and feelings, work and play independently and in groups, showing sensitivity to others, recognise how their behaviour affects other people, know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings, learn how to share their views, recognise what I like and dislike.</p> | <p>working co-operatively, understanding the concept of negotiation, managing my feelings in a positive way, sharing opinions on things that matter to us, consider other people's views, reflecting on similarities and differences of people, talking about our own and others strengths and weaknesses and how to improve, developing social skills, take part in a simple debate about topical issues, communicate our own feelings and opinions, taking turns and sharing.</p> | <p>clearly, work co-operatively, showing fairness and consideration to others, face new challenges positively and know when to seek help, understand the importance to listen to others, share our views, empathise with another viewpoint.</p> | <p>work co-operatively, showing fairness and consideration to others, talk about my views on issues that affect us, empathise with another viewpoint, know how to communicate opinions in a group setting, listen to and show consideration for other people's views,</p> | <p>relationships with others, recognise the different ways to communicate, understand the need for confidentiality in certain situations, work co-operatively, showing fairness and consideration to others, recognise and respond to issues of safety relating to myself and others and how to get help, know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help, understand the role of the listener in any relationship, listen to, reflect on and respect other people's views and feelings, reflect on the many different types of relationships that exist,</p> | |
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| | | | | | understand the need to both listen and speak when communicating with others, work co-operatively, showing fairness and consideration to others, recognise that people can feel alone and misunderstood and learn how to give appropriate support, develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures, identify how to find information and advice through help lines. | |
| Emotions | know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and | Understand that all actions have consequences, take responsibility for our actions, learn from experiences, recognise what is right and wrong, recognise and manage feelings in a | Recognise and talk about emotions, recognise how behaviour of others may influence people, listen to and consider other people's views, develop strategies for managing and controlling strong | know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate, develop strategies for managing and controlling strong | recognise and talk about emotions, using a varied vocabulary of words when doing so, recognise that people can feel alone and misunderstood and learn how to give appropriate support, | |

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| | <p>situations, learn about making positive choices and how they can lead to happiness, recognise, name and manage my feelings in a positive way, recognise how my behaviour affects other people, listen to, reflect on and respect other people's views and feeling.</p> | <p>positive way, reflecting on and respecting others views, recognise what we are good at, recognise choices we can make, valuing our achievements, how to set simple goals and targets, making positive real-life choices, recognise my strengths can contribute to others, managing time and resources</p> | <p>feelings and emotions, empathise with others, know how to keep safe and where to get help, recognise and respond to issues of safety, develop social skills showing sensitivity to others, manage risk in everyday activities, make responsible choices and consider consequences.</p> | <p>feelings and emotions, recognise how their behaviour and that of others may influence people both positively and negatively.</p> <p>know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support, identify strategies to respond to negative behaviour constructively and ask for help, learn to prepare and cook a variety of dishes, identify the range of jobs carried out by the people we know, reflect on the range of skills needed in different jobs,</p> | <p>develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures, identify how to find information and advice through help lines, manage changing emotions and recognise how they can impact on relationships, know about and understand the cyclic nature of life and how death is an inevitable part of this cycle, recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed, understand the need for empathy when peers are experiencing conflict at home, reflect on how to deal with feelings about ourselves and others in a positive way,</p> | |
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| | | | | <p>face new challenges positively and know when to seek help, behave safely and responsibly in different situations, form and maintain appropriate relationships with a range of different people.</p> <p>understand that everyone has different strengths and weaknesses, recognise my strengths and how I can contribute to different groups , learn about the importance of self-respect and how its links to happiness, recognise, name and manage my feelings in a positive way, identify and talk about my own</p> | <p>recognise that positive friendships and relationships can promote health and wellbeing, identify how to find information and advice through help lines, manage changing emotions and recognise how they can impact on relationships, talk with a wide range of adults.</p> | |
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| | | | | and others' strengths and weaknesses and how to improve, self-assess, understanding how this will help my future actions, reflect on my worth as an individual by identifying positive things about myself and my achievements, know how to set realistic targets, understand how to break down the steps needed to achieve a goal, reflect on the range of skills needed in different jobs, recognise why people work, make responsible choices and consider consequences. | | |
| Hygiene | understanding how germs spread and the importance of washing hands, make simple choices that | the importance of bathing and showering and maintaining personal hygiene, making | | | know key facts about puberty and the changing adolescent body, particularly from age 9-11, why | |

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| | improve health and wellbeing, basic personal hygiene. | simple choices that improve health and wellbeing including healthy eating, good dental hygiene and how to take care of our teeth, healthy eating and which foods are good for us, learn about the importance of medicine safety, know that household products and medicines can be harmful if not used properly, seeking help from an appropriate adult when necessary, recognise and manage risk in everyday activities. | | | they are taking place and the importance of personal hygiene, including physical and emotional changes, recognise how my behaviour and that of others may influence people both positively and negatively, work and play independently and in groups, showing sensitivity to others, recognise how new relationships may develop, manage changing emotions and recognise how they can impact on relationships, know the characteristics and mental and physical benefits of an active lifestyle, understand the importance of making changes in adopting a healthier lifestyle, negotiate and present my own views, reflect on how to deal with feelings about myself, my family and others in a | |
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| | | | | | positive way, develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures, recognise that when the body changes during puberty it can affect feelings and behaviour, take responsibility for my physical activity and nutrition in achieving a physically and mentally healthy lifestyle, identify how to find information and advice through help lines. | |
| Healthy Eating | learning about where fruit and vegetables grow, making healthy choices, understanding the need for protein in a balanced diet, recognising which types of food are healthy, making positive choices, understanding why healthy eating and | | | know what constitutes a healthy diet (including understanding calories and other nutritional content), know where different foods come from, explore the relationship and balance between | know what constitutes a healthy diet (including understanding calories and other nutritional content), know about the different food groups and their related importance as part of a balanced diet, develop an awareness of dietary | |

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| | physical activity are important. | | | physical activity and nutrition in achieving a physically and mentally healthy lifestyle, make informed lifestyle choices, understand the function of different food groups for a balanced diet, make informed lifestyle choices, Know the principles of planning and preparing a range of healthy meals, reach agreements, make decisions and manage discussions to achieve positive results, recognise stereotyping and discrimination, identify the range of jobs carried out by the people I know, reflect on the range of skills needed in different jobs, | needs, reach agreements, make decisions and manage discussions to achieve positive results, negotiate and present my own views, explore the relationship and balance between physical activity and nutrition in achieving a healthy lifestyle, make informed lifestyle choice, know the principles of planning and preparing a range of healthy meals, work collaboratively towards common goals, recognise my strengths and contribute to groups, listen to and show consideration for other people's views, work independently and in groups, take responsibility for my physical activity and nutrition in achieving a physically and mentally healthy lifestyle, cook (with a variety of | |
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| | | | | learn to prepare and cook a variety of dishes, reflect on the range of skills needed in different jobs, behave safely and responsibly in different situations, form and maintain appropriate relationships with a range of different people. | ingredients) and apply the principles of nutrition and healthy eating, respond to challenges, including recognising, taking and managing risk, make connections between my learning, the world of work and my future economic wellbeing, take action based on responsible choice. | |
| Fairness | <p>understanding the importance of respecting others and our differences e.g. culture, personality, physically, in character etc; recognising right and wrong and what is fair and unfair.</p> <p>Understanding what is kind and unkind and that family and friends should care for each other, recognising how my behaviour affects others.</p> | <p>Understanding the difference between right and wrong, recognise how my behaviour affects and influences others, learning to self-assess and how this will affect my future actions.</p> <p>Understand that family and friends should care for each other, how my behaviour affects others, recognise right and wrong and what is fair and unfair and why, recognise how my behaviour</p> | | | | |

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| | | and that of others may influence people, listen to and reflect on other people's views and feelings, learn strategies to cope with unfair teasing | | | | |
| Bullying | Understanding the different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help, understand that bullying is wrong, understanding the difference between impulsive and considered behaviour, recognising how our behaviour affects others. | Understanding the different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help, keep talking until we are heard, understand that bullying is wrong, understanding how we can help someone who has been bullied, knowing how to deal with bullying, recognise there are people who care for and look after me, identify different relationships and why they are important, getting help from appropriate adults, recognising how our behaviour affects others. | | know the difference between isolated hostile incidents and bullying, recognise how attitude, peer pressure and behaviour, including bullying, may affect others including how they influence choice and behaviour, talk about our views on issues that affect us and others, identify strategies to respond to negative behaviour constructively and ask for help, understand what self-esteem is and why it is | | |

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| | | | | <p>important, know how to communicate our opinions in a group setting, empathise with another viewpoint, understand the terms 'resilience' and 'persistence' and their importance, reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally, work and play independently and in groups, showing sensitivity to others, respond to challenges, including recognising, taking and managing risk, face new challenges positively and</p> | | |
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| | | | | know when to seek help, know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help, recognise right and wrong, what is fair and unfair and explain why. | | |
| Money and Finance | Understand where money comes from, recognise notes and coins, choices people make on spending money on things they want and need, understand the role of money in our society, identify different types of work people do and learn about different places of work, understand why it is important to keep money safe. | Understand the importance of managing money carefully, recognise where money comes from and the choices people make to spend money on things they want and need, understand that we cannot always afford the items we want to buy, understand the importance of making choices and spending money wise, gain a basic understanding | | reflect on our spending habits / choices, Understand why financial management and planning is important from a young age, identify the difference between needs and wants, make decisions, giving consideration to the impact they may have on others, set goals, | learn about and reflect on spending habits / choices, understand why financial management and planning is important from a young age, identify the difference between needs and wants, make decisions, giving consideration to the impact they may have on others, set goals, prioritise and manage time and resources, | learn about budgeting and what it means to budget, understand why financial management and planning is important from a young age, recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet |

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| | | of enterprise and contribute to these. | | prioritise and manage time and resources, understanding how this will help my future actions, recognise what influences the choices people make about how money is spent. | understanding how this will help my future actions, recognise what influences the choices people make about how money is spent. | these needs than others, work collaboratively towards common goals, reach agreements, make decisions and manage discussions to achieve positive results, recognise how people manage money and learn about basic financial capability, make connections between their learning, the world of work and my future economic wellbeing, look after my money and realise that future wants and needs may be met through saving, understand financial terms such as loan, interest, tax and discount, understand why aspirations are important in |
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| | | | | | | <p>helping to plan for the future, identify the difference between needs and wants, set goals, prioritise and manage time and resources, understanding how this will help my future actions, identify the skills I need to develop to make my own contribution in the working world in the future, show initiative and take responsibility for activities that develop enterprise capability, begin to set personal goals.</p> <p>know and understand the principles of enterprise, understand profit and loss, work collaboratively towards common goals, reach</p> |
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| | | | | | | <p>agreements, make decisions and manage discussions to achieve positive results, recognise my strengths and how I can contribute to different groups, take the lead, prioritise actions and work independently and collaboratively towards goals, respond to challenges, including recognising, taking and managing risk, identify the skills I need to develop to make my own contribution in the working world in the future, show initiative and take responsibility for activities that develop enterprise capability, understand the</p> |
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| | | | | | | principles of charity work. |
| Communities/Diversity | | <p>understand our roles in the class community and how to contribute to classroom life, listen to and reflect on other people's views showing respect, developing different roles within the classroom, recognise the difference between good and bad choices, consider ways of looking after the school and caring for the local environment, take part in decision making activities, understanding that we belong to various groups and communities, identify the importance of rules and why they apply to me, develop a sense of belonging in the wider community.</p> <p>Understand the role of the local community, listen to</p> | <p>Understand why it is important to be part of a community, show awareness of issues affecting communities and groups, recognise the importance of local organisations in providing for the needs of the local community, reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally, work independently and in groups, taking on different roles and collaborating towards common goals, recognise how new relationships may develop</p> <p>recognise the importance of local organisations in providing for the needs of the local community, make decisions, giving consideration to the</p> | <p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive, understand the terms 'discrimination' and 'stereotype', Challenge stereotypes relating to gender and work, awareness of issues affecting communities and groups, recognise the importance of local organisations in providing for the needs of the local community, reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally, recognise how</p> | <p>understand the benefits of living in a diverse community and learn to celebrate diversity, recognise that communities and the people within them are diverse, changing and interconnected, discuss how people can live and work together to benefit my communities, recognise and respect similarities and differences between people, work independently and in groups, taking on different roles and collaborating towards common goals.</p> | |

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| | | and consider other people's views, develop social skills taking on different roles, consider ways of looking after the school and the local environment, identify the importance of rules and why they apply to me, suggest rules that could improve things for the common good, develop a strong relationship with the local community, understand the importance of shared responsibility within all communities, express views and take part in decision making activities. | impact they may have on others, recognise and manage risk in everyday activities, take responsibility for my own safety and the safety of others and be able to seek help in an emergency, extend strategies to cope with risky situations, behave safely and responsibly in different situations, Know how to make a clear and efficient call to emergency services if necessary. | new relationships may develop. | | |
| Changing and Growing | | Similarities and differences between boys and girls, learn about the process of growing from young to old, respecting similarities and differences between people, learn the names of the different parts of the body (including | Understand that the rate at which we grow differs from person to person, recognise and respect similarities and differences between people, listen to and show consideration for other people's views, show awareness of changes that take place as I grow, | | | |

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| | | <p>breasts, penis and vagina which are anatomical body parts), learn about the physical and emotional changes of our bodies as we grow, know that we have rights over our own bodies, recognise the physical changes we have experienced since birth, learn about how our needs change and grow as we develop.</p> <p>Learn to take responsibilities for our actions, learn to be responsible for another living thing, recognise how my behaviour affects and influences others, listen to and respect other people's views.</p> <p>know that there is a normal range of emotions and that we experience these in different situations, know that it is acceptable to</p> | <p>understand how to look after our teeth, Understand what happens when we lose teeth as we grow up and why this happens.</p> | | | |
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| | | experience different feelings and emotions, recognise and manage feelings in positive ways, listen to and respect other people's views and feelings, learn about the importance of love, recognise how our behaviour can affect and influence other people, understand and be aware of the different ways to show sadness, understand about coping with change and loss, | | | | |
| Healthy Lifestyles | understanding the need for physical activity to stay healthy, recognise the benefits of regular exercise. | understand how muscles work, make positive real-life choices, recognise why healthy eating and physical activity are beneficial, make simple choices that improve health and wellbeing, recognise the benefits of regular exercise, understand the benefits of different physical activities for promoting health, | Know that mental wellbeing is a normal part of daily life, in the same way as physical health, understand the difference between the terms physical, emotional and mental, Recognise and respect similarities and differences between people, recognise the benefits of regular exercise, self-assess and understand how this will help our future | | Know that mental wellbeing is a normal part of daily life, in the same way as physical health, know about the basic synergy between physical, emotional and mental health, negotiate and present my own views, reflect on my worth as an individual by identifying positive things about myself and my | know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body, self-assess, understanding how this will help my future actions, talk with a wide range of adults, know the facts and science relating to |

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| | | <p>looking at balanced healthy life-styles.</p> | <p>actions, develop strategies for managing and controlling strong feelings and emotions, become more self-aware, make informed lifestyle choices, understand why setting goals is important, listen to, reflect on and respect other people's views and feelings, Know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn, make responsible choices and consider consequences, make informed lifestyle choices.</p> <p>Understand the meaning of the word 'healthy', negotiate and present my own views, explore the relationship and balance between physical activity and nutrition in achieving a</p> | | <p>achievements, show awareness of changes that take place as I grow, recognise that when the body changes during puberty it can affect feelings and behaviour, take responsibility for my physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p> <p>know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking, take action based on responsible choices, develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures, identify the different kinds of risks associated with the use and misuse of</p> | <p>allergies, immunisation and vaccination, listen to and show consideration for other people's views, make responsible, informed decisions.</p> <p>know how and when to seek support including which adults to speak to in school if they are worried about their health, know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough, take responsibility for my own safety and the safety of others and be able to seek help in an</p> |
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| | | | physically and mentally healthy lifestyle, begin to make informed lifestyle choices, Know the risks associated with an inactive lifestyle (including obesity), Know the recommended guidelines for physical activity and understand the reasons for these, make responsible choices and consider consequences, Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness, identify the difference between needs and wants, recognise the factors influencing opinion and choice, including the media. | | a range of substances and the impact that misuse of substances can have on individuals, their families and friends, make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. | emergency, develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures, identify how to find information and advice through help lines. |
| Healthy Relationships | | | Know and understand the features of a good friend, understand why it is important to be positive in | | know what a stereotype is, and how stereotypes can be unfair, negative or destructive, | Know that marriage represents a formal and legally recognised |

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| | | | <p>relationships with others, work cooperatively showing fairness and consideration to others, talk about views on issues that affect me and my class, empathise with others, know how important that friendships are I making us feel happy and secure, how people choose and make friends, know that healthy friendships are positive and do not make others feel lonely and excluded, know that friendships have ‘ups and downs’ and that these can often be worked through, know that friendships can be repaired or even strengthened and that resorting to violence is never right, understand appropriate boundaries with peers and others (including online), forming and maintaining relationships with</p> | | <p>understand the term ‘diversity’ and appreciate diversity within school, learn about the need for tolerance for those who are different from us, listen to, reflect on and respect other people’s views and feelings, talk about my views on issues that affect me and my class.</p> <p>know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact, understand the importance of touch in a range of contexts, know the difference between appropriate and inappropriate touches, know how to recognise and report feelings of being unsafe or feeling bad about any adult, take</p> | <p>commitment of two people to each other which is intended to be lifelong, reflect on the many different types of relationships that exist.</p> <p>know that mental wellbeing is a normal part of daily life, in the same way as physical health, know that bullying (including cyberbullying) has a negative and, often, lasting impact on mental wellbeing, recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying, recognise that positive friendships and relationships can promote health</p> |
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| | | | different people, recognise individuals for their excellent skills and actions. | | responsibility for my own safety and the safety of others and be able to seek help in an emergency. | and wellbeing, know that relationships can change as a result of growing up, recognise how my behaviour and that of others may influence people both positively and negatively, reflect on how to deal with feelings about myself, my family and others in a positive way, develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressure, recognise that when the body changes during puberty it can affect feelings and behaviour, manage changing emotions and recognise how they can impact on relationships. |
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| Collaboration | | | <p>Understand why it is important to listen to others, work co-operatively, showing fairness and consideration to others, reflect on mistakes and make amends, Understand why it is important to work collaboratively, take the lead, prioritise actions and work independently and collaboratively towards goals, respond to challenges, including recognising, taking and managing risk, empathise with another viewpoint, Know how to identify ways to improve the environment, Know how to spot problems and find ways of dealing with them, suggest how to contribute to a range of activities that help become more enterprising.</p> | <p>understand how we are all connected by our similarities, work co-operatively, showing fairness and consideration to others, recognise and respect similarities and differences between people, empathise with another viewpoint, know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up, know and understand how the make-up of family units can differ, form and maintain appropriate relationships with a range of different people, understand and</p> | <p>understand that there are many situations in which collaboration is necessary, develop teamwork skills, work co-operatively, showing fairness and consideration to others, recognise strengths and how they can contribute to different groups, work independently and in groups, taking on different roles and collaborating towards common goals, recognise how new relationships may develop, reflect on the many different types of relationships that exist, know the principles of planning and preparing a range of healthy meals, listen to and show consideration for other people's views, take responsibility for my physical activity and nutrition in achieving a physically and mentally healthy</p> | <p>identify and talk about my own and others' strengths (including how they can contribute to different groups) and weaknesses and how to improve, self-assess, understanding how this will help my future actions, identify the skills I need to develop to make my own contribution in the working world in the future, reflect on past achievements, recognise achievements of others as being worthwhile and important, work collaboratively towards common goals, make connections between my learning, the world of work and my future economic</p> |
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| | | | | <p>appreciate the range of different cultures and religions represented within school, learn about the need for tolerance for those who are different from us including our faiths and beliefs, work co-operatively, showing fairness and consideration to others, know what a stereotype is, and how stereotypes can be unfair, negative or destructive, challenge stereotyping and discrimination, listen to, reflect on and respect other people's views and feelings, talk about views on issues that affect us, understand the term 'diversity' and</p> | <p>lifestyle, know what constitutes a healthy diet (including understanding calories and other nutritional content), know how to cook (with a variety of ingredients) and apply the principles of nutrition and healthy eating, reach agreements, make decisions and manage discussions to achieve positive results, respond to challenges, including recognising, taking and managing risk, make connections between my learning, the world of work and my future economic wellbeing, take action based on responsible choice.</p> | <p>wellbeing, set personal goals, recognise how my behaviour and that of others may influence people both positively and negatively.</p> <p>know the importance of self-respect and how this links to happiness, learn about racial discrimination and its impact on societies, past and present, identify different forms of discrimination against people in societies, recognise and respect similarities and differences between people, recognise and challenge stereotyping and discrimination, recognise the factors influencing opinion and choice, including the media, know</p> |
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| | | | | appreciate diversity within school. | | what a stereotype is, and how stereotypes can be unfair, negative or destructive, learn about gender discrimination and its impact, know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives, learn about the importance of family within different cultures, identify different forms of discrimination against people in societies. |
| Safe Zone | I can recognise that there are many people online who | I can use the internet to communicate with people I don't know | I can explain how information put online about me can last for a | | | |

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| | <p>could make me feel sad, embarrassed or upset. If something happens that make me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</p> <p>I can explain why work I create using technology belongs to me (e.g. 'It's my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name or content).</p> <p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's name, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be</p> | <p>well (e.g. email a pen-pal in another school / country). I can give examples of how I might use technology to communicate with others I don't know well</p> | <p>long time. I know who to talk to if I think someone has made a mistake about putting something online.</p> <p>I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can / would get help about being bullied online or offline.</p> | | | |
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| | used to protect information and devices. | | | | | |
| Extremism and Radicalism | Understand the meaning and differences between 'fact' and 'opinion'. Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted. Recognise and know how to deal with situations involving peer pressure. Recognise and respect similarities and differences between people | Recognise the difference between 'fact' and 'opinion'. Recognise and know how to deal with situations involving confrontation. Recognise and respect similarities and differences between people Understand the meanings of 'same' and 'different'. Recognise ways in which they are connected to each other. Understand that difference is a positive feature. Identify and respect similarities and differences between people. | Understand the meaning and importance of resilience and courage. Recognise and know how to deal with situations involving peer pressure | Recognise the features of extremism. Identify why and how people are recruited into extremist activity. Identify some of the stereotypes relevant to extremism. Understand how extremism can lead to harm Lesson 3 Minority Groups Recognise individuality and celebrate differences. Identify and challenge stereotypes, including LGBT and other minority groups | Recognise extremism and radicalisation. Identify why and how people are recruited into radicalised activity. Identify some of the stereotypes relevant to radicalisation. Identify the risks faced in relation to extremist activity. Understand how they can lead to harm | Recognise extremism and radicalisation. Identify why and how people are recruited into radicalised activity. Identify some of the stereotypes relevant to extremism. Identify the risks faced in relation to extremist activity. Understand how they can lead to harm |
| Substance Related Abuse | | | | Understand why it is important to focus on keeping healthy and take appropriate | Understand the term 'risk' and how it links to consequence Understand the term 'addiction' and know | Become familiar with the names of the most common drugs |

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| | | | | action by making healthy choices | some of the different forms it can take. Recognise the link between choice and consequence | Understand how advertising influences our choices |
| Relationship and Sex Education | | | | | <p>Know how and understand why close relationships are formed, especially during adolescence. Understand why friendship is important in the establishment of close relationships</p> | <p>Know about and understand the physical, mental and emotional changes that take place during puberty. Learn about sex (and bust some myths!)</p> <p>Understand why friendship is important in the establishment of close relationships. Know the features of a healthy relationship.</p> <p>Understand what an unhealthy relationship is and know how to deal with relationship issues.</p> <p>Know about gender identities and have an awareness of</p> |

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| | | | | | | transgender issues. Understand the difference between being transgender and cross-dresser |
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