



Newlands Junior School
We are Proud



Developing confidence and responsibility and making the most of our abilities				
	Year 3	Year 4	Year 5	Year 6
1	<u>I can make positive comments about myself and others, setting personal goals too.</u> Children recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. Explore what a bucket-filling classroom achieves. Explain the rules of the kindness bucket (comments you can/cannot make). Everyone will be given two names of two people in the class. On 2 different post-it notes they must write one nice thing about them. After 5 minutes, they will go deliver these to the buckets. Each child to have a slip for them to create their own learning goal for the year. Vocabulary: self-worth, self-respect, positive, goals, challenges Red pen link: respect, love and show pride in myself	<u>I can identify and understand positive values within myself and others</u> List several learning powers which help to develop self-worth, and resilience during challenging situations. Children face new challenges positively. Children cut out learning powers and definitions and have a go at matching them up correctly in pairs. Children state which learning powers/values a Roman soldier would have needed. Vocabulary: learning powers, values, positivity, confidence Red pen link - describe times they have used learning powers, and when they think they might use them in the future Resilience	<u>I understand that failing can help us to learn.</u> - Children recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. - List several learning powers which help to develop self-worth, and resilience during challenging situations. - Know that failure is the road to success and is the first attempt in learning. Without failure we are not facing challenge. - Children identify positive ways to face new challenges, recognising some of the changes their body may experience in a challenging situation. Watch famous failures (video clip). Watch Austin's butterfly, stopping at key points, enabling children to have a go at drawing	<u>I understand how to cope with failure and challenge</u> Self-worth - Children recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. - List several learning powers which help to develop self-worth, and resilience during challenging situations. - Know that failure is the road to success and is the first attempt in learning. Without failure we are not facing challenge. Challenges - Children face new challenges positively and can manage some feelings in a positive and effective way. - Describe bodily changes during stressful situations: heart pounds

			the butterfly and giving/receiving feedback. Vocabulary: failure, solution, persevere, reflective, resilient, resourceful Red pen links: link to their own lives: becoming a better citizen, learning from failures, picking yourself back up, helping others Challenges	faster; muscles tighten (knots in tummy); blood pressure rises; breath quickens; senses become sharper; clammy. - Children begin to share their views and opinions relating to a range of emotions and behaviours. Describe coping strategies: ask others to help or assist you; maintain composure through relaxation exercises (breathing and music); ace situations; challenge the inner voice; small steps; positivity and inspirational ideas. - Children can set themselves simple goals and check on progress to become confident individuals. Recognise strengths and areas for development and how they differ amongst people. Focus on how to cope with up-coming SATs tests. Discuss and identify all the strategies. Vocabulary: clammy, pound, tighten, positivity, challenge, doubts, inspirational, composure, relaxation, anxiety, coping, stressful Red pen link: as you move through life, you will continue to need and use such strategies to overcome challenges
2	<u>I can explore how to manage feelings in a positive and effective way.</u> Recognise strengths and areas for development and how they differ amongst people. Children can manage some feelings in a positive and effective way. Children begin to share their views and opinions relating to a range of emotions and behaviours. After watching a clip from 'Inside Out' and reading 'When Jelly had a wobble', create own jelly and write a worry and how it might be managed.	<u>I know how to make positive comments about myself and others</u> Children recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. Listen to and discuss the story 'Jelly Had a Wobble'. Complete things I love about me activity. Vocabulary: positivity, confidence, kindness	<u>I understand how my body changes during stressful situations and know what I can do to cope.</u> - Describe bodily changes during stressful situations: heart pounds faster; muscles tighten (knots in tummy); blood pressure rises; breath quickens; senses become sharper; clammy. - Children use coping strategies in a range of situations which cause anxiety. Describe coping strategies:	

	Vocabulary: positive, negative, resilience, challenges Red pen link: recall this lesson when we are facing new challenges. Show courage.	Red pen link: understanding we are all unique and special. Pride	<i>ask others to help or assist you; maintain composure through relaxation exercises (breathing, listen to music; ace situations; challenge the inner voice; small steps; positivity and inspirational ideas.</i> Discuss stress and anxiety, and how to cope with them. Identify the circle of control and complete a balloon release activity. Vocabulary: anxiety, stress, calm, control Red pen links: in the future, being responsible adults. Courage	
3	<u>I know that failure is the road to success</u> - Know that failure is the road to success and the first attempt in learning. - Without failure we are not facing challenge. Children will explain what 'failure is the road to success' might mean and why we need to fail. Vocabulary: failure, success, attempt, challenge Red pen link: LP resilience, determination, challenges	<u>I understand that failure is a road to success</u> Know that failure is the road to success and is the first attempt in learning. Without failure we are not facing challenge. Watch Austin's Butterfly clip and listen to the story of The Squirrel Who Squabbled and discuss what has been learnt about failure. Vocabulary: failure, determination, succeed, resilience Red pen link: when have you failed at something but then succeeded in the end? Challenges		
4	<u>I can identify learning powers which develop self-worth and resilience</u> List several learning powers which help to develop self-worth, and resilience during challenging situations. Children face new challenges positively. Read 'Giraffes can't dance' and identify how Gerald or any of the other characters showed any learning powers. Vocabulary: self-worth, self-respect, positive, negative, all learning powers Red pen link: Do you show any of these each day?	<u>I understand how I approach new challenges has an impact on success</u> Recognise strengths and areas for development and how they differ amongst people. Children express their views in a range of situations. Children listen to, and show respect for the views of others. Children identify how they have overcome challenges and then complete a challenge mountain activity Vocabulary: growth, mind-set, challenge, success		

		Red pen link: LP resilience, determination		
5	<u>I can discover ways in which I can stay positive and develop self confidence</u> Children can set themselves simple goals and check on progress to become confident individuals. Describe ways to develop confidence and recognise their skills: use learning powers; challenge doubts; think positive thoughts; face your fears; know failure helps to learn, self-respect. Reflect on all the learning on challenges and self-worth. Write ideas on post-it notes. Vocabulary: self-confidence, success, positive, resilience, goals, challenges Red pen link: be proud of who you are	<u>I can develop confidence within myself</u> Children recognise their own worth and that of others by making positive comments about themselves and peers. Describe ways to develop confidence and recognise their skills: use learning powers; challenge doubts; think positive thoughts; face your fears; know failure helps to learn; self-respect. Read and discuss stories about confidence. Write compliments for others. Identify all the things that make us special and unique (qualities, personality traits, interests, talents). Remind all children that they are good enough. Vocabulary: confidence, compliment, special, unique Red pen link: can we remember to give compliments to others each day Kindness		
6	<u>I can apply British values to my everyday life.</u> Build a jigsaw puzzle depicting each part of the British values. Match definitions of the British values to the correct value. Discuss what the point is in learning about British values. Identify ways we are already applying the values in our lives: follow the school rules, use democracy by voting for members of the school council. Vocabulary: British values, definitions Red pen link: integrate the British values into our lives			

Developing good relationships and respecting differences between people

	Year 3	Year 4	Year 5	Year 6
1	<u>I can list the ways we show respect.</u> - Know the importance of respecting others, even when they have different views and cultural characteristics: listen; affirm and value opinions: be kind; be polite: show understanding: be open to new ideas; show interest; make eye contact. - Know that respecting our self will bring happiness. - Know we need to treat others with respect, including people in authority and that they should respect us. - Know ways we are alike but different (eyes, hair, skin colour, etc). Make a mind map of ways of showing respect. Vocabulary: co-operate, manners, courtesy, respect, appreciate Red pen link: How do you show respect?	<u>I understand what makes a good friend</u> - Identify what makes us special and unique. - Know why it is good to be different. - Know where our differences come from. - Know our friends are all unique Watch 'The Boy, the Mole, the Fox and the Horse'. Discuss how friendship is shown. Vocabulary: difference, friendship, kindness Red pen link: relate to our friendships on a daily basis	<u>I understand the impact protected characteristics have on individuals.</u> - Can demonstrate respect/tolerance towards people different from themselves. - Know and understand the protected characteristics: age, disability, gender, race, religion, sex, sexual orientation. Children match definitions to characteristics Vocabulary: assertive, prejudice, discrimination, tolerance, respect, harassment, protected characteristics Red pen link: link the protected characteristics to our 4 core values: pride, responsibility, respect and kindness. Link to British values too.	<u>I know how to judge how a friendship makes me feel</u> - Build and maintain a range of positive friendships recognising when it is not making us happy and making choices which will prevent conflict. - Know how to recognise who to trust and who not to trust – someone you can confide in, who doesn't let you down, doesn't talk about you and doesn't get you into trouble by peer pressure. Draw a tree with one side identifying positive impacts, the other side identifying negative impacts. Discuss negative and positive peer pressure and how to deal with this. Vocabulary: peer pressure, unhappy, uncomfortable, judge, supportive, kind, reliable, loyal, trustworthy Red pen link: resist negative peer pressure in my everyday life. Empathy
2	<u>I know why family is important.</u> - Know families are important and identify what makes a happy family: spend time together; communicate; set boundaries; show commitment; give protection; love and understand each other; get on well together (few arguments); care; spend time together; share each other's lives. - Discuss commonalities in all families: respect, working together, reliability, common goals, security, stability Identify why families are important. Look at a range of picture cards, identifying ways in which they show care and why this is important.	<u>I understand the effects of bullying</u> - Recognise behaviour which constitutes bullying and understand consequences (a negative and long-lasting impact on mental well-being). - Know the impact of bullying for the bully: low self-esteem, initially may feel powerful, potentially end up lonely, bad reputation, feared, no real friendships. - Know the impact of bullying for victim: loneliness, fear, low mood, acting out, not wanting to come to school. - Know who to tell if you or someone else is being bullied: teacher, parent, friend, anti-bullying coordinator.	<u>I understand how discrimination impacts on those around me</u> - Children should know what a stereotype is, and how stereotypes can be unfair, negative or destructive. - Assertively challenge prejudice and discrimination. - Know that discrimination and harassment are prohibited under the 2002 Equality Act. - Deal with discrimination and prejudice by treating everyone fairly. Children identify if different scenarios describe discrimination, and if so, which type.	<u>I know a range of techniques to help me manage conflict.</u> - Know how to judge when a friendship is making you feel unhappy or uncomfortable e.g. being left out, talked about, peer pressure. - Know how to manage conflict through discussion, by walking away, or seeking help or advice if needed. Use scenario cards to identify different conflicts. Identify how to deal with the conflict in each situation. Vocabulary: alienated, excluded Red pen link: make a comment of which techniques they find helps them the most. Courage

	Vocabulary: co-operate, respect, appreciate, boundaries, communication, commitment Red pen link: How can you help your family? Kindness	Work through resources for anti-bullying week. Vocabulary: respect, bullying, STOP Red pen link: look out for others who are suffering negative relationships Empathy	Vocabulary: stereotype, challenge, assertive, destructive, prejudice, discrimination, harassment Red pen link: British Value – mutual respect and tolerance	
3	<u>I can identify what makes a good friend.</u> - Build and maintain a range of positive friendships, considering the feelings of others. - Know the characteristics of friendships - mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - Know how important friendships are in making us feel happy and secure, and how people choose and make friends. - Know good friendships are positive and welcoming and should not make others feel lonely or excluded. Work through a range of scenarios, identifying which show good and bad friends. Create a poster of what makes a good friend. Vocabulary: positive friendships, characteristics Red pen link: be a good friend to others every day, be inclusive	<u>I can describe the actions that lead to positive friendships</u> - Build and maintain a range of positive friendships making peers feel welcome and not lonely/excluded. - Know that healthy friendships are positive and welcoming and do not make others feel lonely or excluded. - Describe actions which make positive friendships - mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests. - Describe actions which make peers feel lonely and excluded: leaving people out, talking about them, saying unkind things, letting people down, telling lies, not sharing or listening. Recap 'The boy, the mole, the boy and the horse'. Use the pictures provided to show how the characters demonstrate kindness towards each other. Vocabulary: friendship, actions, positive, values Red pen link: How has having good friends had a positive impact on your life? Compassion	<u>I can identify the importance of British Values to our lives</u> Discuss all 4 British Values and why they are so important. Complete a matching activity. Vocabulary: all 4 British Values categories and their definitions Red pen link: how do the British Values impact on your life?	<u>I understand what makes a happy and unhappy family and how issues can be resolved</u> - Recognise families have ups and downs which may impact negatively on our feelings/emotions. - Be able to discuss issues together with family or to other responsible adults. - Understand sometimes things don't work out as we would like. - Know divorce is when two people no longer remain married. - Know what makes an unhappy family life (arguing, domestic violence, financial/work restraints, mental health, drugs, affairs, sibling jealousy). - Know issues take place in all families and they can be resolved in a number of ways, not always how we want, but sometimes for the best e.g. separation, resolution. - Know there are people we can talk to e.g. peers, other family members, other responsible adults, Childline, NSPCC. Create a mind map for happy and unhappy families. Share how we can resolve issues. Vocabulary: trust, communication, divorce, separation, conflict, resolution, commitment Red pen link: understand the feelings of others and show empathy
4	<u>I can identify bullying and know what to do to stop it</u>	<u>I understand the importance and value of family</u> Show respect to peers and adults by listening, using manners and	<u>I recognise that families come in different shapes and sizes</u>	<u>I understand that discrimination and prejudice against protected characteristics should be challenged</u>

	• Recognise behaviour which constitutes bullying and informs a grown up if necessary. • Understands bullying is several times on purpose, not a fall out. • Know different types of bullying: name calling; physical; leaving out; behind backs. • Know who to tell if you or someone else is being bullied: teacher, parent, friend, anti-bullying coordinator. Create posters explaining bullying and how to stop it. Vocabulary: bullying, grown-up, tell, inform, several, on purpose Red pen link: intervene to help others when needed	<i>etiquette, showing gratitude, following instructions.</i> • Respect is a regard for the feelings, wishes and rights of others. Discuss similarities and differences between a range of photos of families. Identify the three words which best describe their family. Vocabulary: family, values Red pen link: display the school value of respect	• Show commitment in different situations e.g. work, clubs, friendships, relationships. • Demonstrate love, care, compassion and understanding towards others. • Know that families can be made up in different ways and may look different to their family, but are all built on love and care: one parent/2 parents; step siblings; same sex/opposite sex; carers/guardians/foster; multi-racial. • Know we should respect differences. • Know that commitment is promise or dedication to someone or something. • Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • Understand that in some cultures arranged marriage, forced marriage and honour-based abuse takes place. Read or listen to 'Every family is different' by Maureen Eppen. Discuss. Vocabulary: single parent, cohabiting, blended family, foster family, adoptive family Red pen link: protected characteristics and the consequences of prejudice Inclusive	• Children should know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • Assertively challenge prejudice and discrimination (related to sexuality and disability). • Discuss some of the different beliefs and values in society, and through history. • Can demonstrate respect/tolerance towards people different from themselves. • Know that discrimination and harassment are prohibited under the 2002 Equality Act • Know and understand the protected characteristics - age, disability, gender, race, religion, sex, sexual orientation. • Know LGBT stands for lesbian, gay, bisexual, and transgender. • Understand what these terms mean and the characteristics • 2 females, 2 males, love for both sexes, a term used to describe people whose gender identity differs from the sex that they were assigned at birth. Act out different scenarios, then freeze-frame. Discuss why it is discrimination and what should have happened differently. Vocabulary: discrimination, prejudice, ageism, racism, homophobia, sexism, LGBTQ+, gender, tolerance, harassment, stereotypes Red pen link: Link to year 5 learning on discrimination / Black History month. Inclusive, mutual respect and tolerance
5		<u>I understand the importance of mutual respect within families</u>	<u>I understand that different cultures have their own beliefs on the commitment of marriage</u>	<u>I can recall my knowledge of the British values</u>

		- At home and in wider society, they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. - Know what constitutes respect: listen; be kind; be polite; be thankful; use manners and etiquette; empathise; care; show gratitude; compliment. In the style of a story board, children draw pictures and write description to show times that they have been respectful to their family and vice versa. Vocab- family, values, mutual, respect Red pen link: What would happen without mutual respect in families? How can we use this in other areas of our lives?	Discuss some of the different beliefs and values in society, and through history. Play the song, work through the information on the flipchart discussing that marriage means different things to different cultures and is celebrated/organised in different ways. Vocabulary: love, commitment, marriage, arranged marriage, honour-based abuse Red pen link: Individual Liberty, Rule of Law	Recap the British Values and create a poster. Vocabulary: all of the above already listed Red pen link: Example of how they have seen the British values within school.
6			<u>I understand how to form and maintain friendships</u> - Build and maintain a range of positive friendships solving fall outs and differences without hurting others. - Friendships have ups and downs. - These can often be worked through so that the friendship is repaired or even strengthened by talking/listening, accepting responsibility, not repeating actions, not listening to or involving others, being reliable and supportive. - Know that resorting to violence is never right. Discussing a range of scenarios, annotate comments/suggestions round scenario card. Vocabulary: friendship, feelings words, self-belief Red pen link: listen to others and understand feelings. Compassion	<u>I understand the effects of cyber-bullying and how to stop them happening</u> - Explain how their actions have consequences for themselves and others. - Online posts can always be found even when deleted and can impact on our lives in years to come. - Describe the nature and consequences of cyber- bullying: alienated/excluded; fear; loneliness; distressed/low/overwhelmed; unable to confide; ashamed; judged; low self-esteem; withdrawn; not wanting to go to school or go out. - Express ways of responding to cyber-bullying. - Know who to tell if you or someone else is being bullied: teacher, parent, friend, anti-bullying coordinator, ONLINE (CEOP).

				Research/define cyber-bullying. Create a poster about the negative effects of cyber bullying and how to stop them. Vocabulary: actions, consequences, cyber-bullying Red pen link: using Whatsapp etc. to only write kind words
7			<u>I understand the difference between bystanders and upstanders.</u> • Recognise behaviour which constitutes bullying and acts to protect a victim where possible showing responsibility. • Inform a grown up of incidents they may witness. • Describe the responsibilities of bystanders during bullying situations – do not join in, protect the victim if possible, do not gossip about incidents, inform someone, check on welfare of victim. • Know bystanders can be seen as guilty alongside the offender if they do not act to protect where possible. • Know who to tell if you or someone else is being bullied: teacher, parent, friend, anti-bullying coordinator, ONLINE CEOP. Identify different ways to show respect to their peers. Record examples of disrespectful & respectful disagreements and some conflict tools to help keep things respectful. Role play scenarios. Vocabulary: bullying, Choose Respect, disrespect, bystanders, upstanders, target, ringleader, reinforcers, assistant Red pen link: show empathy for others	

Developing a healthy safer lifestyle

	Year 3	Year 4	Year 5	Year 6
1	<u>I can explain how and the importance of washing our hands.</u> - Know that bacteria and viruses can affect health. Know that following simple, safe routines can reduce the spread of bacteria and viruses. - Describe the routine for hand washing: wet, soap, rub, rinse, dry. - Know when we need to wash our hands: after using the toilet or changing a nappy; before and after handling raw foods like meat and vegetables; before eating or handling food; after blowing your nose, sneezing or coughing (catch it, bin it, kill it); before and after treating a cut or wound; after touching animals, including pets, their food and after cleaning their cages. Conduct experiment using hand-gel and glitter. Explore the science behind this and why it is important we do this. Make posters or information booklets. Vocabulary: hygiene, bacteria, viruses, routines, hand-washing Red pen link: always wash hands after going to the toilet, playing outside	<u>I understand what medicines and household products are and how to stay safe around them.</u> - Apply knowledge regarding medicines and household products in order to keep safe. - Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations: store in a high or locked cupboard; ensure safety caps are fastened; store in original containers; do not eat/drink substances if you don't know what they are. Stick pictures under correct heading showing whether we should or shouldn't put things inside our bodies. Vocabulary: safe, harmful, dangerous, household, product, medicine Red pen link: understanding that there are things that help us and serve a purpose but that can also be dangerous Responsibility	<u>I understand fire safety</u> - Follow fire safety tips: place matches, lighters, candles etc. where children cannot reach them; never play with fire. - Know what to do if there is a fire: if they see smoke or flames, tell someone straight away; stay low and get out of the building as soon as possible; never go back in until told it is safe; find a phone and call 999. - Be able to make a clear and efficient call to emergency services if necessary. - Know how to get out of the house if there is a fire: Keep escape routes clear; do not leave cooking unattended; check electrical items are safe. - Know what to do if they themselves or someone else is on fire: stop, drop, roll. Work in small groups to plan a safe route out of the building to where they would assemble in the event of a fire. Create a plan of their house and plot the route they would take from their bedroom to safety if there was a fire. Vocabulary: emergency exits, safety plan, evacuation, assembly points Red pen link: future career choices including emergency services, fire marshals at events, knowing how to evacuate a building by knowing the fire escape sign	<u>I understand the dangers of smoking</u> - Tobacco: illegal to under 18s; health warnings must cover 65% of the packet; smoking in public places is prohibited; cancer – lung/mouth; heart and circulation damage; COPD; worsen asthma. - Understand passive smoking is also a risk and smoking is a risk in pregnancy. Arrange pictures and write a caption for each explaining the negative consequences of smoking. Vocabulary: nicotine, addiction, vaping, passive smoking Red pen link: personal responsibility
2	<u>I know how a balanced diet and nutrition supports my wellbeing.</u> Make simple choices about aspects of their health and well-being: choose between different foods and ensure a	<u>I understand how to maintain positive mental health</u> Know mental well-being is a normal part of daily life, in the same way as physical health.	<u>WALT: Know British Values and the protected characteristics</u>	<u>WALT: understand the long-term effects of alcohol on the body</u> Alcohol: illegal to buy under 18; illegal to buy alcohol for minors; 16/17-year

	balance is eaten; undertake regular physical activities. - Understand the principles of a healthy and varied diet: eat from each type of food and know what each type provides. (Protein: growth/repair. Carbohydrates: energy. Fats/sugar: energy but not much nutrition. Dairy: calcium. Fruit and veg: vitamins.) - Recognise children can have allergies to certain foods and must not eat or maybe come into contact with them. - Know which foods people can be allergic to: nuts, eggs, fish - Recognise the symptoms of an allergic reaction: breathing difficulties; difficulty swallowing/speaking; dizzy/faint. - Know what to do if someone eats those foods: inform an adult; may need their medication; may need to ring 999. - Know the symptoms of an allergic reaction: breathing difficulties; difficulty swallowing/speaking; dizzy/faint. Nutrition loop cards. Read and discuss nutrients information. Identify which foods give the most energy. Record information on the Eatwell Plate. Produce a poster about dealing with allergic reactions. Vocabulary: choices, balance, healthy, varied, diet, food groups, allergies, reaction, medication Red pen link: How does a balanced diet and nutrition support my wellbeing?	- Know there are a range of emotions (happiness, sadness, anger, fear, nervousness, worry) and a scale of emotions which all humans experience. - Recognise and talk about emotions with a varied vocabulary. - Ways to maintain positive mental health: regular exercise and eat well; talk; seek help; make time for yourself; enough sleep. - Know who to talk to if they are feeling down: peer, parent, teacher. Vocabulary: well-being, emotions, experience, positive, exercise, sleep, time, talk Red pen link: make links to mental health charities and charity event for Y4 Courage	STICKY KNOWLEDGE QUIZ - Children join the quiz using the QR code or code and complete the quiz. - Discuss answers once all have completed the quiz. Vocabulary: all of the British Values and protected characteristics Red pen link: embed these into everyday life	olds can drink beer, wine, cider with food with parents. - Recommended weekly allowance: under 14 units. - Risks: blood pressure, heart disease, liver disease, cancer, stroke Sort fact or phoney statements about alcohol. Identify the effects on different parts of the body. Vocabulary: blood pressure, heart disease, liver disease, cancer, stroke Red pen link: self-respect, pride in myself
3	<u>I can identify how exercise supports my physical wellbeing</u> Make simple choices about aspects of their health and well-being: choose between different foods and ensure a	<u>I know how to look after my teeth</u> Maintain oral hygiene by brushing teeth twice a day and visiting the dentist regularly.	<u>I understand what personal hygiene is and why it is important as part of a healthy lifestyle.</u>	<u>I understand drugs are substances which, when taken, affect the human mind and body</u> List the commonly available substances and drugs that are

	balance is eaten; undertake regular physical activities. - Understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body. - List ways we can be physically active: walk to school, cycle, sports clubs, activity in school. - Know if we eat too much and exercise too little, we can become overweight/obese which are risky to our health. Which habits are healthy and unhealthy? Link unhealthy habits such as self-doubt to exercise. Create a poster or mind-map to show the positive effects. Vocabulary: health, balance, physical activity, active, healthy, nutritious Red pen link: How do you look after your physical wellbeing? Responsibility	- Know which foods are bad for teeth due to the sugar/acid content: sweets; food with sugar (cake, biscuits); fizzy drinks; starchy foods which stick in teeth. - Know which foods are good for teeth: dairy products (calcium); fibre rich fruit and veg - Know how to brush teeth correctly: 2 minutes; before bed and one other time; brush all surfaces; don't rinse straight away. Make posters/booklets about looking after your teeth. Vocabulary: oral hygiene, brushing, dentist, content, foods Red pen link: brush twice a day, don't have too much sugar	- Manage personal hygiene effectively so that body odour etc. are not problems. - Know that personal hygiene routines are important: take a shower every day and after excess sweating; use deodorant; change clothes and underwear daily; wash hair regularly. - Know that puberty causes physical and hormonal changes which can cause oily skins and excess perspiration. - Keep skin clear: discourage from touching the face as it spreads bacteria, and picking can leave scars. Children make a promise linked to their own personal hygiene routine that they will do in order to improve what they currently do (e.g. clean their teeth at night, put dirty clothes on wash basket, change socks every day etc) Vocabulary: personal hygiene, healthy lifestyle, daily routines Red pen link: Real life links: personal hygiene is part of becoming a responsible adult, it is an essential part of growing up	legal/illegal, and can describe some of the affects and risks of these. - Illegal: cocaine, crack, ecstasy, cannabis, LSD, skunk - Illegal drugs: may act as a sedative or a stimulant; are addictive; can cause erratic/dangerous behaviour; an overdose can be fatal; can lead to arrest and a prison sentence. Collect information and make a poster about drugs. Vocabulary: all of the above already listed Red pen link: rule of law, consequences
4	<u>I can identify a baby's needs.</u> - A baby growing in the womb is called a foetus. - A pregnancy lasts 9 months. - The umbilical cord attaches the baby to its mother and provides nutrients and oxygen to the baby. - Understand babies need to be cared for as they are unable to do anything for themselves. - Show tolerance and understanding when a sibling is born as they will require lots of time and attention. - Infants cry as a form of communication: A crying infant is trying to express a variety of feelings including hunger, discomfort,	<u>I can understand how to stay safe around water and in the sun</u> - Minimise the risk of drowning near outdoor water: do not swim in these areas (strong undercurrents, cold); adult supervision; learn to swim; lifeguard/flags. - Describe the need for sun protection: protects your skin from UV rays; helps prevent sunburn sun and damage. - Know the depletion of the ozone layer has increased our risk of sun damage from harmful UV rays. - Follow sun protection: put on sun cream; wear a hat/sun glasses; stay in the shade; drink plenty.	<u>I understand why getting enough sleep is important.</u> Well-being - Make simple choices about aspects of their health and well-being ensuring they have enough sleep. - Recognise signs of ill health: weight loss, - changes in the body. - Know the recommended amount of sleep for their age is 9-12 hours. - Know the effect that sleep deprivation has on their health and well-being: grumpy, lack of focus; shortens life, links to obesity, heart disease, diabetes.	<u>I can identify harmful substances and their effects and risks</u> - Know tobacco, alcohol and illegal drugs are addictive. - State the basic facts and laws about alcohol, tobacco and illegal drugs. Collect/recall as many facts as possible about alcohol, tobacco and drugs. Complete a quiz. Vocabulary: legal, illegal, prescription

	boredom, wanting something, or loneliness. - From birth to six months babies should only consume milk. - New born babies need around 18 hours sleep. Complete baby's wants and needs table using given information from the PowerPoint. Vocabulary: womb, foetus, pregnancy, umbilical cord, nutrients, oxygen, care, understanding, communication, consume Red pen link: show empathy towards the needs of others	Be able to call emergency services if necessary. Create a poster to show how we can stay safe around water. Vocabulary: water, safety, important, awareness Red pen link: when will knowing how to stay safe around water help us? (on holiday)	Know what you could do to help yourself sleep well: regular bedtimes and getting up times; wind down (bath, relaxation, read); avoid technology for an hour before bed. Write a sentence stating one thing you will try to change to make sure they get a better night's sleep. Vocabulary: healthy lifestyle, daily routines, sleep deprivation, wellbeing, mental health, anxiety Red pen link: Real life links: keeping healthy is part of becoming a responsible adult, it is an essential part of growing up in order to live a long life.	
5	<u>I know how to stay safe around roads</u> - Assess the element of risk attached to making choices about healthy lifestyles. - Know how to stay safe when crossing roads: safe place to cross; look both ways; listen; walk; use a pelican/zebra crossing; listen to an adult. - Know how to stay safe when travelling in a car: always wear a seat belt; sit in a car seat; activate child safety locks on doors. - Know it is illegal to travel in a car without a properly fastened seatbelt. - Know to call 999 in an emergency. Make posters about road safety for both crossing the road and travelling in a car, and how to make an emergency call. Vocabulary: risk, safe, road safety, travelling, illegal, emergency Red pen link: Stop look and listen whenever you cross the road	<u>I know how to respect elderly people and how to show them care and respect</u> - Old people are also called "senior citizens". - Life expectancy is increasing due to medical advances and lifestyle and more people live to 100. - Know that old people have more health problems than young adults as their bodies deteriorate: bones weaken, eyes/ears fail. - Understand the elderly can sometimes become lonely and isolated. - Show care and respect towards elderly relatives/neighbours/friends (adopt a grandparent). Make an information booklet about 'Caring for and respecting elderly people'. Vocabulary: senior citizens, life expectancy, medical advances, lifestyle, health, lonely, isolated Red pen link: think what we can do for grandparents, neighbours, link to care home visits	<u>I understand the physical changes people's bodies go through during puberty.</u> - Changes happen to the body during puberty, which is the time when adolescents become capable of reproduction. - Bodies come in all shapes and sizes and bodies change during puberty: pubic hair will grow; breasts will develop and hips will widen (in girls); body odour will occur (wash daily, use deodorant, change underwear daily); facial hair will grow and voices will break (in boys). - In puberty (in girls) menstruation occurs (normal vaginal bleeding each month). Pregnancy can occur once a girl has started menstruating. In puberty in boys, the penis and testicles grow. Ask questions. Vocabulary: puberty, penis, testicles, testes, testosterone, erection, sperm, vagina, hormones, ovaries, menstruation, periods, fertilised, discharge, genitals,	<u>I know ways of resisting negative peer pressure</u> - Identify factors that affect their emotional health and well-being and manage these to promote positive mental health. - Recognise if what they are feeling is appropriate and proportionate. - Incorporate actions to maintain positive mental health: talk; seek help; exercise; sleep. - Know it is common for people to experience mental ill health and problems can be resolved with the right support. - Know the effects of mental health issues: alienated; emotions of anger, fear, sadness, helplessness; reduced ability to concentrate; inability to cope; tiredness; anger/violence. - Know who to talk to if they are feeling down or are worried about someone else: peer, parent, teacher, Childline, NSPCC, Young Minds. - Know ways to improve mental health: time outdoors; exercise; community participation/voluntary work; sleep;

				healthy diet; relaxation time with family/friends; hobbies and interests. • Know isolation and loneliness affect well-being. • List some ways of resisting negative peer pressure around issues affecting their health and well-being: walk away; make new friends; be firm; make an exit plan/excuse; be confident to say no; avoid the situation; stick to your values and goals. Discussion-based lesson Vocabulary: all of the above already listed Red pen link: apply knowledge to situations where you feel pressurised Resilience
6	<u>I know how to keep myself and my body private and where to find help to do this</u> • Recognise that pressure to behave in a particular way can come from a variety of sources including people they know. • Know that you are allowed to say 'no' to contact that makes you feel uncomfortable: anything which causes discomfort/embarrassment (genitals, buttocks, breasts). • Know who to tell/ask for help (school and family). RSHE • Use the names of the main parts of the body, including genitalia (penis and vagina). • Know the PANTS rule: privates are private. Always remember your body belongs to you: no means no. • Talk about secrets that upset you: speak up – someone can help; report concerns to a parent, responsible adults or teacher; keep trying until you are heard.	<u>I know how to keep appropriate boundaries for my body</u> • Know what sorts of boundaries are appropriate in friendships with peers and others. • Know that it is sometimes necessary to say 'no' to peers and to make sensible judgements. • Recognise peer pressure and that it can come in different forms and should know the techniques to resist pressure online or in person. • Know who to tell (school and family). RSHE • Child on child abuse may happen between children of a similar age and may be harmful to those who display it and experience it. • Touching is appropriate in some situations (a visit to the doctor), but is inappropriate in some situations (when you don't want it to happen/it makes you feel uncomfortable).	<u>I understand the emotional changes people experience during puberty.</u> Adolescence • Adolescence is the time between being a child and full adult. Children start adolescence at different times and that some may be embarrassed and need understanding. All children go through these changes and face similar challenges. • Emotions may change due to hormones: you may experience heightened responses to situations/mood swings; be overly sensitive and find that you are quite weepy; be self-conscious. Ask questions. Vocabulary: as lesson 6, emotions, mood swings, conflicting emotions, Childline Red pen link: recognise when my emotions change and be kind to myself	<u>(Death: link to RE)</u> <u>WALT: understand how death can make us feel</u> • Accept that sometimes people they are close to die. • Discuss and share the feelings that bereavement and loss can create and the impact of this upon a person's life. • Grief is a natural feeling suffered by everyone. No two people grieve the same or exhibit the same behaviours. People will feel sad, numb, angry, lost, unable to talk and may lose appetite, be unable to sleep or concentrate. Have a class discussion. Vocabulary: grief, bereavement, loss, impact Red pen link: Share feelings and listen to others. Talk about the person we have lost, show compassion

	Discussion-based lesson. Learn the PANTS rule. Vocabulary: pressure, no, uncomfortable, embarrassment, genitals, buttocks, breasts, penis, vagina, PANTS rule, secrets Red pen link: Know we can say no if the situation makes us uncomfortable	• <i>Touching and attempting to view private body parts through clothes (or when undressed) is not acceptable.</i> • <i>Report concerns to a parent, responsible adult or teacher and keep trying until they do something about it.</i> Discussion-based lesson. Make posters. Vocabulary: boundaries, judgements, no, pressure, techniques, child on child, abuse, touching, viewing, concerns Red pen link: show respect to our peers		
7	<u>I understand how to stay safe online by looking after my physical and mental health</u> • <i>Know we use technology daily and that it can have many benefits.</i> • <i>Know we need to ration the amount of time we spend online and that excessive use can have an impact on mental and physical well-being.</i> • <i>Follow the same principles to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</i> • <i>Inform parents or teachers if they are concerned or upset.</i> Identify the positives and negatives about being online with regard to physical and mental well-being. Vocabulary: technology, benefits, ration, excessive, physical, mental, well-being, relationships, respect, concern Red pen link: limit the amount of time I spend online	<u>I understand how to stay safe online by being a responsible digital citizen</u> • <i>Recognise that people sometimes behave differently online, including by pretending to be someone they are not.</i> • <i>Inform parents or teachers if they are concerned or upset.</i> • <i>Know social media/games etc. are age restricted because of content/targeted advertising.</i> • <i>Know that we as digital citizens have a responsibility to THINK: only publish online content, which is true, helpful, necessary and kind.</i> Identify age restrictions of a range of online content. Discuss how we should behave online. Vocabulary: pretend, concern, social media, games, restricted, content, digital citizen, responsibility, publish Red pen link: maintain positive relationships when on line the same as when we are face to face	<u>I understand what a positive body image is.</u> • <i>Identify if the media has a positive or negative influence on us.</i> • <i>Recognise the negative effects social media can have: low self-esteem; mental health issues; feeling of failure/inadequacy.</i> • <i>Photo shopping is regularly used to enhance the appearance of people online: do not make comparisons to reality and ourselves.</i> Identify the character traits that make you the person you are: draw yourself and write these traits around the picture. Vocabulary: body image, positive, negative, stereotype, identity, gender, transgender. Red pen link: Learning to like/love myself for who I am rather than comparing myself to others. Pride	<u>I understand how to keep myself and others safe and healthy</u> • <i>How to carry out basic first aid procedures:</i> • <i>recovery position, CPR, choking, anaphylaxis, asthma, bleeding, burns, head injuries, seizures.</i> • <i>Call 999 in an emergency.</i> Carry out Red Cross First Aid training. Vocabulary: assess, risk, elements, choices, safety, first aid and associated vocabulary
8	<u>I understand how adverts work</u> • <i>Know that adverts are used to persuade us to do something, and they can be both positive and negative.</i>	<u>I know how to spot fake news and can identify what it is trying to do</u> • <i>Identify if the media has a positive or negative influence on us.</i>	<u>I can explain the need to protect myself online and know the best ways to do this</u> • <i>Know that we all have a digital footprint – an online trail of our activity.</i>	<u>I know what is appropriate and inappropriate with regard to my body</u> • <i>Know what sorts of boundaries are appropriate in friendships with peers and others.</i>

	- Know ads appear on television, radio, newspapers, magazines and billboards in streets and cities. - Critically analyse whether adverts should be censored (debate). Hold a debate about whether adverts are positive and negative, and why some adverts should be censored. Vocabulary: advert, positive, negative, analyse, censored Red pen link: know my own mind and make my own decisions	- Know fake news works by shocking people into reading it (gossip): if it something we would like to believe, it plants the seed of a rumour. - Rules to spot fake news: if it sounds too amazing to be true, it probably is; is it on sites you can trust; look who is producing the story. Look at a variety of real or fake news stories. Identify which are real and fake by identifying the key features of both. Vocabulary: media, positive, negative, influence, fake, shocking, gossip, rumour Red pen link: do not believe everything we are told	- Know we can make our online identity a positive or a negative footprint with the choices we make online and what we choose to post. - Know the difference between reality and social media: "Insta v Reality" - Know where to get advice and seek support from: family, school, CEOP, ChildLine, the NSPCC, Childnet. Work in groups to plan and produce an Apple clips informing others of how to keep safe online. Vocabulary: all of the above already listed Red pen link: do not write or post anything which will make others look at us unfavourably	- A healthy relationship (both loving and sexual) is based on trust, respect, communication, honesty, shared responsibility, fairness and non-threatening behaviour. - Be aware of the pressures to look/dress a certain way. - It is illegal to send a 'nude' or a photo of their uncovered bodies. It is a criminal offence to take, make, permit, distribute, show, possess sexual images and videos below the age of 18. - Know the consequences of sharing photos of themselves and others and know that they must have permission to post a picture of another person online. Discussion-based lesson Vocabulary: boundaries, healthy relationships, appropriate, responsibility, pressure, nude, sharing Red pen link: do not send or share inappropriate images when online
9			<u>I know how friendships work and how to resist peer pressure</u> - Know what sorts of boundaries are appropriate in friendships with peers and others. - Children should be aware of peer pressure and how it presents itself in many different forms: in person and online through social media. Discuss friendships, identifying appropriate boundaries friendships should have. Identify peer pressure and how to resist it. Vocabulary: friendship, peers, peer pressure, social media Red pen link: believe in yourself enough to make your own decisions , play an active role	<u>I understand how babies are made and develop, and how this can be prevented</u> - Appropriate sexual relationships occur between two consenting adults. - Contraception prevents a baby being conceived. Safe sex is important for general health too. Use the terms HIV, Aids, STIs and abortion. - Human life is conceived in the womb (with both sperm and ova). A baby grows and develops in its mother's womb. Menstruation is an important part of the fertility cycle. - Know where to get advice and seek support from: family, school, ChildLine, the NSPCC. Discussion-based lesson

				Vocabulary: sexual, appropriate, contraception, prevent, safe sex, conceived, sperm, ova, menstruation,
10				<u>I know organisations that keep us safe online and why they need to exist</u> • The internet can be a negative place where online abuse, trolling, bullying and harassment can take place. • Negative posts/ comments can affect your online identity and reputation. • Critically consider risks associated with people you know online but have never met in person. • Report concerns to responsible adults or online sites e.g. CEOP, Childnet. Research and discuss organisations. Vocabulary: CEOP, NSPCC, UK Safer Internet Centre, Childnet, Think u know Red pen link: lean on others when in time of need
11				<u>I understand how the media uses propaganda to present information to a large audience</u> • Identify different types of mass media: internet, TV, film, radio. Mass media reaches lots of people. • Mass media is used for propaganda and public relations. Propaganda is information for one side of the argument. • Identify if the media has a positive or negative influence on us. • Develop the strength to make our own decisions and not be influenced about how we think and how we perceive others. Discussion-based lesson Vocabulary: mass media, propaganda, public relations, argument Red pen link: recognise how people try to manipulate us and show resistance

Preparing to become a responsible future citizen

	Year 3	Year 4	Year 5	Year 6
1	<u>I know the reasons behind volunteers and people supporting their community.</u> - A community group is a group of people who work for free to help the local area/people. - Know why people volunteer and support their local community: community pride; achievement; fulfilment; to give something back; to make a difference; to develop new skills; to make friends/get to know people; to develop a sense of unity; to help the environment; to help others less fortunate. - Clipstone Litter pickers are our local litter picking community. What does volunteering mean? Why is it important to help others? Identify how people are helping the community in a range of pictures. Identify how we can support our community. Vocabulary: society, contribute, charity, aid, international, voluntary, responsibility, saving Red pen link: show respect and pride for our local environment	<u>I can recognise why positive mental health is important</u> (MIND, Time to talk, Mental Health UK, Young Minds, Heads Together) - Heads Together is a mental health initiative led by The Duke and Duchess of Cambridge. - In 2017 Heads Together was London Marathon Charity of the Year. Hundreds of runners made it the first ever Mental Health Marathon raising the profile of this important issue and inspiring people to talk about their own mental health. Stick picture in books and write 4-6 key pieces of information about William and Catherine which demonstrate how important they are to understanding mental health issues, and the importance of positive mental health. Vocabulary: William and Catherine, Heads Together, mental health Red pen link: Why are they inspirational to others? How can we make an impact/play an active role?	<u>I can explain why laws and rules should be followed in order to be a responsible citizen</u> - Recognise that the law is there to protect and that breaking the law involves consequences. - Follow rules and laws in order to be responsible citizens in school and society. - Big question: Is it ever right to break the law? Discuss key question of 'is it ever right to break the law? Record feedback once pictures of Rosa Parks and Suffragettes have been unveiled. Vocabulary: rules, laws, responsibilities, rights, safety, protection, fair, citizen, community Red pen link: understand consequences and how we should learn from errors in judgement	<u>I understand the role of global charities and know why people volunteer and set up charities</u> - Recognise the role of voluntary work and charitable groups. - Research and talk to people who contribute to society through charitable and international aid organisations. - Understand the importance of Oxfam and Islamic Relief and the history of when they were founded and who by. - Take responsibility for the needs of others planning and organising a charitable event: Oxfam (Cecil Jackson-Cole). - Ensure children know of Islamic Relief (Muslim charity) and their founder Hany El-Banna as a comparison. Make a pic collage about the work of global charities and why charities and volunteering are important. Vocabulary: society, charity, aid, global, voluntary, kindness, responsibility, founder Red pen link: how can we help? What effect can we have? Active involvement
2	<u>I understand the contributions made by charitable organisations such as Children in Need.</u> - Children in Need is devoted to raising money for charities working with children in the United Kingdom. - Terry Wogan presented the first show and continued for over 40 years. - The now famous Pudsey Bear made his first appearance on BBC Children in Need in 1985 as a brown, cuddly mascot	<u>I understand the importance of recycling in our school</u> - Lead a campaign to the council to raise awareness and drive solutions with issues around recycling paper in our school to help protect the environment. Involve local recycling businesses like Veolia. - Campaigning: local government is a vital link between the government and the governed keeping government more responsive to people's wishes.	<u>I can explore the voting laws in different countries</u> - Name the main political parties and their leaders. - Name the current Prime minister and their party. - The Parliament of the United Kingdom is split into three separate parts, the House of Commons (the lower house), the lords (the upper house) and the Monarch. - Most legislative power is in the House of Commons. It is made up of 650	<u>I know that by working together, we can achieve a common goal</u> - By working together harmony can be created and common goals achieved. - The United Nations (UN) is an organization between countries established in 1945 to promote international cooperation. It was set up following World War II to prevent another conflict. When it was founded, the UN had 51-member states; there are now 193.

	Focus on where the donation goes and what it does by answering, 'What does Children in Need do?' Record around a Pudsey, some of the contributions that Children in Need make and how they help/support others. Vocabulary: society, contribute, charity, aid, international, voluntary, responsibility, saving Red pen link: recognise what we have in our lives in comparison to some others. Compassion	Use expertise to provide government with information. Discuss the current situation within our school regarding recycling and what we could do better. Create posters to remind everyone of all the things that can be put in class recycling bins. Write a letter to Mrs Castledine asking if we can buy another recycling bin. Present an assembly explaining what is happening with recycling and what we have done to improve the situation. Vocabulary: recycling, community Red pen link: recognise the impact we are having on our planet. Pressure others into making positive decisions.	<i>Members of Parliament (MPs). These people are elected by the people of the United Kingdom.</i> - The House of Lords has the power to reject Bills, except tax bills, and make the House of Commons reconsider them. - The monarch is the fount of all power in the UK - New laws and changes in laws are passed in the House of Commons and House of Lords. - Central governments are in charge of defence, employment, foreign policy, immigration, social security, trade/industry, constitution of the UK. - Investigate how one person equals one vote is not always true. - Research voter suppression in the USA. (Suppressed: The Fight to Vote Youtube) Children will research the main political parties naming the leader, how many MPs they have and what the party stands for. Research the voting system in five other countries too. Vocabulary: law, democracy, political parties, labour, conservative, liberal democrat, prime minister Red pen links: big question: Does 1 person equal 1 vote around the world? Is this fair?	The aims are: to keep peace throughout the world; to develop friendly relations among nations; to help nations work together to improve the lives of poor people; to conquer hunger, disease and illiteracy, and to encourage respect for each other's rights and freedoms; to be a centre for harmonizing the actions of nations to achieve these goals. Answer a series of questions to around the work of the United Nations. Vocabulary: goals, impact, peace, rights, freedoms, relations, achieve, improve, international, cooperation Red pen link: how can such organisations inspire us? Democracy
3	<u>I understand that all children have the right to be safe and know how to get help.</u> Children to take part in the NSPCC Stay Safe Project. NSPCC Stay Safe, Speak out project. Create a safe adults poster. Draw or write names of adults from inside/outside of school on to their safe hand.	<u>I know some food choices have an impact on our environment</u> - Know food choices have a big effect on the environment. - Know meat from animals (cows, goats, sheep) has a large carbon footprint due to the methane (a potent global warming gas) released from digestion and manure.	<u>I understand the links between jobs and money</u> - Know about a range of jobs carried out by people they know and in the wider world. - Know how they can develop skills to make their own contribution in the future: resilience, caring, hard-working, communicative.	<u>I know why the European Union and the European Parliament were established, and why Britain chose to leave the European Union</u> - The EU works to establish political, economic, transport and communication links within Europe. - Its key values are respect for human dignity, freedom, democracy, equality,

	Vocabulary: society, contribute, charity, aid, international, voluntary, responsibility, saving Red pen link: know we must tell a trusted adult if we have something worrying us	- Know fishing fleets depend on dirty fossil fuels and emit high levels of CO2 every year. - Make comparisons, regarding carbon emissions, comparing a typical weekly diet to a vegetarian diet. - Make links between the food groups which cause the most pollution to children's diets. - Plan a 'planet friendly' diet, including non-starchy vegetables and fruit and less meat. Identify where our food comes from. Complete cause of climate change in food production spider diagram. What three things could you do regarding the food you eat to help look after our environment? Vocabulary: climate change, food production, impact Red pen link: in the supermarket, could we buy products from England	- Know how subjects can link to specific jobs (NASA – science). - Utilise the attributes which contribute to a good work ethic: discipline, hard work, focus, motivation, endurance. Research the salaries of different specified jobs. Identify the different factors that influence the job choices people make and why, knowing that different factors will hold different importance to individuals. Vocabulary: society, contribute, responsibility, permanent, temporary, full time, part time, paid, unpaid, salary, hourly rate, peace work, commission Red pen link: be aspirational, reach for our goals	the rule of law, and respect for human rights. - On the 23rd June 2016, the UK took part in a referendum to decide whether to leave the European Union. The majority of people chose to leave. This was known as Brexit. - Brexit happened in 2020. Discuss why we think Britain decided to leave the EU. Sort key pros and cons for post Brexit Britain into a venn diagram of good things and bad things about Brexit. Use the venn diagram to determine whether Brexit was a good or bad thing. Ensure children understand that we left the European Union, but geographically we are still part of Europe (the continent). Vocabulary: democracy, equality, rule of law, human rights, Brexit, membership, common goal, treaty, union Red pen link: can we be successful alone? Are we stronger together or alone?
4	<u>I understand the contributions made by charitable organisations such as Barnardos and Dr Barnardo.</u> - Research and talk to people who contribute to society through charitable and international aid organisations. - Recognise the role of voluntary work and charitable groups. - Take responsibility for the needs of others planning and organising a charitable event; eg; NSPCC, Save the Children, Childline, Barnardos, Action for Children, Children in Need Introduce goal for February: taking part in Barnardos movement challenge to raise money for Barnardos charity in school. Explain other ways they can get involved e.g. donating old toys.	<u>I can understand my identity is unique to me</u> - Recognise identities are unique. - Be proud of who we are. - Know what personal identity is and what contributes to who we are. - Know that your identity is unique to you and is made up of physical features, cultural background, talents, hopes and dreams, beliefs and values and habits and behaviours. Each child will write three things about themselves, putting these into a box with rest of class. CT picks one out and read out loud, children have three guesses to try and decide who it is. How easy was it to make guesses? Why are we not the same? Complete Celebrating Me activity sheet. Vocabulary: identity, unique, celebrating	<u>I understand the role banks play in helping people manage their finances</u> - Children who look after their money and save some will realise that, in the future, they will be able to save money in order to afford bigger items. - Nat West Money Sense. Decide which bank account is most suitable for different customers based on the criteria they are given. Vocabulary: interest, current account, borrowing, mobile apps, salary, building society, chip and pin, cheque book, student account, deposit account Red pen link: Am I spending my money wisely?	<u>I recognise that although we can be defined through many things, we are all still unique</u> - Recognise how we can be defined by others through our culture, customs and religions, which may prevent us from seeing the unique identities of others. - In history, beliefs about race, ethnicity, religion, gender, sexual orientation and economic class caused suspicion, fear or hatred to some groups (Jews, blacks, Asians). - By getting to know a person, we are able to see past labels and find common ground. Make red pen links by having pictures of different people, asking what they all have in common. Identify why people should not be defined by characteristics, although

	Vocabulary: society, contribute, charity, aid, international, voluntary, responsibility Red pen link: recognise those less fortunate and help where possible	Red pen link: Why is it important to respect the individuality of others? Inclusive		these can shape us as people, but that we should all be seen as unique individuals. Vocabulary: culture, customs, religions, unique, defined, race, ethnicity, gender, sexual orientation, economic class, Red pen link: Link to Malala (Autumn 1), Gandhi (Spring 1), racial segregation (Y5), Alan Turing (Y4)
5	<u>I understand the impact humans have on the environment.</u> - Fossil fuels (coal, oil and gas) were formed from the remains of living organisms millions of years ago. They cannot be replaced. - Fossil fuels cause pollution and are harmful to the environment. When they burn, they release carbon dioxide and other greenhouse gases which contributes to global warming and climate change. Gather information about why each fossil fuel is bad for the environment and a healthy living. Make a poster about why fossil fuels are bad for the environment. Vocabulary: fossil fuels, coal, oil, gas, greenhouse gases, climate change, carbon dioxide, pollution Red pen link: What impact can we have?	<u>I know why it is important to save money.</u> - Children who look after their money and save some will realise that, in the future, they will be able to save money in order to afford bigger items. - April: Teach children to save day. Learn all about 'Teach children to save day'. Vocabulary: save, budget, afford Red pen link: Why do we need to save?	<u>I understand how to plan a simple budget</u> Nat West Money Sense Children complete a bank statement activity to embed the learning completed. Vocabulary: bank statement, saving, spending, income, debt, bills, receipts, pay-slips, expenditure Red pen link: Can I save for things I want?	<u>I understand what poverty is and the impact it has</u> - All children in the world have the basic human right to have their needs met. - Poverty is going without the necessities of life. - Identify basic needs and causes of world poverty: war; big companies taking land; climate change. - Children living in poverty miss out on the things most children take for granted: food, decent clothing, going to school, medicine. - There are others in the world who do not have the opportunities we have. Record information about basic needs, what might stop people having their basic needs met, and how people in poverty can be helped. Vocabulary: war, global companies, land grabs, climate change, basic needs, poverty, necessities, human rights Red pen link: Geography – most of Africa in poverty, but has some of world's largest shares of minerals, including oil, natural gas, and coal; metals such as gold; and gems such as diamonds. Link to history – slavery.
6	<u>I know ways we can create a cleaner environment for healthy living and why we need to do this.</u> Recognise the impact humans have on the environment and understand we	<u>I understand why charitable aid organisations exist and how I can support them</u> Research and talk to people who contribute to society through	<u>I can use spreadsheets to model and explore real life situations</u> Nat West Money Sense Purple Mash computing lesson: Pocket Money Scenario. Children make their own spreadsheet.	<u>I can take part in the Fiver Challenge, understanding what this teaches me about money</u> Children who look after their money and save some will realise that, in the

	<i>all have a role to play in protecting our planet.</i> • <i>Air pollution can cause respiratory diseases and cancer, among other problems and diseases.</i> • <i>Research how a clean environment is essential for healthy living: (The more you don't care about our environment, the more it will become polluted with contaminants and toxins that have a harmful impact on our health).</i> • <i>Renewable sources like wind, solar and wave power will create a sustainable future.</i> Create a poster to show ways in which can protect the planet, and why we should do this. Vocabulary: fossil fuels, coal, oil, gas, living organisms, sustainable, greenhouse gases, climate change, carbon dioxide, pollution, methane Red pen link: school rule responsibility	<i>charitable and international aid organisations.</i> • <i>Recognise the role of voluntary work and charitable groups.</i> • <i>Take responsibility for the needs of others planning and organising a charitable event.</i> • <i>(MIND, Time to talk, Mental Health UK, Young Minds, Heads Together)</i> Choose one of the charities. Plan a school event to support them. Vocabulary: contribute, society, charitable, international, aid organisation, voluntary, responsibility, plan, organise, mental health + chosen charity Red pen link: How can I be inspired by the work that charities do?	Vocabulary: as above + budget, profit, expenses Red pen link: Aspirations Future career (office work: Mrs Underwood)	<i>future, they will be able to save money in order to afford bigger items.</i> • <i>The Fiver Challenge is a programme that helps bring the business world to life for primary school pupils. It is run by Young Enterprise and Virgin Money. Children use a £5 pledge to get their business ideas off the ground during the challenge, aiming to make as much profit as they can. They work together to decide what product or service they'll invest their fivers in.</i> • <i>Young Enterprise is a national charity that works directly with young people, teachers, parents, businesses and influencers to help build a successful and sustainable future for all young people and society at large. Young Enterprise was founded by Sir Walter Salomon in 1962.</i> • <i>Teams need to source materials or products, prepare sales pitches, and plan selling events. Once the product or service is ready, they prepare for the selling event. At the end of the challenge, pupils repay their £5 pledges and decide how to spend or donate their profit.</i> • <i>Discuss and understand news stories about protests, relating this to democracy: taking a knee during the national anthem or the 2020 uprising against police brutality.</i> Vocabulary: money, business venture, profit, teams, work together, challenge, invest, Red pen link: What has the Fiver Challenge taught us? Why is this an important lesson to learn?
7	<u>I know how to show respect and why respect is important.</u>		<u>I can identify the signs of poverty</u> • <i>Poverty is going without the necessities of life.</i>	

	• <i>Respect is an admiration of good qualities, due regards for the feelings, wishes and rights of others.</i> • <i>Show respect by smiling, being friendly, asking questions, listening, using manners.</i> Identify which scenarios show respect. Vocabulary: society, respect, responsibility Red pen link: school rule, how do we show respect in school?		• <i>Poverty affects more than ¼ of children in the UK.</i> • <i>Recognise the features of poverty by analysing pictures.</i> • <i>Understand people can be judged by their wealth, but recognise this is unfair and unreasonable (similar to sexism, racism).</i> • <i>People should be judged by their character and values, not wealth.</i> • <i>Children living in poverty miss out on the things most children take for granted: hot meals, warm clothes, school trips, having friends over for tea. They do less well at school and earn less as adults.</i> Discussion-based lesson Vocabulary: poverty, wealth, judge, signs, outcomes, education Red pen link: how we treat others and wish to be treated. Empathy	
8	<u>WALT: Explore the importance of British Values.</u> Big Question: Can a school function without rules Match definitions to the correct British Value. Discuss how the world would function without these British Values. Discuss what would our school would be like without rules. Vocabulary: British values, rules, boundaries, consistency Red pen link: Why we need rules and laws		<u>I understand why people volunteer and how food banks work</u> • <i>Develop understanding of why people volunteer and support their local community.</i> • <i>Develop an understanding of what a community group is: a group of people who work for free to help the local area/people.</i> • <i>Research and talk to people who contribute to society through charitable organisations.</i> • <i>Continue to know why people volunteer and support their local community: community pride; achievement; fulfilment; to give something back; to make a difference; to develop new skills; to make friends/get to know people; to develop a sense of unity; to help the</i>	

			<i>environment; to help others less fortunate.</i> <i>• The Trussell Trust began in Bulgaria. It now supports a nationwide network of food banks and provides emergency food and support to people locked in poverty. The Trussell Trust also campaigns for change to end the need for food banks in the UK.</i> <i>• In 2000, Paddy received a call from a mother who was struggling to feed her children. Paddy started Salisbury Food Bank in his garden shed and garage, providing three days of food for those in crisis.</i> <i>• The food bank model spread through church networks, inspired by Matthew's Gospel. 'For I was hungry and you gave me something to eat, thirsty and you gave me something to drink.'</i> <i>• Contribute to the work of local food banks by helping to collect tins of food: Sherwood Forest Food Bank.</i> <i>• Take responsibility for the needs of others planning and organising a charitable event: Food bank, Shelter, YMCA, Centrepoint, Crisis, Salvation Army.</i> Children will carry out research, creating a promotional poster on Pic Collage which will then be used to promote the food bank around school and on social media. Share information in assembly and collect non-perishable food for Sherwood Forest Food Bank. Vocabulary: volunteer, community, contribute, charity, fulfilment, unity, food bank Red pen link: school rule - responsibility , active role	
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9	<u>I understand why we save money and how we can keep track of our money</u> Children who look after their money and save some will realise that, in the future, they will be able to save money in order to afford bigger items. Link this to pocket money and saving goals. Discuss the ways we can get our money and what we may save it do in the future. Vocabulary: society, contribute, charity, aid, international, voluntary, responsibility, saving Red pen link: Is money important?		<u>I know about the diverse groups that make up the UK population</u> - Identify the make-up of the UK in relation to ethnic groups and religion. - Recognise diversity varies from place-to-place (compare Forest Town to Nottingham City). A key change in the British population is a decline in the number of people describing themselves as white British. - Know the range of religions and ethnicities represented in our nation: black, Asian, white, mixed, Muslim, Sikh, Hindu, Christian, Jew, none. 81% of ethnic groups live in urban areas and 18% in rural. - London has the smallest percentage of white people (45%). Carry out research and present statistics in a range of ways. Compare and analyse data. Vocabulary: diversity, ethnic groups, religion, population, decline, range, ethnicities, percentage Red pen link: mutual respect and tolerance	
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