

Long Term Progressive Overview PSHE

Nursery - Jigsaw



Reception - Kapow

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.	In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.

Year 1- 6 - Kapow

Autumn 1 - Introduction Family and relationships Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.	Autumn 2 – Responsive Unit This unit is used to deliver any unit/s of work we feel our students need. It may address issues in the news, local area and within our school.	Spring 1 - Health and wellbeing Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.	Spring 2 - Citizenship Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.	Summer 1 - Economic wellbeing Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.
Summer 2 - Safety and the changing body Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,	Year 6 only – Summer 2 Identity Considering what makes us who we are whilst learning about gender and sexual identity and body image.			

PSHE LTP Overview 2024-2025

Key Knowledge	Jigsaw Unit	Lesson Focus / Task	Vocabulary (Underlined and in bold key words from the KO)	National Curriculum link / EYFS	Localisati on / Trips / Visitors	Substantive Concept Previous learning
Nursery						
<p>I will learn about...</p> <p>How we are similar and different</p> <p>Expressing happy and sad feelings</p> <p>Caring for other's feelings</p> <p>Being kind</p> <p>Using gentle hands</p> <p>Our right to play and learn</p> <p>How to be responsible</p>	<p>Being me in my World</p> <p>In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn</p>	<p>Lesson 1 I know how it feels to belong and that we are similar and different.</p> <p>Lesson 2 I know how feeling happy and sad can be expressed</p> <p>Lesson 3 I know how to work together and consider other people's feelings.</p> <p>Lesson 4 I know how to use gentle hands and understand that it is good to be kind to people</p> <p>Lesson 5 I know and am beginning to understand children's rights and this means we should all be allowed to learn and play.</p> <p>Lesson 6</p>	<p>Responsibilities</p> <p>Feelings</p> <p>Angry</p> <p>Happy</p> <p>Sharing</p> <p>Taking Turns</p>	<p>PSED – ELG: SELF-REGULATION</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Home visits</p> <p>Stay and play with families</p>	

	<p>about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.</p>	<p>I know what being responsible means.</p>				
<p>I will learn about...</p> <p>Things that I am good at</p> <p>What it means to feel proud</p> <p>How I am special and unique</p> <p>My family and my home</p> <p>Other people's families and homes</p>	<p>Celebrating Difference</p> <p>In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is</p>	<p>Lesson 1 I know how it feels to be proud of something I am good at.</p> <p>Lesson 2 I know one way I am special and unique.</p> <p>Lesson 3 I know that all families are different.</p> <p>Lesson 4</p>	<p>Different Special Proud Friends Kind Same Similar</p>	<p>PSED ELG – SELF-REGULATION Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</p>	<p>Christmas stay and play</p>	

<p>Making new friends</p>	<p>good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does</p>	<p>I know there are lots of different homes.</p> <p>Lesson 5 I know how I could make new friends.</p> <p>Lesson 6 I know I can use my words to stand up for myself.</p>		<p>involving several ideas or actions.</p> <p>PSED ELG: MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p>		
---------------------------	--	---	--	--	--	--

	something unkind to them.					
<p>I will learn about...</p> <p>What a challenge is</p> <p>How to keep trying when something is difficult</p> <p>How to set and work towards a goal</p> <p>How I can be kind to others</p> <p>The jobs I might like to do when I am older</p>	<p>Dreams and Goals</p> <p>In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they</p>	<p>Lesson 1 I know what a challenge means.</p> <p>Lesson 2 I know how to keep trying until I can do something.</p> <p>Lesson 3 I know how to set a goal and work towards it.</p> <p>Lesson 4 I know some kind words which can encourage people.</p> <p>Lesson 5 I know about the jobs I might like to do when I'm older</p>	<p>Dream</p> <p>Goal</p> <p>Challenge</p> <p>Job</p> <p>Ambition</p> <p>Encourage</p>	<p>PSED –</p> <p>ELG: SELF-REGULATION</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED</p> <p>ELG: MANAGING SELF</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Home visits</p> <p>Stay and play with families</p> <p>Library visit –</p> <p>Rock-a-bye-rhymes</p>	

	want. They also talk about achieving goals and the feelings linked to this.					
<p>I will learn about...</p> <p>What the word 'healthy' means</p> <p>The names for some parts of my body</p> <p>Know when and how to wash their hands properly</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Who my safe adults are</p>	<p>Healthy Me</p> <p>In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand</p>	<p>Lesson 1 I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</p> <p>Lesson 2 I know some of the things I need to do to be healthy.</p> <p>Lesson 3 I know what the word 'healthy' means and that some foods are healthier than others.</p> <p>Lesson 4 I know how to help myself go to sleep and that sleep is good for me.</p> <p>Lesson 5 I can wash my hands and know it is important to do</p>	<p>Healthy Exercise Sleep Wash Clean Stranger Scare</p>	<p>PSED – ELG SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Form positive attachments to adults and friendships with peers.</p>	<p>Easter stay and play with families</p> <p>Dentist visit</p> <p>Police visit</p>	

	washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.	this before I eat and after I go to the toilet. Lesson 6 I know who my safe adults are and how to stay safe if they are not close by me.				
<p>I will learn about...</p> <p>My family and why they are special to me</p> <p>How to make friends</p> <p>What I like about my friends</p> <p>What to do if someone is unkind to me</p> <p>How to use Calm Me time to manage my feelings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p>	<p>Relationships</p> <p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are</p>	<p>Lesson 1 I know and can tell you about my family.</p> <p>Lesson 2 I know how to make friends if I feel lonely.</p> <p>Lesson 3 I can tell you some of the things I like about my friends.</p> <p>Lesson 4 I know what to say and do if somebody is unkind to me.</p> <p>Lesson 5 I know how to use Calm Me Time to manage my feelings.</p>	<p>Family Relationship, Friend Lonely Argue Fall-out Feelings</p>	<p>PSED – ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.</p>	<p>Home visits and stay and play for new children</p>	

<p>Can recognise what being angry feels like</p>	<p>introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>	<p>Lesson 6 I know how to work together and enjoy being with my friends.</p>				
<p>I will learn about...</p> <p>What can you see?</p> <p>The different names for parts of my body</p> <p>Respecting my body</p> <p>Healthier food choices</p> <p>Growing up</p> <p>How I change as I get older</p> <p>Going to school</p>	<p>Changing Me</p> <p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of</p>	<p>Lesson 1 I know the name parts of my body and show respect for myself.</p> <p>Lesson 2 I know some things I can do and some food I can eat to be healthy.</p> <p>Lesson 3 I know that we all start as babies and grow into children and then adults.</p> <p>Lesson 4 I know that I grow and change.</p>	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p>PSED – ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.</p>	<p>Transport trip</p>	

	<p>the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>	<p>Lesson 5 I know I can talk about how I feel moving to School from Nursery.</p> <p>Lesson 6 I can remember some fun things about Nursery this year.</p>				
Reception						
Key Knowledge	Kapow Unit	Lesson Focus / Task	Vocabulary (Underlined and in bold key words from the KO)	National Curriculum link / EYFS	Localisation / Trips / Visitors	Previous learning

<p>I will learn about...</p> <p>Putting a colour to an emotion. For example, red to anger.</p> <p>Using vocabulary to name my emotions.</p> <p>Identifying ways to tell how somebody else might be feeling. For example facial expressions.</p>	<p>Self-regulation: My feelings.</p>	<p>Lesson 1 I know how to identify my feelings.</p> <p>Lesson 2 I know how to identify and express my feelings.</p> <p>Lesson 3 I know how to explore different coping strategies to help regulate my emotions.</p> <p>Lesson 4 I know the different adjectives that can be used to describe feelings.</p> <p>Lesson 5 I know how to explore different facial expressions and what they mean.</p>	<p>feelings emotions happy sad angry calm</p>	<p>Personal, Social and Emotional Development Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. ELG: Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Characteristics of effective learning > Playing and exploring</p>	<p>Home visit Stay and play with families</p>	
--	---	---	---	---	--	--

<p>I will learn about...</p> <p>What I love about my family.</p> <p>That all families are different.</p> <p>Who is a special person to me.</p> <p>The importance of sharing and turn taking.</p> <p>Things that make be special and unique.</p> <p>The similarities and difference between myself and others.</p>	<p>Building relationships: Special relationships</p>	<p>Lesson 1 I know that all families are valuable and special.</p> <p>Lesson 2 I know what it means to be a valued person.</p> <p>Lesson 3 I know why it is important to share and cooperate with others.</p> <p>Lesson 4 I know that I am a valuable individual.</p> <p>Lesson 5 I know about similarities and differences.</p>	<p>love valuable special unique different family friends</p>	<p>Personal, Social and Emotional Development See themselves as a valuable individual.</p> <p>Understanding the World Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>		
--	---	--	--	--	--	--

<p>I will learn about...</p> <p>How important rules are and why we have to follow them in a game.</p> <p>Ways to persist with an activity that I may find difficult.</p> <p>Work as a team using my words to communicate with my friends.</p> <p>To use 'grounding' strategies in different situations.</p>	<p>Managing self: Taking on challenges</p>	<p>Lesson 1 I know why we have rules.</p> <p>Lesson 2 I know the importance of persistence in the face of challenge and I am developing confidence in my own ability to solve problems.</p> <p>Lesson 3 I know how to work together as a group to overcome challenges and communicate effectively with others.</p> <p>Lesson 4 I know how to learn and practise 'grounding' coping strategies.</p> <p>Lesson 5 I know the importance of perseverance in the face of challenge.</p>	<p>coping strategy challenge technique calm rules</p>	<p>Personal, Social and Emotional Development Identify and moderate their own feelings socially and emotionally. ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Characteristics of Effective Learning Active learning</p>		
--	---	--	---	---	--	--

<p>I will learn about...</p> <p>The importance of telling the truth.</p> <p>How somebody will know if I am listening.</p> <p>Games that can help me to listen more carefully.</p> <p>How to follow an instruction with several parts.</p>	<p>Self-regulation: Listening and following instructions</p>	<p>Lesson 1 I know the importance of listening carefully.</p> <p>Lesson 2 I know how to carefully listen to a story.</p> <p>Lesson 3 I know the importance of telling the truth and thinking of others' feelings.</p> <p>Lesson 4 I know how to follow instructions or actions and I can persevere when things get difficult.</p> <p>Lesson 5 I know how to follow instructions involving several ideas or actions.</p>	<p>listen listening understanding truth feelings honest</p>	<p>Literacy ELG: Comprehension Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Personal, Social and Emotional Development ELG: Self-Regulation</p>	<p>Easter stay and play with families</p> <p>Dentist visit</p>	
--	---	---	---	---	--	--

				<p>Children at the expected level of development will: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>See <u>Statutory framework for the early years foundation stage</u>.</p> <p>Non-statutory curriculum guidance Communication and Language Children in reception will be learning to: Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>		
<p>I will learn that... People may have different beliefs to me and that is ok.</p>	<p>Building relationships: My family and friends</p>	<p>Lesson 1 I know about how different beliefs celebrate special times.</p>	<p>festival special event religion share</p>	<p>Personal, Social and Emotional Development ELG: Building Relationships</p>		

<p>That celebrations may look different in different households.</p> <p>That it is important to share.</p> <p>One way I can be a good friend. For example, look after somebody if they are hurt, ask somebody to play.</p> <p>How to keep trying with activities I find hard.</p>		<p>Lesson 2 I know why sharing is important.</p> <p>Lesson 3 I know what makes a good friend.</p> <p>Lesson 4 I know the importance of supporting others by being kind.</p> <p>Lesson 5 I know the importance of perseverance in the face of challenge</p>	<p>friend take turns</p>	<p>Show sensitivity to their own and to others' needs. See <u>Statutory framework for the early years foundation stage</u>.</p> <p>Non-statutory curriculum guidance Personal, Social and Emotional Development Children in reception will be learning to: See themselves as a valuable individual. Think about the perspectives of others. Understanding the World Children in reception will be learning to: Recognise that people have different beliefs and celebrate special times in different ways. See <u>Development Matters (non-statutory curriculum guidance)</u>.</p> <p>Characteristics of Effective Learning: Playing and exploring. Active learning.</p>		
---	--	--	------------------------------	--	--	--

<p>I will learn about... How exercise is good for my body.</p> <p>Some things I can do to relax.</p> <p>How to safely cross a road (stop, look, listen, check).</p> <p>Some healthy choices of food.</p>	<p>Managing self: My wellbeing</p>	<p>Lesson 1 I know how exercise affects different parts of the body.</p> <p>Lesson 2 I know ways to relax.</p> <p>Lesson 3 I know why it is important to take care of myself.</p> <p>Lesson 4 I know what it means to be a safe pedestrian.</p> <p>Lesson 5 I know what it means to eat healthily.</p>	<p>exercise movement healthy diet safety breathing food</p>	<p>Personal, Social and Emotional Development Children in reception will be learning to: Know and talk about the different factors that support their overall health and wellbeing: regular physical activity. See <u>Development Matters (non-statutory curriculum guidance)</u>.</p>	<p>Fire service visit</p>	
---	---	--	---	--	---------------------------	--

Year 1

Key Knowledge	Kapow Unit	Lesson Focus / Task	Vocabulary (Underlined and in bold key words from the KO)	National Curriculum link	Localisation / Trips / Visitors	Previous learning
<p>Families can be made up of different people.</p> <p>Friends are people we like and want to spend time with.</p> <p>Friends sometimes fall out but we can overcome problems.</p>	<p><u>Family and Relationships</u> Family Friendships Relationships Respectful Relationships</p>	<p>Lesson 1 Introduction to RSE</p> <p>Lesson 2 - What is family? I know that families look after us.</p> <p>Lesson 3 - What are friendships?</p>	<p><u>Family and Relationships</u> Friendly Stereotype Care Emotions Family Feelings</p>	<p>Art and design 'Pupils should be taught: to use drawing, painting and sculpture to develop and share ideas, experiences and imagination'</p> <p>English 'Pupils should be taught to: listen and respond appropriately to adults and their peers'</p>		

<p>We all experience different feelings and emotions.</p> <p>People can have stereotyped ideas about boys and girls.</p> <p>We can help other people when they are feeling sad.</p> <p>Being friendly is important, even if we are not friends with somebody.</p> <p>You can talk to a trusted adult at school or home.</p>		<p>I know the importance and characteristics of positive friendships.</p> <p>Lesson 4 - Friendship problems I know that friendships can have problems but we can overcome them.</p> <p>Lesson 5 - Healthy Friendships I know that being friendly to others makes them feel welcome and included.</p> <p>Lesson 6 – Gender Stereotypes I know what is meant by a stereotype.</p>		<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates’</p> <p>Design and technology ‘Pupils should be taught to: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]’</p> <p>Mathematics ‘Pupils should be taught to: interpret and construct simple pictograms, tally charts, block diagrams and simple tables’</p> <p>British values: Mutual respect.</p>		
<p>I know what people might look like when they are angry, scared, upset or worried.</p> <p>I can identify how some actions can affect others, such as hurting another person.</p> <p>To identify some positive qualities in a friendship such as sharing and taking turns.</p>	<p>Responsive Unit</p>	<p>Lesson 1 Learn all about autism! I know that sometimes people learn differently to me.</p> <p>Lesson 2 Anti-Bullying Week</p>	<p>Responsive Unit</p> <p>Autism Feelings Bullying Grown up Different</p>			

<p>I know it is important to wait for a grown up to cross the road!</p> <p>I can identify that bullying is something that happens more than once.</p> <p>I know that everybody deserve to be treated equally and with kindness.</p> <p>To understand that some people are born with a brain that functions differently, which means they may learn differently to you!</p>		<p>I can identify that bullying means lots of times on purpose.</p> <p>Lesson 3 Road Safety week I can identify safe places to cross the road.</p> <p>Lesson 4 Kind and Unkind – Resolving Conflict I can identify how some actions can affect others, such as hurting another person.</p> <p>Lesson 5 Healthy Relationships – Showing Respect I understand that everybody needs to be treated equally.</p> <p>Lesson 6 Emotions and Feelings I know what people might look like when they are angry, scared, upset or worried.</p>				
<p>Describe how they feel using appropriate vocabulary, recognising what</p>	<p>Health and Wellbeing</p>	<p>Lesson 1 - Understanding my emotions</p>	<p>Health and Wellbeing Allergy</p>	<p>English 'Pupils should be taught to:</p>		

<p>different emotions might look/feel like.</p> <p>Describe their own qualities and strengths and recognise something they want to get better at.</p> <p>Describe their bedtime routine, explaining why sleep is important.</p> <p>Identify examples where they could use relaxation to help manage difficult emotions.</p> <p>Understand that germs can be spread via our hands.</p> <p>Know the three things they need to do when out in the sun to keep safe.</p> <p>Know people can be allergic to certain things and how to help with an allergic reaction.</p> <p>Understand that there are a range of people who help to keep us healthy.</p>	<p>Health and prevention Physical health and wellbeing Mental wellbeing</p>	<p>I know how to describe feelings and develop simple strategies for managing them</p> <p>Lesson 2 - Ready for bed I know the benefits of physical activity and rest</p> <p>Lesson 3 - Hand washing and personal hygiene I know how germs are spread and how we can stop them spreading</p> <p>Lesson 4 - Sun safety I know the risks associated with the sun</p> <p>Lesson 5 - Allergies I am beginning to understand allergies</p>	<p>Emotions Germs Ill (poorly) Relax</p>	<p>use relevant strategies to build their vocabulary understand both the books they can already accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done participate in discussion about what is read to them, taking turns and listening to what others say write sentences by: saying out loud what they are going to write about write sentences by: composing a sentence orally before writing it'</p> <p>Science 'Pupils should be taught to: find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.'</p>		
<p>Explain why the class and school rules are important.</p> <p>Discuss the different needs of a range of pets.</p>	<p>Citizenship</p>	<p>Lesson 1 - Rules I know the importance of rules</p>	<p>Citizenship Vote Care Democracy Fair</p>	<p>Science 'Pupils should be taught to: identify and name a variety of common animals including fish,</p>		

<p>Describe some of the needs of babies and young children.</p> <p>Recognise some similarities and differences between themselves and others.</p> <p>Identify some groups which they belong to.</p> <p>Recognise that different individuals belong to different groups.</p> <p>Explain why voting is a fair way to make a decision involving a lot of people.</p>		<p>Lesson 2 - Caring for others: Animals I know that animals have different needs and how to care for them</p> <p>Lesson 3 - Similar, yet different I know ways in which we are the same and different to other people</p> <p>Lesson 4 - Belonging I know the range of groups people belong to</p> <p>Lesson 5 - Democratic decisions To know how democracy works</p>	<p>Pet Responsibility</p>	<p>amphibians, reptiles, birds and mammals notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.'</p> <p>British values: Democracy, Rule of Law, Mutual respect, Tolerance of different cultures and religions.</p>		
<p>To know: Why people use money and its role in our lives.</p> <p>That coins and notes have different values.</p> <p>Some of the ways children may receive money.</p> <p>It is wrong to steal money.</p>	<p>Economic Wellbeing</p>	<p>Lesson 1: What is money? I know what money is and how it helps us.</p> <p>Lesson 2: What is a bank? I know the purpose of banks and building societies.</p> <p>Lesson 3: Saving and spending I know the differences between spending and saving money.</p>	<p>Economic Wellbeing Banks and building societies Cash Earn Save Spend Value</p>	<p>Mathematics 'Pupils should be taught to: recognise and know the value of different denominations of coins and notes'</p> <p>English 'Pupils should be taught to: write sentences by: sequencing sentences to form short narratives ask relevant questions to extend their understanding and knowledge</p>		

<p>Money is valuable and needs to be taken care of to avoid losing or damaging it.</p> <p>Money should be stored in a safe place, such as a piggy bank or a wallet, to keep it secure.</p> <p>They should not show or give money to strangers and should only trust trusted adults with their money.</p> <p>They should be mindful when handling money in public, keeping it hidden and not displaying it openly.</p> <p>They can seek adult assistance, particularly from parents or guardians, when they need help in handling or storing money safely.</p> <p>Banks are places where we can store our money.</p> <p>Some jobs in school.</p>		<p>Lesson 4: Jobs in schools I know the different job roles adults have in school.</p> <p>Lesson 5: Jobs out of school I know how to identify and describe different jobs.</p>		<p>participate in discussions, presentations, performances, role play, improvisations and debates'</p> <p>British values: Individual liberty.</p>		
---	--	--	--	--	--	--

Different jobs need different skills.						
<p>Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.</p> <p>Understand ways to keep safe and not get lost and know the steps to take if they do get lost.</p> <p>Know the number for the emergency services and their own address.</p> <p>Understand that some types of physical contact are never acceptable.</p> <p>Understand that there are hazards in houses and know how to avoid them.</p> <p>Understand and name jobs that people do to help keep us safe.</p>	<p>Safety and the Changing Body Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body Basic first aid</p>	<p>Lesson 1: Adults in school I know how to respond to adults in a safe and familiar context.</p> <p>Lesson 2: Adults outside school I know how to respond to adults in a range of situations.</p> <p>Lesson 4: Making an emergency phone call</p> <p>I know what an emergency is and how to make a phone call if needed.</p> <p>Lesson 5: Appropriate contact I know the difference between acceptable and unacceptable physical contact.</p> <p>Lesson 6: Safety with substances I know what is safe to put into or onto our bodies.</p>	<p>Safety and the Changing Body Polite Trust Accident Emergency Dangerous Medicine</p>	<p>English ‘Pupils should be taught to: listen and respond appropriately to adults and their peers participate in discussions, presentations, performances, role play, improvisations and debates write sentences by: saying out loud what they are going to write about [and] composing a sentence orally before writing it’</p> <p>Science ‘Pupils should be taught to: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene’</p> <p>British values: Mutual respect, Individual liberty.</p>		

		Year 1 – Transition Lesson				
Year 2						
Key Knowledge	Kapow Unit	Lesson Focus / Task	Vocabulary (Underlined and in bold key words from the KO)	National Curriculum link	Localisati on / Trips / Visitors	Previous learning
<p>Understand that families offer love and support and that different families may be made up of different people.</p> <p>Recognise some issues that may occur in friendships and which of these may need adult help to resolve.</p> <p>Understand that expectations of manners may change according to the situation.</p> <p>Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.</p> <p>Explain what gender stereotypes are in relation to careers.</p>	<p>Family and Relationships</p> <p>Family</p> <p>Friendships</p> <p>Relationships</p> <p>Respectful Relationships</p> <p>Change and Loss</p>	<p>Lesson 1 Ground rules</p> <p>Lesson 2 - Families offer stability and love I know the range of families they may encounter now and in the future</p> <p>Lesson 3 - Unhappy friendships I know that some friendships might make us feel unhappy and how to deal with this</p> <p>Lesson 4 - Introduction to manners and courtesy I know the conventions of courtesy and manners</p> <p>Lesson 5 - Change and loss I know how loss and change can affect us</p>	<p>manners</p> <p>feelings</p> <p>emotions</p> <p>family</p> <p>stereotype</p> <p>respect</p>	<p>English</p> <p>‘Pupils should be taught to: develop pleasure in reading [...] by: being encouraged to link what they read or hear read to their own experiences develop pleasure in reading [...] by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently understand [books they read and listen to] by: drawing on what they already know or on background information and vocabulary provided by the teacher understand [books they read and listen to] by: making inferences on the basis of what is being said and done maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>		<p>Previously covered: Emotions (Y1), Family (Y1), Feelings (Y1), Stereotype (Y1), Respect (Y1)</p>

		<p>Lesson 6 - Gender stereotypes – Careers and jobs I know and understand stereotypes and how these might affect job/career choices</p>		<p>listen and respond appropriately to adults and their peers participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say' British values: Mutual respect.</p>		
			Responsive Unit			
<p>To know that food and drinks with lots of sugar are bad for our teeth.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p> <p>To know that we can feel more than one emotion at a time.</p>	<p>Health and Wellbeing Health and prevention Physical health and wellbeing Mental wellbeing</p>	<p>Lesson 1 - Experiencing different emotions I know a range of feelings and develop simple strategies for managing them</p> <p>Lesson 2 – Steps to success I know my own strengths and can set myself achievable goals</p> <p>Lesson 3 – Developing a growth mindset I know ways to help overcome barriers or manage difficult emotions</p> <p>Lesson 4 – Healthy diet I know what it means to have a healthy diet</p>	<p>Diet Goal Growth Healthy Skill Strengths</p> <p>Previously covered: Emotions (Y1), Feelings (Y1)</p>	<p>Art and design 'Pupils should be taught: about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Science 'Pupils should be taught to: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene'</p>		<p>Previously covered: Emotions (Y1), Feelings (Y1)</p>

<p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>		<p>Lesson 5 – Looking after our teeth I know ways of looking after our teeth</p>				
<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences.</p>	<p>Citizenship</p>	<p>Lesson 1 - Rules beyond school I know the importance of rules</p> <p>Lesson 2 – Our local environment I know the role people play in looking after the environment</p> <p>Lesson 3 – Job roles in our local community I know the roles people have in the community.</p> <p>Lesson 4 – Similar yet different – my local community I know and recognise similarities and differences between people in the local community</p> <p>Lesson 5 – School council I know how democracy works in school</p>	<p>job opinion rule school council volunteer vote</p>	<p>English 'Pupils should be taught to: write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense develop positive attitudes towards and stamina for writing by: writing for different purposes articulate and justify answers, arguments and opinions participate in discussions, presentations, performances, role play, improvisations and debates'</p> <p>British values: Rule of law, Mutual respect, Tolerance of those of different faiths and beliefs, Democracy, Individual liberty</p>		<p>Previously covered: Responsibility (Y1)</p>
<p>That some adults earn money by having a job.</p>	<p>Economic Wellbeing</p>	<p>Lesson 1</p>	<p>Banking Coins</p>	<p>Mathematics 'Pupils should be taught to:</p>	<p>Lotherton Hall</p>	<p>Previously covered: Banks and building</p>

<p>Some basic needs for survival.</p> <p>What a bank account is.</p> <p>What a bank account card is used for.</p> <p>The concept of saving money and understanding its benefits for future goals or things they want to buy.</p> <p>The difference between a 'want' and 'need'.</p> <p>Why diversity and inclusion are important in workplaces.</p>		<p>I know the ways people receive money.</p> <p>Lesson 2 I know basic needs essential for healthy growth.</p> <p>Lesson 3 I know how people decide what they want.</p> <p>Lesson 4 I know how bank accounts and cards help with managing money.</p> <p>Lesson 5 I know how to make others feel included.</p>	<p>Notes Priority Want Wage</p>	<p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change interpret and construct simple pictograms, tally charts, block diagrams and simple tables'</p> <p>Science 'Pupils should be taught to: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)'</p>		<p>societies (Y1), Cash (Y1), Earn (Y1), Save (Y1)</p>
<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something that makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p>	<p><u>Safety and the Changing Body</u> Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body</p>	<p>Lesson 1 I know how to stay safe when using the internet.</p> <p>Lesson 2 I know the difference between secrets and surprises.</p> <p>Lesson 3</p>	<p>Medicine Private Secret Surprise Penis Testicles/testes Vulva Vagina</p>	<p>Computing 'Pupils should be taught to: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private'</p>		<p>Y1 Safety and the changing body</p>

<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body, including private parts.</p>		<p>I know the concept of privacy and the correct vocabulary for body parts.</p> <p>Lesson 4 I know about safe and unsafe touches.</p> <p>Lesson 5 I know how to stay safe with medicines.</p>	<p>See <u>National curriculum - Computing key stages 1 to 2.</u></p> <p>Science 'Pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense' See <u>National curriculum - Science key stages 1 to 2.</u></p> <p>Art and design 'Pupils should be taught: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination' See <u>National curriculum - Art and design key stages 1 to 2.</u></p> <p>English 'Pupils should be taught to: participate in discussions, presentations, performances, role play, improvisations and debates' See <u>National curriculum - English key stages 1 to 2.</u></p> <p>Music 'Pupils should be taught to:</p>		
--	--	---	--	--	--

				listen with concentration and understanding to a range of high-quality live and recorded music’ See <u>National curriculum - Music key stages 1 to 2.</u> British values: Individual liberty		
--	--	--	--	--	--	--

Year 3

Key Knowledge	Kapow Unit	Lesson Focus / Task	Vocabulary (Underlined and in bold key words from the KO)	National Curriculum link	Localisation / Trips / Visitors	Previous learning
<p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one-off event.</p> <p>To know that violence is never the right way to solve a friendship problem.</p>	<p>Family and Relationships</p> <p>Family Friendships Relationships</p> <p>Respectful Relationships</p>	<p>Lesson 1 Setting ground rules I know that families love and support each other but sometimes problems can occur and help is available if needed.</p> <p>Lesson 2 I know that friendships have ups and downs and that problems can be resolved.</p> <p>Lesson 3 I know the impact of bullying.</p> <p>Lesson 4</p>	<p>bullying</p> <p>communicate</p> <p>empathy</p> <p>open questions</p> <p>similar</p> <p>solve</p> <p>stereotype</p> <p>sympathy</p>	<p>English</p> <p>‘Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments participate in discussions, presentations, performances, role play, improvisations and debates</p>		<p>Previously covered: Stereotype (Y2)</p>

<p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p>		<p>I know why trust is an important part of positive relationships.</p> <p>Lesson 5 I know the differences between people and why it is important to respect these differences.</p> <p>Lesson 6 I know that stereotypes are present in everyday life.</p>		<p>draft and write by: in narratives, creating settings, characters and plot' See <u>National curriculum - English key stages 1 to 2.</u></p> <p>Art and design 'Pupils should be taught: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination' See <u>National curriculum - Art key stages 1 to 2.</u></p> <p>British values: Mutual respect, Tolerance of those with different faiths and beliefs.</p>		
<p>Skills</p> <p>Knowledge</p>			<p>Responsive Unit</p>			
<p>To understand ways to prevent tooth decay.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p>	<p>Health and Wellbeing Health and prevention Physical health and wellbeing Mental wellbeing</p>	<p>Lesson 1 I know how to plan for a healthy lifestyle including physical activity, rest and diet.</p> <p>Lesson 2 I know the different aspects of my identity.</p>	<p>Health and Wellbeing alone balance barriers belonging identity lonely resilience</p>	<p>Physical education 'Pupils should be taught to: develop flexibility, strength, technique, control and balance' See <u>National curriculum - Physical education key stages 1 to 2.</u></p>		<p>Previously covered: Diet (Y2), Healthy (Y2), Relax (Y1)</p>

<p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p>		<p>Lesson 3 I know how to break down barriers into smaller, achievable goals.</p> <p>Lesson 4 I know when to give consent.</p> <p>Lesson 5 I know the benefits of healthy eating and dental health.</p>		<p>Science 'Pupils should be taught to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.' See <u>National curriculum - Science key stages 1 to 2</u>.</p> <p>English 'Pupils should be taught to: Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying themes and conventions in a wide range of books recognising some different forms of poetry [for example, free verse, narrative poetry] plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from</p>		
--	--	---	--	--	--	--

				<p>its structure, vocabulary and grammar’. See National curriculum - English key stages 1 to 2.</p> <p>Art and design ‘Pupils should be taught to: improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials’. See National curriculum - Art and design key stages 1 to 2.</p>	
<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand the role of charities in the community.</p>	Citizenship	<p>Lesson 1 I know and understand the UN convention on the rights of the child</p> <p>Lesson 2 I know the environmental benefits of recycling</p> <p>Lesson 3 I know the groups which make up the community</p> <p>Lesson 4 I know that charities care for others and how people can support them</p>	<p>charity community law recycling rights United Nations (UN)</p>	<p>British values: Individual liberty, Democracy, Rule of law English: Reading – comprehension, Spoken language</p>	<p>Previously covered: Democracy (Y1), Responsibility (Y1), Environment (Y2)</p>

		Lesson 5 I know how democracy works in the local area				
<p>The pros and cons of different payment methods.</p> <p>The reasons for spending money.</p> <p>The benefits of budgeting.</p> <p>The emotional impact of money.</p> <p>The societal and environmental impact of spending choices.</p> <p>The range of jobs and opportunities available.</p>	Economic Wellbeing	<p>Lesson 1 I know the different ways to pay for things and why people might choose them</p> <p>Lesson 2 I know how to put together a budget</p> <p>Lesson 3 I know that money has an impact on how we feel</p> <p>Lesson 4 I know how ethics can influence our spending decisions</p> <p>Lesson 5 I know that there are a range of jobs available and to think about what job they might want to do</p>	<p>account</p> <p>budget</p> <p>career</p> <p>trade</p> <p>fair trade</p> <p>feeling</p> <p>profession</p>	<p>British values: Individual liberty, Mutual respect, Rule of law, Tolerance of those with different faiths and beliefs.</p> <p>English: Spoken language</p> <p>Maths: Measurement</p>		Previously covered: Save (Y1), Spend (Y1)
To understand that cyberbullying is bullying which takes place online.	Safety and the Changing Body	<p>Lesson 1 I know the role I can take in an emergency situation.</p> <p>Lesson 2</p>	<p>allergic</p> <p>anaphylaxis</p> <p>bullying</p> <p>cyberbullying</p> <p>influence</p>	<p>English</p> <p>'Pupils should be taught to: listen and respond appropriately to adults and their peers</p>		Y2 Safety and the changing body

<p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>Being safe (including online)</p> <p>Drugs, alcohol and tobacco</p> <p>Basic first aid</p>	<p>I know how to help if someone has been stung or bitten</p> <p>Lesson 3 I know the importance of being kind online and what this looks like.</p> <p>Lesson 4 I know who and what can influence our decisions.</p> <p>Lesson 5 I know and understand safety on or near roads.</p>	<p>injuries</p>	<p>ask relevant questions to extend their understanding and knowledge</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>draft and write by: in narratives, creating settings, characters and plot'</p> <p>See <u>National curriculum - English key stages 1 to 2</u>.</p> <p>Computing "Pupils should be taught to Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact." See <u>National curriculum - Computing key stages 1 to 2</u></p> <p>British values Mutual respect, Tolerance of those with different faiths and beliefs.</p>		
---	---	--	-----------------	--	--	--

Year 4						
Key Knowledge	Kapow Unit	Lesson Focus / Task	Vocabulary (Underlined and in bold key words from the KO)	National Curriculum link	Localisation / Trips / Visitors	Previous learning
<p>To know that families are varied in the UK and across the world.</p> <p>To understand the different roles related to bullying including the victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that bereavement describes the feeling someone might have after someone dies or following</p>	<p>Family and Relationships</p> <p>Family Friendships Relationships</p> <p>Respectful Relationships</p> <p>Change and Loss</p>	<p>Lesson 1</p> <p>Ground rules and expectations</p> <p>I know the importance of courtesy and manners in a range of situations.</p> <p>Lesson 2</p> <p>I know the physical and emotional boundaries in friendships.</p> <p>Lesson 3</p> <p>I know the impact of bullying and the responsibility of bystanders to help.</p> <p>Lesson 4</p> <p>I know stereotypes in fictional characters and think about how these might influence us.</p> <p>Lesson 5</p> <p>I know that stereotypes can relate to a number of factors.</p>	<p>act of kindness</p> <p>authority</p> <p>boundaries</p> <p>bystander</p> <p>permission</p> <p>courtesy</p>	<p>English</p> <p>'Pupils should be taught to: listen and respond appropriately to adults and their peers</p> <p>understand what they read, in books they can read independently [...] by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>develop positive attitudes to reading [...] by: identifying themes and conventions in a wide range of books</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates'</p> <p>See <u>National curriculum - English key stages 1 to 2</u>.</p>		<p>Previously covered:</p> <p>Bullying (Y3),</p> <p>Manners (Y2),</p> <p>Respect (Y1),</p> <p>Stereotype (Y1)</p>

another big change in their lives.		Lesson 6 I know that families are very varied, in this country and across the world.		Computing 'Pupils should be taught to: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content' See National curriculum - Computing key stages 1 to 2 . British values: Mutual respect, Individual liberty, Tolerance of different cultures and religions.		
<u>Skills</u>			Responsive Unit			
<u>Knowledge</u>						
To know key facts about dental health. To know that it is normal to experience a range of emotions.	Health and Wellbeing Health and prevention Physical health and wellbeing	Lesson 1 I know how we can look after our teeth. Lesson 2 I know how to develop a growth mindset and	emotions fluoride healthy emotions mental health resilience	Science 'Pupils should be taught to: identify the different types of teeth in humans and their simple functions'. See National curriculum - Science key stages 1 to 2 .		Previously covered: Healthy (Y2), Relaxation (Y2), Resilience (Y3), Skill (Y2)

<p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p>	<p>Mental wellbeing</p>	<p>understand that mistakes are useful.</p> <p>Lesson 3 I know what is important to me and to take responsibility for my own happiness.</p> <p>Lesson 4 I know and understand a range of emotions.</p> <p>Lesson 5 I know what mental health is and who can help if I need it.</p>		<p>English</p> <p>'Pupils should be taught to: participate in discussions, presentations, performances, role play, improvisations and debates develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements use relevant strategies to build their vocabulary'. See National curriculum - English key stages 1 to 2.</p> <p>British values: Individual liberty.</p>		
<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as</p>	<p>Citizenship</p>	<p>Lesson 1 I know and understand the Human Rights convention</p> <p>Lesson 2 I know how reusing items benefits the environment</p>	<p>council diversity environment human rights local reuse volunteer</p>	<p>Computing – use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Residential – Cliffe House</p>	<p>Previously covered: Community (Y3), Council (Y3), Environment (Y2), Volunteer</p>

<p>police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups that make up the local community.</p> <p>.</p>		<p>Lesson 3 I know the role of groups in the wider community</p> <p>Lesson 4 I know the contribution groups make to a community</p> <p>Lesson 5 I know the value of diversity in a community</p>		<p>British values: Tolerance of those with different faiths and beliefs, Mutual respect, Democracy.</p> <p>English: Spoken Language – participate in discussions, presentations, performances, role play, improvisations and debates.</p>		<p>(Y2), United Nations/UN (Y3)</p>
<p>How to determine value for money.</p> <p>Factors influencing buying decisions.</p> <p>Importance of monitoring and tracking money.</p> <p>Role and features of bank accounts.</p> <p>Methods for safeguarding money.</p>	<p>Economic Wellbeing</p>	<p>Lesson 1 I know factors influencing value for money.</p> <p>Lesson 2 I know the importance of monitoring money.</p> <p>Lesson 3 I know different ways of keeping money safe.</p> <p>Lesson 4 I know how different factors can influence career choices.</p>	<p>bank account bank statement career security value for money</p>	<p>British values: Democracy, Individual liberty, Mutual respect, Rule of law, Tolerance of those with different faiths and beliefs</p> <p>English: Spoken language</p> <p>Maths: Measurement</p>		<p>Y3 Economic wellbeing</p>

How to challenge workplace stereotypes.		Lesson 5 I know how to identify and challenge stereotyping in the workplace.				
<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco.</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>Safety and the Changing Body Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body Basic first aid</p>	<p>Lesson 1 I know that age restrictions are designed to protect people.</p> <p>Lesson 2 I know the benefits and risks of sharing material online.</p> <p>Lesson 3 I know and understand privacy and the difference between secrets and surprises.</p> <p>Lesson 4 I know the physical differences between children and adults.</p> <p>Lesson 5 I know the risks of smoking and the benefits of being a non-smoker.</p>	<p>Breasts Genitals Penis Private Protect Puberty Public Testicles/Testes Tobacco</p>	<p>English: Spoken language – articulate and justify answers, arguments and opinions. British values: Rule of Law Computing: Understand computer networks; use search technologies effectively; use technology safely; respectfully and responsibly; and identify a range of ways to report concerns about content and contact.</p>	Water treatment trip	Previously covered: Private, Penis (Y2), Testicles/Testes (Y2)
Year 5						
Key Knowledge	Kapow Unit	Lesson Focus / Task	Vocabulary	National Curriculum link	Localisation	Previous learning

			(Underlined and in bold key words from the KO)		/ Trips / Visitors	
<p>To know that marriage is a legal commitment and a choice people can make.</p> <p>To know that, if I have a problem, I can call ChildLine on 0800 1111.</p> <p>To know what attributes and skills make a good friend.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds</p>	<p>attributes bullying bystander cyberbullying marriage secret wedding</p>	<p>Lesson 1 Ground rules I know the ups and downs of friendships.</p> <p>Lesson 2 I know the concept of marriage.</p> <p>Lesson 3 I know and understand self-respect.</p> <p>Lesson 4 I know that family relationships can sometimes make children feel unhappy and what they can do if this happens.</p> <p>Lesson 5 I know more about bullying and how to get help.</p> <p>Lesson 6 I know the impact of stereotypes and how they can lead to discrimination.</p>	<p>Families and Relationships Attributes Cyberbullying Marriage Secret Something Wedding</p>	<p>English ‘Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary understand what they read [...] by: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ask relevant questions to extend their understanding and knowledge’. <u>See National curriculum - English key stages 1 to 2.</u></p> <p>History ‘The national curriculum for history aims to ensure that all pupils:</p>		<p>Previously covered: Bullying (Y3), Bystander (Y4)</p>

of race, age, sex, or disability.

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

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

Art and design

'Pupils should be taught to: develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design'.

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

Computing

'Pupils should be taught to: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content'.

				See <u>National curriculum - Computing key stages 1 to 2.</u> British values: Rule of law, Mutual respect, Individual liberty, Tolerance of those with different faiths and beliefs.		
Skills			Responsive Unit			
Knowledge						
<p>To understand the risks of sun exposure.</p> <p>To know that relaxation stretches can help us to relax and de-stress.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To know that what we do before bed can affect our sleep quality.</p> <p>To understand what can cause stress.</p>	<p>Health and Wellbeing</p> <p>Health and prevention</p> <p>Physical health and wellbeing</p> <p>Mental wellbeing</p>	<p>Lesson 1 I know the benefits of sleep.</p> <p>Lesson 2 I know how to set short-term, medium-term and long-term goals.</p> <p>Lesson 3 I know how to take responsibility for my own feelings and actions and to use vocabulary to describe these.</p> <p>Lesson 4 I know how to plan healthy meals.</p> <p>Lesson 5</p>	<p>fail</p> <p>goal</p> <p>protect</p> <p>relaxation</p> <p>responsibility</p> <p>steps</p>	<p>English</p> <p>'Pupils should be taught to: participate in discussions, presentations, performances, role play, improvisations and debates plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action'. See <u>National curriculum - English key stages 1 to 2.</u></p>	<p>Residential – Marrick Priory</p>	<p>Previously covered: Goal (Y2), Relaxation (Y2)</p>

<p>To understand that failure is an important part of success.</p>		<p>I know risks associated with the sun and how these can be avoided, taking independence for my own sun protection.</p>		<p>Mathematics 'Pupils should be taught to: solve number problems and practical problems add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)'. See National curriculum - Mathematics key stages 1 to 2.</p> <p>Science 'Pupils should be taught to: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'. See National curriculum - Science key stages 1 to 2.</p>		
<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p>	<p>Citizenship</p>	<p>Lesson 1 I know what happens when the law is broken</p> <p>Lesson 2 I know the links between rights and responsibilities</p> <p>Lesson 3</p>	<p>freedom of expression government House of Commons judge jury Member of Parliament (MP) pressure group Prime Minister</p>	<p>British values: Rule of law British values: Individual liberty British values: Democracy</p>		<p>Previously covered: Environment (Y2), Human rights (Y3)</p>

<p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>		<p>I know how we recognise and value the contribution people make to the community</p> <p>Lesson 4 I know the role of pressure groups</p> <p>Lesson 5 I know how parliament works</p>	trial			
<p>Principles of budgeting and its consequences.</p> <p>Concept of income, expenditure, and informed spending.</p> <p>The responsibilities and consequences of borrowing money.</p> <p>Risks and strategies for safeguarding money.</p> <p>Emotional responses to various money situations.</p> <p>Factors influencing career decisions.</p>	Economic Wellbeing	<p>Lesson 1 I know how to prioritise needs over wants.</p> <p>Lesson 2 I know how to create a weekly budget.</p> <p>Lesson 3 I know the significance of borrowing and loaning money.</p> <p>Lesson 4 I know the risks associated with handling money online.</p> <p>Lesson 5</p>	allocate borrow expenditure loan prioritise repayment risk	British values: Democracy, Individual liberty, Mutual respect, Rule of law, Tolerance of those with different faiths and beliefs. English: Spoken language Maths: Measurement		Previously covered: Budget (Y3), Stereotype (Y3)

<p>The impact of education and interests on career paths.</p> <p>The effects and challenges of workplace stereotypes.</p>		<p>I know how personal interests and skills align with different careers.</p>				
<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p> <p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p>	<p>Safety and the Changing Body</p> <p>Being safe (including online)</p> <p>Drugs, alcohol and tobacco</p> <p>The changing adolescent body</p> <p>Basic first aid</p>	<p>Lesson 1 I know some issues related to online friendships including the impact of action</p> <p>Lesson 2 I know how to stay safe online.</p> <p>Lesson 3 I know and understand physical changes during puberty.</p> <p>Lesson 4 I know and understand the menstrual cycle.</p> <p>Lesson 5 I know how to help someone who is bleeding.</p> <p>Lesson 6 I know the influence others have on us and how we can make our own decisions.</p>	<p>Attraction Decision Consent Influence Menstruation/period Bladder</p> <p>Cervix Clitoris Egg or ova Ejaculation Erection Fallopian tube Labia Nipples Ovary/ovaries Pubic hair Scrotum Sperm duct Urethra Uterus Vaginal opening Voice breaking Wet dreams Womb</p>	<p>Computing: select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Fire service visit</p>	<p>Y4 Safety and the changing body Private, Puberty, Breasts, Penis, Testicles/testes , Vagina, Vulva</p>

To know how to assess a casualty's condition.						
Year 6						
Key Knowledge	Kapow Unit	Lesson Focus / Task	Vocabulary (Underlined and in bold key words from the KO)	National Curriculum link	Localisation / Trips / Visitors	Previous learning
<p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p> <p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p> <p>To understand that loss and change can cause a range of emotions.</p>	<p>Family and Relationships</p> <p>Friendships</p> <p>Relationships</p> <p>Respectful Relationships</p> <p>Change and Loss</p>	<p>Lesson 1</p> <p>Ground rule</p> <p>I know what we mean by respect and why it is important.</p> <p>Lesson 2</p> <p>I know that respect is two-way and how we treat others is how we can expect to be treated.</p> <p>Lesson 3</p> <p>I know about stereotypes and I am able to share information on them.</p> <p>Lesson 4</p> <p>I know how to resolve disputes and conflict through negotiation and compromise.</p> <p>Lesson 5</p> <p>I know the process and emotions relating to grief.</p>	<p>authority</p> <p>conflict</p> <p>expectation</p> <p>grief</p> <p>grieving</p> <p>resolve</p> <p>stereotype</p>	<p>English</p> <p>'Pupils should be taught to: participate in discussions, presentations, performances, role play, improvisations and debates plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by: using further organisational and presentational devices to structure text and to guide the reader maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry,</p>		<p>Previously covered: Stereotype (Y1)</p>

<p>To know that grief is the process people go through when someone close to them dies.</p>				<p>plays, non-fiction and reference books or textbooks’. See <u>National curriculum - English key stages 1 to 2</u>.</p> <p>British values: Mutual respect.</p>		
<p>Skills</p> <p>Knowledge</p>			<p>Responsive Unit</p>		<p>Police/PC SO Catherine Brown visit</p>	
<p>To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness.</p> <p>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>To know that a habit is a behaviour that we often do without thinking and that</p>	<p>Health and Wellbeing Health and prevention Physical health and wellbeing Mental wellbeing</p>	<p>Lesson 1 I know how to plan for a healthy lifestyle.</p> <p>Lesson 2 I know the potential impact of technology on physical and mental health.</p> <p>Lesson 3 I know how to reflect on skills I have developed to identify and respond to difficult situations.</p> <p>Lesson 4 I know ways that people can help prevent themselves and others becoming ill.</p>	<p>antibodies growth mindset habit qualities responsibility skill vaccination</p>	<p>Music ‘Pupils should be taught to: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians’. See <u>National curriculum - Music key stages 1 to 2</u>.</p> <p>Science ‘Pupils should be taught to: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function’. See <u>National curriculum - Science key stages 1 to 2</u>.</p>		<p>Previously covered: Growth mindset (Y2), Qualities (Y1), Responsibility (Y5), Skill (Y2)</p>

<p>we can have good and bad habits.</p> <p>To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p>		<p>Lesson 5 I know what happens when people are ill and know when to seek support.</p>		<p>Computing 'Pupils should be taught to: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.' See <u>National curriculum - Computing key stages 1 to 2</u>.</p> <p>English 'Pupils should be taught to: participate in discussions, presentations, performances, role play, improvisations and debates'. See <u>National curriculum - English key stages 1 to 2</u>.</p> <p>British values: Individual liberty.</p>		
<p>To know that education is an important human right. To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints</p>	<p>Citizenship</p>	<p>Lesson 1 I know about human rights, including the right to education.</p> <p>Lesson 2 I know how to show care and concern for others</p>	<p>grief grieving protected characteristics resolve respect stereotype</p>	<p>Computing English British values: Democracy, Individual liberty, Mutual respect, Tolerance of those with different faiths and beliefs.</p>		<p>Previously covered: Stereotype (Y1)</p>

<p>'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>		<p>Lesson 3 I know about prejudice and discrimination and learn how this can be challenged</p> <p>Lesson 4 I know and understand diversity and the value different people bring to a community</p> <p>Lesson 5 I know how government works</p>			
<p>Identify emotions linked to money.</p> <p>Understand how money affects feelings and behaviour.</p> <p>Learn healthy ways to cope with feelings about money.</p> <p>Identify risks to money safety in both physical and digital environments.</p> <p>Understand methods to safeguard money physically and digitally.</p>	<p>Economic Wellbeing</p>	<p>Lesson 1 I know how money-related matters develop at secondary school.</p> <p>Lesson 2 I know how different careers operate in a workplace.</p> <p>Lesson 3 I know how to explore different career routes and their requirements.</p> <p>Lesson 4 I know the risks of gambling.</p>	<p>earnings educational requirements expenses gambling risks workplace</p>	<p>British values: Democracy, Individual liberty, Mutual respect, Rule of law English: Spoken language RSE: Mental wellbeing</p>	<p>Previously covered: Growth mindset (Y2), Qualities (Y1), Responsibility (Y5), Skill (Y2)</p>

<p>Apply understanding to real-world scenarios to take appropriate safeguarding actions.</p> <p>Understand the changes in financial responsibilities when transitioning to secondary school.</p> <p>Learn budgeting and career planning skills.</p> <p>Relate these changes to personal preparation for secondary school.</p> <p>Understand what gambling is and identify its different forms</p> <p>Understand different types of workplace environments and their characteristics.</p> <p>Recognise the importance of teamwork, communication, and career roles within a workplace.</p>		<p>Lesson 5 Transition lesson</p> <p>Identify What is identity? Identity and body image</p>				
<p>To understand that online relationships should be</p>	<p>Safety and the Changing Body</p>	<p>Lesson 1 I know the risks of alcohol.</p>	<p>Alcohol Internet trolling</p>	<p>Science: Animals, including humans Computing</p>		<p>Previously covered:</p>

<p>treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p> <p>To understand the risks associated with drinking alcohol.</p> <p>To understand how a baby is conceived and develops.</p> <p>To know how to conduct a primary survey (using DRSABC).</p>	<p>Being safe (including online)</p> <p>Drugs, alcohol and tobacco</p> <p>The changing adolescent body</p> <p>Basic first aid</p>	<p>Lesson 2 I know that online relationships should be treated in the same way as face-to-face relationships.</p> <p>Lesson 3 I know the changes that happen during puberty.</p> <p>Lesson 4 I know how to help someone who is unresponsive.</p> <p>Lessons that can be withdrawn from I know the biology of conception</p> <p>I know the development of a baby during pregnancy.</p>	<p>Pregnant</p> <p>Conception</p> <p>Fertilisation</p> <p>Sexual intercourse</p> <p>Sperm</p>	<p>British values: Mutual respect</p>	<p>Bladder (Y5), Breasts (Y4), Cervix (Y5), Clitoris (Y5), Cyberbullying (Y3), Egg or ova (Y5), Ejaculation (Y5), Erection (Y5), Fallopian tube (Y5), Genitals (Y5), Labia, Menstruation/period (Y5), Nipples (Y5), Ovary/ovaries (Y5), Penis (Y2), Puberty (Y5), Pubic hair (Y5), Scrotum (Y5), Sperm duct (Y5), Testicles/testes (Y2), Urethra (Y5), Uterus (Y5), Vagina (Y2), Vaginal opening (Y5), Voice breaking (Y5), Vulva (Y2), Wet dreams (Y5), Womb (Y5)</p>
---	---	---	---	---------------------------------------	--

--	--	--	--	--	--	--