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Identity &
Belonging




Building
Confidence

Making Positive
Choices



Laws and
Government






Changing
Bodies





Scheme of Learning	 Identity & Belonging	 Building Confidence	 Making Positive Choices
Knowledge	<ul style="list-style-type: none"> • To understand what identity means for ourselves and others. • To find others in class that share interests. • To recognise strengths in each other. • To understand the new community being joined in Year 5. 	<ul style="list-style-type: none"> • To recognise how to share thoughts and feelings appropriately. • To understand the process of making mistakes and then making amends. • To begin to understand successful strategies to use and share when feeling nervous. • To extend vocabulary to include good and not so good emotions. 	<ul style="list-style-type: none"> • To understand when tricky situations might arise and how to deal with them. • To build confidence in having honest and difficult conversations with others. • To identify ways of spreading positivity in day to day life.
Sequencing Statements/ Cross Curricular Learning	Thursday PM Enrichment – Getting to Know You	Thursday PM Enrichment – Getting to Know You	
Enrichment Opportunities and British Values	 MUTUAL RESPECT		 MUTUAL RESPECT SCARF Session – Positive Choices Assembly – Social Media


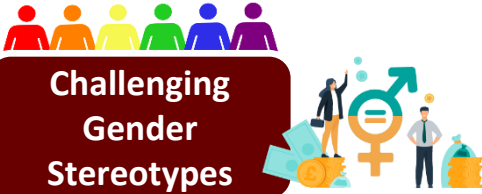








Scheme of Learning	 <p>Laws and Government</p>	 <p>Changing Bodies</p>	
Knowledge	<ul style="list-style-type: none">• To explore national statistics in relation to the United Kingdom.• To recognise the ethnic and religious diversity that makes up our country.• To understand what rules and laws are put in place to protect people and keep all safe from harm.• To understand the consequences of anti social behaviour.• To recognise the human rights that are given to all.• To understand the definition of democracy.• To recognise the significant contribution of communities.	<ul style="list-style-type: none">• To understand the nature of bodies change during childhood and in to adolescence.• To recognise how these changes might impact upon daily life.• To recognise how to cope with the changes to the body during puberty.• To use the correct scientific vocabulary when describing parts of the human anatomy.• To explain how to keep the body safe and protected during these changes.	
Sequencing Statements/ Cross Curricular Learning		<ul style="list-style-type: none">• Year 6 – Changing Bodies	
Enrichment Opportunities and British Values	 <p>DEMOCRACY THE RULE OF LAW Assembly – Racial Awareness</p>		





Scheme of Learning	<div><div>Family Relationships</div></div>	<div><div>Healthy Friendships</div></div>	<div><div>Inclusion and Belonging</div></div>
Knowledge	<ul style="list-style-type: none">To recognise key features of family life.To be able to identify a support group using family members.To identify the main benefits of belonging to a family unit.To identify how different family dynamics exist in different situations/contexts.To recognise how family situations might change and what the resulting impacts might be.	<ul style="list-style-type: none">To explore the idea of what a healthy friendship might look like,To recognise the behaviours associated with unhealthy friendships.To develop strategies to use when friendships provide challenges and barriers.To explore the pros and cons of online friendships.To recognise the risks associated with online friendships such as catfishing.	<ul style="list-style-type: none">To recognise how they are all equal despite their differences.To identify different groups they belong to (e.g. friendships, class, year group, clubs, faith)To explain what it means to belong to a group or communityTo recognise some of the ways in which people can be made to feel that they don't belong.To recognise some examples of stereotyping in the real world.To recognise the negative impacts stereotyping might have.
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none">Year 5 – Identity & Belonging	<ul style="list-style-type: none">Year 5 – Identity & BelongingYear 5 - Making Positive Choices	
Enrichment Opportunities and British Values	<div><div>MUTUAL RESPECT</div></div>	<div><div><div>MUTUAL RESPECT</div></div><div><div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div></div></div>	<div><div><div>MUTUAL RESPECT</div></div><div><div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div></div></div> <div>Assembly – Racial Awareness Assembly – Protected Characteristics</div>

Scheme of Learning	 <div>What is Extremism?</div>	 <div>Self Care and Kindness</div>	 <div>Changing Bodies</div>
Knowledge	<ul style="list-style-type: none"> Describe some of the ways in which people may be influenced by others (positively and negatively). Explain what is meant by someone having prejudiced or extremist views. Identify some different ways to manage negative influences. Describe where, when and how to seek support for yourself and others 	<ul style="list-style-type: none"> To recognise what worry might look like in an individual. To decide in the actions a young person may take if they are worried. To begin to reflect on the effectiveness of these actions and what works for them personally. To identify ways of reducing the impacts of worry. To recognise what different methods of self care might look like. 	<ul style="list-style-type: none"> To recognise the different types of relationships that exist between people. To understand how relationships can show affection and love between people. To be able to describe the stages in which sexual intercourse takes place. To understand how sexual intercourse can lead to the growth of a baby. To learn about a babies needs in the womb. To identify the concept of consent. To be able to detail how babies might be born.
Sequencing Statements/ Cross Curricular Learning		<ul style="list-style-type: none"> Year 6 – Family Relationships Year 6 – Healthy Friendships 	<ul style="list-style-type: none"> Year 5 – Changing Bodies
Enrichment Opportunities and British Values	 <p>THE RULE OF LAW</p> <p>Assembly – Racial Awareness</p>	<p>SCARF Session – Positive Choices</p>	

Scheme of Learning	 <div>Effective Study Skills</div>	 <div>Resolving Conflict</div>	 <div>Wellbeing and Self Esteem</div>
Knowledge	<ul style="list-style-type: none"> • To understand why we revise. • To be able to detail some effective and ineffective revision methods. • To understand the significance of the forgetting curve. • To recognise the effectiveness of self quizzing, knowledge splots and flashcards in enabling effective revision. • To understand the definition of automaticity. • To be able to refer to the uses of automaticity in day to day lives. 	<ul style="list-style-type: none"> • To be able to explain the characteristics of healthy and unhealthy friendships. • To explore ways to foster healthy and positive friendships. • To utilise a range of strategies to recognise and confront abusive behaviour and bullying. • To consider the use of language in avoiding further conflict in difficult situations. • To identify the correct methods to challenge and call out discrimination. 	<ul style="list-style-type: none"> • To recognise emotions should be varied and that it is ok to feel these emotions. • To understand that it is healthy to communicate feelings and emotions. • Begin to develop a range of tools to promote good mental health. • To recognise early indicators of someone who might be struggling and offer signposts for advice. • Understand the connections between physical and mental wellbeing.
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none"> • Year 8 – Effective Study Skills 	<ul style="list-style-type: none"> • Year 6 – Healthy Friendships <p>Year 6 Computing: Online Safety - Cyberbullying</p>	<ul style="list-style-type: none"> • Year 6 – Healthy Friendships • Year 6 – Self Care and Kindness
Enrichment Opportunities and British Values		 <div>MUTUAL RESPECT</div>  <div>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</div>	 <div>MUTUAL RESPECT</div>

Scheme of Learning			
Knowledge	<ul style="list-style-type: none"> To reflect on individual sleeping habits. To recognise healthy habits pre and during sleep hours. To detail the significance of good sleep. To understand and describe bedtime routines and what can contribute towards unhealthy sleep. To understand the importance of good dental hygiene . Explain the difference between dental health treatment and cosmetic treatment. Be able to explain how to access NHS services. 	<ul style="list-style-type: none"> Be able to recognise changes that occur during puberty. Understand and use positive language in relation to the menstrual cycle and linking this to reproduction. Recognise strategies to deal with puberty and seek advice where necessary. Be aware of services that offer period products and protection. 	
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none"> Year 5 – Changing Bodies Year 5 – Making Positive Choices <p>Year 8 Science – Respiration</p>	<ul style="list-style-type: none"> Year 5 – Changing Bodies Year 6 – Changing Bodies <p>Year 7 Science - Reproduction</p>	
Enrichment Opportunities and British Values	 <p>MUTUAL RESPECT</p>	 <p>MUTUAL RESPECT</p>	

Scheme of Learning	 <div>Effective Study Skills</div>	 <div>Challenging Gender Stereotypes</div>	  <div>What is Consent?</div>
Knowledge	<ul style="list-style-type: none">To reflect on the best environments for study and explore further research in to what conditions best suit learning.Explore a variety of ways to take notes and why they are each considered effective.To reflect on what methods is best suited to the learner.To understand how to bring higher order thinking with retrieval practice.To identify symbols and logos to use during note taking to maximise effectiveness and time management.	<ul style="list-style-type: none">To identify inequalities in society such as the gender pay gap.To reflect on recent news stories that demonstrate societies inequalities.To understand the historical context behind gender stereotypes and how they might be challenged moving forward.To recognise ways in which these issues might be raised publically.	<ul style="list-style-type: none">To understand the definition of consent in relation to different contexts.To understand the legal implications of not considering consent of others.To determine what constitutes as inappropriate behaviours.To frame how situations might be resolved appropriately or corrected.To understand the implications of sharing sexual images online.
Sequencing Statements/ Cross Curricular Learning	<ul style="list-style-type: none">Year 7 – Effective Study Skills	<ul style="list-style-type: none">Year 6 – What is Extremism? <div>Thursday PM Enrichment – Gender Pay Debate</div>	<div>Year 7 Computing: Online Safety – Digital Footprints</div> <div>Year 8 Computing: Online Safety – Social Media</div>
Enrichment Opportunities and British Values	Assembly – Desirable Difficulties and Automaticity	<div></div> <div>THE RULE OF LAW MUTUAL RESPECT INDIVIDUAL LIBERTY DEMOCRACY</div> <div>Fearless – Tackling Misogyny and Stereotypes</div>	<div></div> <div>THE RULE OF LAW MUTUAL RESPECT</div> <div>Assembly – Sharing Indecent Images and the Law</div>

Scheme of Learning	<div>LGBTQ+ Voices</div> <div></div>	<div><div>What are the Effects of Drug and Alcohol use?</div></div>	<div><div>Staying Safe and Making Positive Decisions</div></div>
Knowledge	<ul style="list-style-type: none">To understand the prejudice and discrimination faced by those in the LGBTQ+ community.To understand the different forms this discrimination might present itself.To recognise strategies that can be used to challenge these behaviours.To recognise and identify appropriate ways to call out homophobia in it's different forms.To consider the idea of representation in the media for the LGBTQ+ community and form own ideas for development.	<ul style="list-style-type: none">To identify the characteristics of substance abuse.To recognise the effects, risks and impacts of caffeine consumption in young people.To identify potential strategies for reducing risks with caffeine consumption.To identify the risks involved with smoking tobacco and vaping products.To analyse the reasons why people might choose to smoke.Demonstrate awareness for managing peer influence in certain situations involving tobacco and e-cigarettes.To understand the impacts of alcohol and strategies that might be used to support those in need.	<ul style="list-style-type: none">To understand the different types of fraud.To recognise how we might protect ourselves against fraud.To understand the types of people that might be targeted for fraud related crimes.To stay safe and secure when around bodies of water.To identify key statistics around knife crimes.To recognise some of the reasons as to why knife crimes may occur.
Sequencing Statements/ Cross Curricular Learning		<ul style="list-style-type: none">Year 6 – Healthy Friendships (Peer Pressure)Year 7 - Healthy Lifestyles <div>Year 8 Science – Respiration</div>	<ul style="list-style-type: none">Year 5 - Making Positive Choices
Enrichment Opportunities and British Values	<div><div>THE RULE OF LAW</div><div>MUTUAL RESPECT</div><div>INDIVIDUAL LIBERTY</div></div> <div>Assembly – Protected Characteristics Fearless – Tackling Misogyny and Stereotypes</div>	<div><div>MUTUAL RESPECT</div><div>THE RULE OF LAW</div></div>	<div><div>THE RULE OF LAW</div><div>MUTUAL RESPECT</div></div> <div>Stand Against Violence: Violent Crime Session</div>