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| Statutory science component | Non-statutory guidance for Science | Values | Core themes |
| Nursery  **People and communities 30-50**  • Shows interest in the lives of people who are familiar to them.  • Remembers and talks about significant events in their own experience.  • Recognises and describes special times or events for family or friends.  • Shows interest in different occupations and ways of life.  • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  • Enjoys joining in with family customs and routines. 40-60  **The world 30-50**  • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  • Can talk about some of the things they have observed such as plants, animals, natural and found objects.  • Talks about why things happen and how things work.  • Developing an understanding of growth, decay and changes over time.  • Shows care and concern for living things and the environment. | | Respect and Reverence  Hope | Autumn-Health and Well Being.  Dental health  To recognise what they like/dislike.  Develop a vocabulary to describe feelings.  To talk about good and not so good feelings.  The process of growing from young to old and how people’s needs change.  Family networks and who to go to if they are worried.  The names for external parts of the body.  Household products including medicines can be harmful if not used properly. |
| Thankfulness and responsibility | Spring-Relationships  (H+WB-Road safety)  Communicate their feelings to others.  Recognise how their behaviour affects other people.  The difference between secrets and surprises. |
| Humility and generosity | Summer-Living in the wider world  To help construct, and agree to follow, group and class rules and to understand how these rules help them.  How to contribute to the life of the classroom.  Be able to take turns and share. |
| Reception  **People and communities**  • Enjoys joining in with family customs and routines. 40-60  **Early Learning Goal**  **Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.** | | Respect and Reverence  Hope | Autumn-Health and Well Being.  To recognise what they like/dislike.  Develop a vocabulary to describe feelings.  Change and loss including losing toys and death of pets.  To talk about good and not so good feelings.  The process of growing from young to old and how people’s needs change.  Family networks and who to go to if they are worried. When to say yes/no.  The names for external parts of the body.  Handwashing-hygeine |
| Thankfulness and responsibility | Spring-Relationships  (H+WB-Road safety)  Communicate their feelings to others.  Recognise how their behaviour affects other people.  The difference between secrets and surprises. And the importance of not keeping adults’ secrets, only surprises.  To recognise what is fair/unfair, kind and unkind, what is right and wrong.  To identify special people, what makes them special? And how special people should care for one another.  To recognise when people are being unkind either to them or others and what to do/who to tell. |
| Humility and generosity | Summer-Living in the wider world  Road safety  To help construct, and agree to follow, group and class rules and to understand how these rules help them. Talk about sanctions in school and what happens to children who do not follow the rules.  How to contribute to the life of the classroom.  To be able to take turns and share. |
| Year 1  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | -Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) | Respect and Reverence  Hope | Autumn-Health and Well Being.  The names for external parts of the body including external genitalia.  The process of growing from young to old and how people’s needs change.  Family networks and who to go to if they are worried.  The importance of and how to maintain personal hygiene.  Keeping safe online.  When to say yes/no/I’ll ask/I’ll tell.  Change and loss including losing toys and death of pets. |
| Thankfulness and responsibility | Spring-Relationships  How do others show feelings? - how to respond.  The difference between secrets and surprises. And the importance of not keeping adults’ secrets, only surprises.  To recognise what is fair/unfair, kind and unkind, what is right and wrong.  To judge what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and who to tell.  To know that there are different kinds of teasing/bullying and that these are wrong and unacceptable. |
| Humility and generosity | Summer-Living in the wider world  (H+WB-Road safety)  To help construct, and agree to follow , group and class rules and to understand how these rules help them.  Talk about sanctions in school and what happens to children who do not follow the rules.  How to contribute to the life of the classroom/school.  That they belong to various groups and communities such as family and school.  Spending, saving and how to keep their money safe. |
| Year 2  Notice that animals, including humans, have offspring which grow into adults | They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. | Respect and Reverence  Hope | Autumn-Health and Well Being.  The names for external parts of the body including external genitalia and the differences between boys and girls.  The process of growing from young to old and how people’s needs change.  Family networks and who to go to if they are worried.  Learn about how some diseases are spread and the need for personal hygiene.  Keeping safe online  When to say yes/no/I’ll ask/I’ll tell |
| Thankfulness and responsibility | Spring-Relationships  The difference between secrets and surprises. And the importance of not keeping adults’ secrets, only surprises.  To recognise what is fair/unfair, kind and unkind, what is right and wrong.  How do others show feelings and how to respond.  Resolve arguments through negotiation.  That peoples bodies and feelings can be hurt (including what makes them feel comfortable/uncomfortable)  How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. |
| Humility and generosity | Summer-Living in the wider world  (H+WB-Road safety)  To help construct, and agree to follow, group and class rules and to understand how these rules help them.  How to contribute to the life of the classroom/school-jobs y2’s do.  That they belong to various groups and communities such as family and school.  What improves and harms their local, natural and built environments and about some of the ways people look after them.  That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. |
| Year 3 |  | Respect and Reverence  Hope | Autumn-Health and Well Being.  What positively and negatively affects their physical, mental and emotional health?  How to make informed choices.  Deepen understanding of good and not so good feelings.  Increasing independence brings increased responsibility to keep themselves and others safe.  School rules about health and safety, basic emergency aid procedures, where and how to get help.  The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.  To recognise when and how to ask for help and use basic  techniques for resisting pressure to do something  dangerous, unhealthy, that makes them uncomfortable,  anxious or that they believe to be wrong. |
| Thankfulness and responsibility | Spring-Relationships  To be aware of different types of relationships, including those between acquaintances, friends, relatives and families.  To know that civil partnerships and marriages are  examples of loving relationships between 2 people who  love and care for each other and who are of the legal age to  make that commitment. No-one should enter into a  marriage if they don’t absolutely want to do so.  To know their actions affect themselves and others.  When we should agree/not agree to keep something “confidential” or a “secret.” When is it right to break a confidence/secret?  To recognise and manage dares. |
| Humility and generosity | Summer-Living in the wider world  Discuss and debate topical issues-Newsround  Take part in making and changing rules.  Children have their own special rights-“Rights of the child”-United Nations.  What does being part of a community mean?  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.  Learn about the role money plays in their own and others’ lives, including how to manage money. |
| Year4 |  |  | Autumn-Health and Well Being.  What positively and negatively affects their physical, mental and emotional health?  How to make informed choices.  Deepen understanding of good and not so good feelings.  Increasing independence brings increased responsibility to keep themselves and others safe.  Changes including divorce and separation in families.  School rules about health and safety, basic emergency aid procedures, where and how to get help.  The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.  To recognise when and how to ask for help and use basic  techniques for resisting pressure to do something  dangerous, unhealthy, that makes them uncomfortable,  anxious or that they believe to be wrong. |
| Respect and Reverence  Hope | Spring-Relationships  To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. (Family, friends and relationships book pages 2, 6 and 9)  To know that civil partnerships and marriages are  examples of loving relationships between 2 people who  love and care for each other and who are of the legal age to  make that commitment. No-one should enter into a  marriage if they don’t absolutely want to do so.  To know their actions affect themselves and others.  When we should agree/not agree to keep something “confidential” or a “secret.” When is it right to break a confidence/secret?  To recognise and manage dares. |
| Humility and generosity | Summer-Living in the wider world  Discuss and debate topical issues-Newsround  Why are different rules needed in different situations?  Children have their own special rights-“Rights of the child”-United Nations.  What does being part of a community mean?  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.  (Beliefs, values and attitudes book pages 14-16)  Learn about the role money plays in their own and others’ lives, including how to manage money. |
| Year 5  Describe the changes as humans develop to old age. | Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.  -Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.  -Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. | Respect and Reverence  Hope | Autumn-Health and Well Being.  What positively and negatively affects their physical, mental and emotional health including the media?  Do images in the media always reflect reality? (Body image book page 2)  Increasing independence brings increased responsibility to keep themselves and others safe.  Changes including loss and bereavement.  School rules about health and safety, basic emergency aid procedures, where and how to get help.  The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.  To recognise when and how to ask for help and use basic  techniques for resisting pressure to do something  dangerous, unhealthy, that makes them uncomfortable,  anxious or that they believe to be wrong. |
| Thankfulness and responsibility | Spring-Relationships  To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. (Family, friends and relationships book pages 2, 6 and 9)  To know that civil partnerships and marriages are  examples of loving relationships between 2 people who  love and care for each other and who are of the legal age to  make that commitment. No-one should enter into a  marriage if they don’t absolutely want to do so.  That differences and similarities between people arise from a number of factors, including family, age, cultural, sex, disability, ethnic, racial and religious diversity.  To recognise and challenge stereotypes.  (Beliefs, values and attitudes book pages 14-16) |
| Humility and generosity | Summer-Living in the wider world  Discuss and debate topical issues-Newsround  How are laws made and enforced?  Resolve differences by looking at alternatives, seeing and respecting others points of view.  What does being part of a community mean?  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.  Learn about the role money plays in their own and others’ lives, including how to manage money. |
| Year 6  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function | -Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.  -Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. | Respect and Reverence  Hope | Autumn-Health and Well Being.  What positively and negatively affects their physical, mental and emotional health including the media?  Do images in the media always reflect reality?  (Body image book page 2)  Increasing independence brings increased responsibility to keep themselves and others safe.  School rules about health and safety, basic emergency aid procedures, where and how to get help.  The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.  To recognise when and how to ask for help and use basic  techniques for resisting pressure to do something  dangerous, unhealthy, that makes them uncomfortable,  anxious or that they believe to be wrong. |
| Thankfulness and responsibility | Spring-Relationships  To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. (Family, friends and relationships book pages 2, 6 and 9)  To know that civil partnerships and marriages are  examples of loving relationships between 2 people who  love and care for each other and who are of the legal age to  make that commitment. No-one should enter into a  marriage if they don’t absolutely want to do so.  That differences and similarities between people arise from a number of factors, including family, age, cultural, sex, disability, ethnic, racial, sexual orientation and religious diversity.  (Beliefs, values and attitudes book pages 14-16)  To recognise and challenge stereotypes. |
| Humility and generosity | Summer-Living in the wider world  RH+WB-recognising and assessing risks-keeping safe (bikeability +transition to high school)  Discuss and debate topical issues-News round  Why and how rules and laws that protect themselves and others are made and enforced.  To know that there are some cultural practices that are against British law and Human rights e.g. FGM.  What does being part of a community mean?  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.  Learn about the role money plays in their own and others’ lives, including how to manage money.  Learn about enterprise and skills that make someone “enterprising.”  Develop initial understanding of the concepts of “interest” “loan” “debt” and “tax.” |
|  |  | Next year | KS2- |

Working party questions

1-Feedback from Jenny Mosley training

2-How much time per week do we spend on “issues?”

How much time per week do we have timetabled for PSED?

Values-are all staff using the values lesson plans at least at the start of each half term?

3-Research circle time resources

4-Overview-highlight contentious areas and share with staff.

5-Take to governors.

6-Consult parents.

7-Make adjustments.

8-Publish