

The Meadows Primary Academy



PERSONAL DEVELOPMENT Our Intended Curriculum

Core Values : Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent : R-A-I-S-E

Our personal development curriculum, is taught from EYFS to year 6. Relationship Health Education and PSHE curriculum sit together and are delivered through our scheme Jigsaw – A Mindful approach to PSHE. The intended learning is captured within each key stage intent document. This is a summary of all the end goals that children are expected to know at the end of each key stage. Lesson plans can be accessed from Jigsaws online portal. We do not teach sex education beyond that which is prescribed in the science curriculum, external body parts, puberty and animal and plant reproduction. Health and Physical Education is seen and taught in tandem as two parts of one whole, one that can enable the other.

Additionally, our PSHE curriculum includes content on pupils wider safety and understanding of technologies and the media with content that focuses both general and school contextual issues (these include water safety and rail safety, online gambling through gaming apps, county lines and gangs).

We recognise that citizenship, character development, British values, inclusion and equality of opportunity, spiritual, moral, social and culture knowledge and concepts overlap, compliment, serving to enhance each other. They are taught specifically and also through other subject substantive knowledge content. To ensure that there is a planned, cohesive curriculum, that is sequentially, building on prior learning, we have mapped the key elements of knowledge for each key stage.

The Jigsaw provides a spiral progressive approach to a range of key concepts that children are repeatedly exposed to, overlearning and embedding knowledge, social norms within behaviour and personal values that will shape who they will become.

Assessment for Personal Development follows the same format the school has adopted for foundation subjects. The vast majority of assessment is continuous and daily conducted through teacher assessment, questioning and retrieval strategies. This approach has a dual purpose to identify in the moment what children, know and can do and to aid the teacher in future planning, for embedding insecure knowledge or planning sequential next steps.

Personal Development Curriculum Aims

<p>1. Relationship Education</p> <p>Pupils to know what the indications are of a healthy and unhealthy relationship</p> <ul style="list-style-type: none">• Pupils to be able to use information to have safe , fulfilling , respectful relationships• Pupils to learn how to behave with courtesy and manners• Children to understand the concept of respect , being kind and considerate and helpful• To know about discriminatory behaviour• To know about what to do if they are pressured and experience harassment• To understand that families are important for love, care and security.• To know that there are many different types of families and that they deserve respect and are valued equally under the law. <p>2. Sex Education - Taught in relation to science curriculum and puberty</p> <ul style="list-style-type: none">• Children learn to understand how their bodies change over time, the human body as it grows from birth to old age	<p>PSHE Wider Areas</p> <p>1. Wider Safety Aims</p> <ul style="list-style-type: none">• Children learn about wider safety on common risks for them; road , water, flood, fire/ fireworks/ electricity, trains, keeping safe in unfamiliar places , getting lost, medical and drug safety and emergency situations .• Children have the knowledge to keep safe outside of school ;Bespoke school contexts themes ; Gangs and county lines <p>2. Media & Technologies</p> <ul style="list-style-type: none">• Children learn about media and digital technologies and that not all information online is true.• They learn how data and information is shared and used, risks of sharing text, information and images.
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<ul style="list-style-type: none"> Children are able to use the correct vocabulary Children are able to use knowledge taught in the science curriculum, to know the external names of the body parts Know about the reproduction of plants and animals Children learn in a timely way about menstruation and puberty so that there is sufficient time for girls to prepare for it. <p>3. Heath & Mental Health wellbeing</p> <ul style="list-style-type: none"> Children are able to use their knowledge of the indicators for concern in respect of mental health wellbeing so that they are able to approach a trusted adult for help and advice. Children learn the knowledge and skills to manage own personal hygiene Children learn proportionally about mental wellbeing, internet safety and potential harms Children learn to not have a stigma about mental health and its normal to look after it as you would your physical health Children are equipped with the knowledge and skills to make good decisions about their own physical and mental health 	<ul style="list-style-type: none"> Children learn how to access reliable forms of information online They learn not to share information with someone they do not know personally They will learn how to seek help from adults if they receive a message that worries them.
<p>Citizenship</p> <ul style="list-style-type: none"> Children learn how to play a full and active part in society Children learn how to be respectful, responsible and active citizens who are able to play their part in becoming actively involved in public life as adults Children learn how to be more confident in all areas of their work and personal life. 	<p>Character Education</p> <ul style="list-style-type: none"> Children learn how to be confident and resilient Children develop a sense of pride and belonging to their school community Children learn good behaviour and self-discipline Children learn how to be considerate, respectful and display good manners and courtesy Children learn specifically about the values; Resilience, respect, teamwork, kindness, aspiration and curiosity amongst more general awareness of gratitude, organisation etc. Children learn that resilient knowledge is grounded in their own efforts and so they learn about failure as well as success. Children learn that repeated effort and great determination are needed to help achieve goals. Children are taught that never giving up is a floored strategy and that challenge can sometimes be over whelming, and how to seek help.

<p>SMSC</p> <p>Spiritual</p> <ul style="list-style-type: none"> Children learn about what is spirituality and the component parts that make it up. Children develop spiritual knowledge of difference with people, faiths, values, the natural world, human achievement, the arts. Children will learn how to reflect on their own beliefs and actions and to treat faiths, people, values with respect and tolerance. <p>Moral</p> <ul style="list-style-type: none"> Children learn overtime be ability to judge right from wrong and how this is reflected in their lives, so they can act in a morally virtuous way. Children learn to understand and appreciate the views of others. Children learn to understand consequences of their own and others actions Children are able to learn how to articulate moral dilemmas <p>Social</p> <ul style="list-style-type: none"> Children learn to communicate and co-operate with confidence with a wide variety of people in different roles.

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- Children learn to interact with increasing confidence outside their own religious, ethnic and social groups
- Children learn HOW to participate, co-operate, volunteer and resolve conflicts independently with appropriate self-regulation with others.

Cultural

- Children learn about a wide variety of cultural issues that have shaped the heritage of the UK
- Children learn how to recognise common aspects, shared across cultural, religious, ethnic, and socio-economic communities
- Children are to gain knowledge of British parliamentary democracy and to impact in shaping our history values

British Values

- Children will learn to know what are the 4 British Values; Democracy, The rule of Law, Mutual Respect, Tolerance & Diversity and Individual Liberty
- Children will be able to explain them in an age appropriate way
- Children will learn that each value although not unique to Britain are far from universal in the world and that many countries do not have one or more
- Children learn to understand that these values are precious and what it might be like to live in a country where specific value may not exist.
- Children will learn about respect, kindness and why rules are important

Careers Education

- Children learn about work behaviours and what it means to be part of a team
- Children learn about different jobs they might want to do
- Children learn about the world of work
- Children learn about skills and qualifications
- Children learn and meet about inspirational people who do a variety of jobs
- Children learn about what a career is opposed to a job

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PSHE

Relationships: Children learn the concept of family; who is in their family and some families are different; grandparents, single parents, same sex families.

Caring: Children learn the concept of a friend. How people choose friends. How friends make you feel.

Respectful: Children learn about difference with a focus on physical differences. They learn about kindness, what it is. They learn that differences is and must be treated with kindness. Learn about turn taking and sharing and the difference between them.

Safe: Learn about what a secret is; what being safe and unsafe is, safe and unsafe secrets. Who helps you; your family. Their body belongs to them ok and not ok touch; places on body. Give vocabulary to express like or dislike.

Health: Children learn about people who help them with their health; Doctor, GP, Nurses, dentist, etc. Learn what a healthy snack is.

Mental Health: Children learn about feelings; happy, sad, fear, anger. What does healthy mean and unhealthy linking this to mental well-being. Learning to take care of how you feel. What is a friend what kindness is? Learn turn taking and sharing and difference.

Drugs/Medication: Children learn about staying safe in the sun; about sleeping keeps them healthy; personal hygiene and dental hygiene and the importance of handwashing

Online Safety: Children learn about how to know when a thing is real or not. When something or person is made up or created and does not exist. That can pretend to be something, such as dressing up. We see this on TV in films and online games with made up characters.

Changing Adolescent Body - Sex education: Children learn about their external body parts and the names, they are aware that a male and female, boy and a girl have physically. Different outer body parts. Learn as they grow older they change, know that we grow from baby to adult, and know who to talk to if they are feeling worried.

PSHE

Wider Safety

Children learn basic principles of sun, water, fire, road and railway safety, handling equipment safety; when playing outside wear a hat, sun cream and sit in the shade. Water play rules, equipment rules, scissors, knives. Forest school safety plants rules, chopping, fire pit, matches, safe distance, never play on railway lines

Digital Media

Children learn there is an internet and how it can be helpful; See things watch things, find out information. Introduce Digital media and technology

<p>Citizenship</p> <p>Recognising difference, right and wrong</p> <p>Children learn simple differences between rights and wrong, about what is fair and unfair, what they like they dislike</p> <p>Taking part in talk</p> <p>Children learn about sharing and turn taking. They are learning to recognise they need to listen and watch for their turn. They learn about the verbal and non-verbal clues for sharing</p> <p>Belonging to different groups</p> <p>Learn what belonging to a family means. They learn what it is like and can talk simply about being part of a group. They can talk about the rules of the group and what they do in the group</p>	<p>Development of Character</p> <p>Team Work</p> <p>Learn to think of others, by turn taking and sharing. They learn to be helpful by tidying up.</p> <p>Resilience</p> <p>Learn to think that they can achieve an action rather than they can't. They learn that finding something difficult is ok and apart of learning.</p> <p>Respect</p> <p>Learning about respect themselves for themselves and their things; hanging up coats, personal hygiene simple one step tidying away in classroom.</p> <p>Curiosity</p> <p>Learning about what truth means, of facts, my hair is brown, yours is blond, big, small etc. Using simple language and examples what is and is not true.</p> <p>Aspiration</p>	<p>British Values</p> <p>Democracy</p> <p>Learn about having a voice and making it fair. Learn how own behaviour can impact on others and being sensitive to it. Learning to understand that there are many differences and similarities between people.</p> <p>Rule of law</p> <p>Children learn about being kind / unkind fair and not fair through sharing and turn taking right and wrong. Learn who helps us, family, them in school teachers, and other people who help us in the wider world, doctor's nurses.</p> <p>Mutual respect</p> <p>Children begin to learn about their personal space and boundaries physical and emotional Learn that everyone has the right to be safe and have kind words. Learn that they should turn take and share and that it is fair to do so. That we are all different and we need to be kind about those differences.</p> <p>Individual Liberty</p> <p>Children begin to learn about what their own needs are and how they feel and can express them in simple terms. I feel sad happy, etc</p>
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<p>Spiritual</p> <p>Spiritual Instruction: Learn through family the bonds of, love, trust and affection. They learn through stories that focus on, kind words and acceptance. They learn about people who they love and care for them and how they show that. Learn about feelings, what they are, are called and beginnings of how to handle them. Feelings of trust helps and supports the sense that life has meaning and that the good you do in the world matters. Through forest school they learn love of nature, miracle of life wonder and beauty of the earth.</p> <p>Religious Instruction: Bible stories talk about a higher being; God ,who shares love and concern; story of Moses in the Bulrushes, Jesus making breakfast for his disciple, Miracles.</p>	<p>Moral</p> <p>Learn a sense of other .They learn to share their world, others have rights and needs. There are rules to follow and live by. There are consequences to their actions. They learn obedience to follow the rules or there will be a consequence. They learn to understand the concepts of the wrong from getting a consequence.</p>	<p>Social</p> <p>Learn to turn take and share. They learn how to be more cooperative and be friendly through play. They learn what a friend is and how to make one. They are beginning to understand the difference of doing things “on purpose” and “by accident”. They are gaining a sense of their ethnic identity and the way their social group is perceived in society. Beginning to see themselves as a member of a group.</p>	<p>Cultural</p> <p>Learn through their natural curiosity about racial, physical and cultural characteristics. They learn about physical characteristics of self and others, skin colour, hair. Cultural characteristics that are observable, language, dress. Learn that people who look and act differently are a part of the same group.</p>
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The Meadows Primary Academy – PSHE Progression through EYFS PSED/PD/UTW		
Playing and Exploring – Engagement	Active Learning Motivation	Creating and Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to ‘have a go’ 	<ul style="list-style-type: none"> Being involved and concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)
<p>ELG (PSE)</p> <p>Self-regulation</p> <ul style="list-style-type: none"> Show an understanding of their feelings and begin to regulate their behaviour accordingly Set & work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focussed attention to what the teacher says, responding appropriately even when engaged in activity & show an ability to follow instructions involving several ideas or actions <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others 		

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<ul style="list-style-type: none">- Form positive attachments to adults with peers- Show sensitivity to their own and other's needs						
Focus	Health and Well-Being		Relationships		Living in the Wider World	Vocabulary – to be used daily
	Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms. Is proactive in seeking adult support and able to articulate their wants and needs.		Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Knows that other children do not always enjoy the same things, and is sensitive to this		Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene. Recognise that they belong to different communities & social groups & communicates freely about own home & community. Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people	Good touch Bad Touch Private Secret Fake Feelings Responsibility
Reception Knowledge	Autumn 1 Being Me in My World	Autumn 2 Celebrating Differences	Spring 1 Dreams Real and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
	<ul style="list-style-type: none">•Able to explore the classroom with interest.• Develop friendships with new children.• Form positive attachments to staff and children.• Understand that people have different beliefs than them and accept difference.• Able to understand what makes a good friend.• Engages in a range of physical activity.		<ul style="list-style-type: none">• Can resolve minor conflicts in friendship groups.• Can manage own feelings and know who to go to for support.• Understands and follow the routines of the school day.• Can talk about how to look after our world e.g. picking up litter, recycling etc.• Can talk about how to stay safe on the road when crossing, at a train station and when near water-Transport.• Can talk about different food groups and which foods are good for our health and teeth.		<ul style="list-style-type: none">•Can talk in detail about the school behavioural expectations in class and around the school.• Can talk about how others may feel who are less privileged than we are- linking for other countries.• Understand that parts of their body need to be kept private.• Knows who to go to if lost- Knowing who is a stranger.	
Health and Well-Being			Relationships		Living in the Wider World	
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Classroom displays will display timetables and behavioural expectations of the day. Classrooms will provide quiet areas within their provision. Children will be encouraged to talk about their feelings and emotions throughout the day. Children know that the hippo rug is a safe place to go to. Classrooms will promote and celebrate positive behaviour						

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Key Stage One PSHE

Family: Learn more about friendships and what family means; a place where you are secure and loved; Learn about treating people with kindness

Caring: Learn about the characteristics of friendship; respect, truthfulness, trustworthy, loyal, kindness, generosity, sharing, shared interests.

Respectful: Learn about courtesy and manners and how to use them in their relationships with others. Learn about what respect means and how to show that in friendships and towards adults. Being kind and making others feel welcome. Learn about feeling left out or on your own and how it makes you feel. Introduce the word isolated.

Safe: Learn about different types of secrets and different contexts of a secret. Learn when it's ok to keep a secret and when it is not. Who beyond your family helps you? Learn about what advice is and who you would go to for it. Body belongs to you; discussing and naming parts of the body its' ok to touch and not ok to touch.

Health: Learn about physical health, what a healthy life style looks like, about healthy food choices and who to talk to if they are worried about their health. Children learn how to make a clear and efficient call to the emergency services.

Mental Health: Children learn it's important to look after own mental health as it is Physical health. Mental wellbeing is a part of normal daily life. They learn about more complex feelings , how its important of look after how you feel linking this to being healthy.; What do these words mean ; Emotion , frustration , nervous , anxious and that it is normal to feel this range of emotion . Children begin to articulate how they feel in simple sentence.

Drugs/Medication: Learn about sun risks to skin that could result in cancer. The importance of good quality sleep for their health and wellbeing and how poor sleep can affect your mood and ability to learn. Drugs that can help us and how to use them safely.

Online Safety: Children learn the meaning of being online on the internet. They learn that people can behave differently online, including by pretending to be someone they are not. Explore social media games and friends met within games, linked to current popular games online. They learn friends on line must be someone they know exists in real life and they know them in real life. They learn about online rules. No sharing of personal details including pictures. What to do if they don't feel safe on line.

Changing Adolescent Body - Sex Education: Learn that as they grow older they change physically. Know that animals and humans have a life cycle. Know the stages of that change from a baby to, toddler, child, teenager adult, old age person. Explore the chronology of these changes. Know that these changes are more significant at times physically. These change times have names and happen when you are of a certain age; introduce the word puberty, adolescence and menopause. Talk about when you stop growing. Know that people grow up at different rates and that is normal, Know the names of male and female private body

PSHE

Wider Safety

Children learn Sun Safety, skin protection, water, hydration, wearing protective clothing; fire safety; use of matches, open fires, gas fires/ stoves, fireworks rules. Stranger danger, do not go with unfamiliar adults, if lost stay where you are don't go with strangers, speak to an adult recognised in a role policeman, shop worker. Mental health is as important as physical health, to look after their personal hygiene including teeth. Learn about healthy relationships and that every part of their body is important and what parts are private. .

Digital Media

Children learn what digital media and most popular forms that are within their own experiences; Software, Video games, websites, social media , online advertising , blogs, emails ; Learn what the uses are for and how they have experienced them; communication, sharing information, leisure activity, selling in, influencing

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parts, Know that there are correct names for private body parts and nicknames, and when to use them, Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these, Know who to ask for help if they are worried or frightened.

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<p>Citizenship</p> <p>Recognising choice</p> <p>Children learn and explore the sense of being fair and unfair in increasing sophisticated scenarios. Within this context they learn to recognise their feelings and can articulate them. They learn about the right way and the wrong way to do things. They learn to articulate what things are important to them.</p> <p>Taking part in conversations</p> <p>Children learn active listening, they are learning to refine when they can talk and when they must listen. They are learning about the rules of having and holding a conversation. They are learning about the 4 parts of a conversation. Small talk (pleasantries), fact/disclosure, giving a viewpoint, talking about personal feelings .They are refining the vocabulary of turn taking.</p> <p>Belonging to different groups</p> <p>Learn about the word team and what it means to be in a team. Learn about belonging to a class and a school. They learn about being a part of other groups; football, friendship faith etc. They learn to participate in group activities understanding their roles and responsibilities.</p>	<p>Development of Character</p> <p>Teamwork</p> <p>Learn about truthful and untruthful and equate that to honest and dishonest and how that makes them feel. They learn about people's reasons for not being truthful; to escape punishment, to get what they want, afraid of letting you down, to make friends by impressing them.</p> <p>Respect</p> <p>They enact helpful jobs within and outside the classroom</p> <p>Resilience</p> <p>Learn about positive self-talk. They learn about the word confidence and what it is and looks like in their everyday behaviours. They learn they belong to a class community and understand the rules and can confidently apply them. They learn about what positive contributions are to their learning and in class conversations and what they say and do is valued by the class teacher and class mates. They learn that positive comments are and that the help</p>	<p>British Values</p> <p>Democracy</p> <p>Learn to express and justify their opinion. Becoming aware of theirs and others viewpoints. Understand the importance of team work. Make choices and begin to understand respect, fair / unfair/ right/ wrong/ truth/ honesty. Learn that their behaviour can affect others. Building on the need to be kind.</p> <p>Rule of law</p> <p>Learn about what a rule is, why we have them, how they help everyone, describe different types of rules, what happens when rules are broken, what are the different consequences, fair or unfair. What are the advantages and disadvantages of rules? Introduce everyone in the school community has rights and responsibilities to adhere to the rules.</p> <p>Mutual respect</p> <p>Learn that there are similarities and differences between people; those that can be seen and those that can't. Appearance, gender, faith, cultural, viewpoints, opinions etc. They learn that we have things are common across our differences, but we are also unique and that is to be respected.</p> <p>Individual Liberty</p> <p>Learn how to talk about their needs and more complex feelings articulating them using more sophisticated vocabulary; I feel frustrated, nervous. They learn to apply respect/ kindness/ fair and unfair. They learn how to make good choices and decisions. Introduced to the word rights and children's rights Unicef.</p>
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<p>Spiritual</p> <p>Spiritual Instruction; Learn about more complex feelings in particular empathy; what it is and how to display it. Feelings of trust helps and supports the sense that life has meaning and that the good you do in the world matters .They learn that there is always something each one of us can do to make things better. They are learning to refine their own sense of right and wrong, their inner compass of what is right and in so doing are more likely to stand up for it. They are learning to develop the sense of being a part of something bigger than themselves and that they might not know all the answers to everything. They are learning that things happen for a reason even if they can't see that reason.</p> <p>Religious Instruction; Bible stories focusing on feelings, emotion, reactions and decisions. The emphasis is on consequences experienced. "Story of Naaman"- in which the freedom to make good and bad decisions are discussed, obedience and disobedience</p>	<p>Moral</p> <p>Learn to internalise adult values; honesty, respect, co-operation. They learn what's important to adults is important to them. The child learns to internalise these norms and they govern the child's inner person. They learn the concept of rules, how what they do affects other people and that others have rights, viewpoints to. They begin to learn about how to be considerate. They become secure in their role and the adults role of being in charge. They are now secure in consequences of when and then and are articulating it as right and wrong</p>	<p>Social</p> <p>They are learning to play with more than one person and within a group. Children learn to form attachments to friends beyond their family. They are learning about self and their identity. They are learning more social awareness; ability to grasp and conform to rules and customs of the school and society.</p>	<p>Cultural</p> <p>Learn about the word culture and what it means. Know that there are lots of parts to culture .They learn that culture is the way we live, food, clothing, language and celebrating are all apart of culture. Children learn to have a sense of pride about their own cultural identity through airing accurate knowledge about this, inclusive of British culture. They learn we are all unique and this helps to make the world a better place. Learn about bias in relation to race and cultural difference linking it to being fair and unfair, using kind words.</p>
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	Key Stage 1 Cycle A – End Points (Skills)
Autumn 1: Being me in my World	<ul style="list-style-type: none"> • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Understand that they have choices
Autumn 2: Celebrating Difference	<ul style="list-style-type: none"> • Identify what is bullying and what isn't • Understand how being bullied might feel • Recognise ways in which they are the same as their friends and ways they are different
Spring 1: Dreams & Goals	<ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Recognise their own feelings when faced with a challenge/obstacle • Recognise how they feel when they overcome a challenge/obstacle
Spring 2: Healthy Me	<ul style="list-style-type: none"> • Keep themselves safe • Recognise how being healthy helps them to feel happy • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help
Summer 1: Relationships	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like
Summer 2: Changing Me	<ul style="list-style-type: none"> • Understand and accept that change is a natural part of getting older • Can suggest ways to manage change, e.g. moving to a new class • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)

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	Key Stage 1 Cycle A – End Points (Knowledge)
Autumn 1: Being me in my World	<ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important
Autumn 2: Celebrating Difference	<ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different
Spring 1: Dreams & Goals	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved
Spring 2: Healthy Me	<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly □ Know how to keep safe when crossing the road
Summer 1: Relationships	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community
Summer 2: Changing Me	<ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened

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	Key Stage 1 Cycle B – End Points (Knowledge)
Autumn 1: Being me in my World	<ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important
Autumn 2: Celebrating Difference	<ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different
Spring 1: Dreams & Goals	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved
Spring 2: Healthy Me	<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly ☐ Know how to keep safe when crossing the road
Summer 1: Relationships	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community
Summer 2: Changing Me	<ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened

	Key Stage 1 Cycle B – End Points (Knowledge)
Autumn 1: Being me in my World	<ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important

Core Values : Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent : R-A-I-S-E

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Autumn 2: Celebrating Difference	<ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different
Spring 1: Dreams & Goals	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved
Spring 2: Healthy Me	<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly □ Know how to keep safe when crossing the road
Summer 1: Relationships	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community
Summer 2: Changing Me	<ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened

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<p>RSHE</p> <p>Family: Learn about different types of families including same sex families.</p> <p>Caring: Learn about having a healthy relationship; welcoming. They learn about characteristics of unhealthy relationships; controlling. They learn about having difficulties in relationships and show to work through them.</p> <p>Respectful: Learn about respecting known and unfamiliar adults within school and the wider world. Learn that how you behave or treat another person will be mirror back to you. Learn what bullying is opposed to falling out with friends. Learn about different types of bullying including online and how to seek help.</p> <p>Safe: Learn what privacy means for an adult and for a child. Learn with age appropriate examples positive secrets negative secrets. Learn about boundaries what it means with friendships and how to respect yours and other peoples. My body belongs to me; learn safe and unsafe touch and other physical contact</p> <p>Health: Learn about an active life style and the benefits. Learn that staying active each day with regular exercise routine they will achieve a healthy life. Learn what a healthy diet is and the nutritional value of food; carbohydrates, fats, proteins, etc. Healthy diet is explored.</p> <p>Mental Health: Children learn about what is meant by mental health and wellbeing. Explore what can help their mental health; healthy life style, food choices exercise. They learn how to get better at recognising their and others emotions and triggers and consequences. They learn the appropriateness of what they are feeling and is it proportionate. They learn how bullying can have a lasting and often negative impact on mental health. Explore feelings of isolation and loneliness and why it's important to talk about it.</p> <p>Drugs/Medication: Learn about what a virus is and the importance of hand washing. Learn about personal hygiene what that is now that their bodies are maturing. They learn about legal drugs that can help us and some drugs are illegal and don't. Learn about safety around medication</p> <p>Online Safety: Learn that the same principles apply to online friendships as face to face including respect for others even when we are anonymous. Learn about risks on line and how to recognise and how to report them. Learn what harmful content is and what to do when you come across it. Learn how information can be helpful but also how online information can be fake, misleading or wrong and can impact on your mental health. Learn about age restrictions of social media/ games exploring gaming risks and hazards</p> <p>Changing Adolescent Body-Sex Education: Children learn about reproduction in plants and animals and that humans have a reproduction</p>	<p>PSHE</p> <p>Wider Safety</p> <p>Children learn about water safety for open water canals, reservoirs. Cold water shock, hidden dangers under water, what to do if fallen in. Flood risks, living with water. Learn about rail safety and the dangers of unmarked crossing and playing near railway lines. Learn about road safety, playing near roads motorways, crossing safely roads. Electricity safety rules; dangers of metal implements in toasters, fingers in plug socket.</p> <p>Digital Media</p> <p>Children explore common digital media e.gs Social media platforms, mobile media applications, electronic mail, and blogs; Learn to appreciate that not all information on line is true.</p>
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cycle to. Learn that change happens between conception and growing up and this is part of the human life cycle. That the female usually carries the baby. That in humans a baby is carried in the mother's Womb (uterus). They learn the names of the body parts, internal and external parts that are used to make a baby. That babies are made when a sperm and ovum join. Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm, Know how the female and male body change at puberty. Know that personal hygiene is important during puberty and as an adult, Know that change is a normal part of life and that some cannot be controlled and have to be accepted, know that change can bring about a range of different emotions.

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<p>Citizenship</p> <p>Recognising Choice , right and wrong</p> <p>Linking fairness with feelings, learn to recognise and apply strategies when considering unfairness, calm down, and seek help and advice. Learn about fairness through the concept of just and unjust, seeking justice and what that means, linking it to law, laws within the UK, comparing it to laws outside of the UK in other countries. Looking at what is unique to Britain and what is not. Learn that it is not always easy to decide on what is right and what is wrong</p> <p>Taking part in discussion</p> <p>Learn about what a discussion is and the rules for a discussion. Agreeing the ground rules for talk; when talking together, relevant information should be shared, assertion of opinion backed up with reason, suggestions can be challenged and discussed, all opinions are valued, alternative opinions can be considered before a decision, everyone in the group should be encouraged to speak, group should try to reach an agreement, group accepts collective responsibility, they are developing discussion language; now, first, second, therefore etc</p> <p>Belonging to different groups</p> <p>Learn about what a community is. What it means to be a part of a community. They explore different types of communities; faith, sporting, voluntary work, charity work, local communities.</p>	<p>Development of character</p> <p>Respect</p> <p>Learn that lying is purposeful and deliberate. That lying will damage relationships and that they will be liked for who they are. They learn about rights to privacy and a responsibility of that is being truthful.</p> <p>Team Work</p> <p>Learn that humility is a strength and a positive trait to have when working in a team. They learn about their own strengths, that they define who they are and what others see. They learn to recognise that their own strengths are different and yet equal to others .They learn about being self-aware and what that means to their feelings and their behaviours on themselves and others. They learn turn taking that not always wanting to be first is positive and this supports team and group work. They learn to share the limelight with others and to celebrate others success. They learn to be humble you need to develop self- awareness, you are aware of your imperfections but still think well of yourself.</p> <p>Resilience</p> <p>Learn about failure and adversity, overcoming challenges and not giving up. They also learn to value what they are good at and recognise what they are not yet good at and strategies they will use to improve. They learn that to improve it will take time and this could be over a long time and they must still try. They also learn to be realistic about challenges when the odds can be over whelming</p> <p>Responsibility</p> <p>They learn to respect their and others right for a clean environment and the space that you and others inhabit.</p>	<p>British Values</p> <p>Democracy</p> <p>Learn the term democracy and why it is important in the ways people can participate in a democratic life. Learn about the role of the Prime Minister, members of parliament and political parties and how a general election works. Learn about the functions of central and local government and the difference between MP's and Councillors. Explore the Job of parliament / taking a look at the role of the House of Commons and the Lords. Learn about issues faced by people and learn who is best placed to help them.</p> <p>Rule of law</p> <p>What is the difference between a rule and a law What the rule of law means and why it is important. Who has the power to make and change laws. How much they can participate in democracy law making.</p> <p>Mutual respect</p> <p>Learn what being a part of a group and a community, how to welcome people into that group and be welcoming. Learn about the diverse differences and in common of people in Britain. Faith based, culturally and ethnicity, disabilities, different nationalities.</p> <p>Individual Liberty</p> <p>Learn about that Uk allows people to live in freedom with individual liberty. They learn that some countries do not allow one or all of the British values. They learn that individual's liberty needs to be within the boundaries of rules.,</p>
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	Learning more confidence in wider roles within and outside the classroom.	
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<p>Spiritual</p> <p>Spiritual Instruction; Learn about social and emotional aspects of spirituality. They learn about autonomy of thought; from knowing their own thoughts and feelings begins an understanding for them to know about thoughts and feelings of others. They learn through family and class mates relationships how others are to be treated, the rule of self and ones will, the value of one's contributions, efforts and cooperation and interpersonal interactions. They learn about gratitude the appreciation of everyday things, spontaneity of life. They learn about the power of quiet time. The absence of noise, sitting in quiet thought helps them appreciate and think about what matters and reminds them they are a part of something bigger.</p> <p>Religious Instruction; Bible stories that focus on helping children form a picture of God in the child's mind; Loving, caring, demanding, unpredictable, forgiving.</p>	<p>Moral</p> <p>Children continue to internalise adult values; gratitude, empathy and equality. They learn that adults are not infallible. That adults in charge don't know it all. They learn authority is necessary for social living. They develop a strong sense of what should and should not be done, fairness and understand the necessity of rules and want to participate in making the rules. They learn that they have opinions too and sort out which values profit them the most "What's in it for me at this stage " .They are learning about equality and negotiation " if you do this for me I will do this for you"</p>	<p>Social</p> <p>Learning more about social skills of getting on with a large group of people. They are beginning to learn empathy with their friend to develop lasting friendships and manage peer pressure and to accept criticism. They are learning good manners and how to negotiate. They are learning how to lead and how to follow, how to express their needs clearly and respectfully.</p>	<p>Cultural</p> <p>Learn to understand that culture can tell us about a person or a group's heritage as well as allow people to identify with others who have the same traditions and beliefs and that these can be passed down from generation to generation. They learn with more in-depth exploration of culture through themes food, dress, language festivals and customs, through comparative cultures of these themes with Britain . They learn to appreciate their own and others cultural groups through the acquisition of accurate Knowledge. They learn to know who they are "unique me "</p>
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Upper Key Stage 2

<p>RSHE</p> <p>Family: Learn the term LGBT. Learn all families are of equal worth and are protected under British law. Learn that there are protected characteristics for groups of people</p> <p>Caring: Learn how to recognise who to trust and not to trust. How to judge when a friendship is making them unhappy and uncomfortable</p> <p>(including online). They learn strategies to help them manage conflict. They learn when and who to seek advice from.</p> <p>Respectful: Learn about the importance of permission seeking and giving in relationships with friends and peers. Explore how their behaviour or that of others could be seen as bullying. Learn about what a stereotype is and how stereotypes fair, negative or destructive.</p> <p>Safe: Learn ways for asking for help for themselves and other and to keep trying until they are heard. Body belongs to them focus on peer pressure, cohesion (inc digital). Learn can't keep secrets for themselves or others if it relates to safety. Learn about exploitive friendships, where to seek advice and other ways to get help</p> <p>Health: Learn about the risks associated with inactive life styles such as tooth decay and obesity. Learn about the characteristics of a poor diet, the link between healthy eating choices and active life style and impact on staying healthy. Learn basic first aid; dealing with common injuries, head injuries.</p> <p>Mental Health: Children learn to judge whether what they are feeling and behaving is appropriate or not. Explore the theme of what is meant my mental ill health and how it's important to ask for help about own or others. Explore what can help your mental health; how being a part of a community can help wellbeing; Friendships, groups, wider organisations; voluntary, national.</p> <p>Drugs/Medication: Learn about facts of legal and illegal substances; alcohol / smoking, recreational drugs. Learn about the facts from science relating to allergies, food intolerances immunisation and vaccination. Learn about personal hygiene linked to bacteria virus and germs, how they can spread and be treated.</p> <p>Online Safety: Learn how to critically consider their online friendships and sources of information including search engines, ranking selective targeting and an awareness of the risks associated with people they have never met. Talk about the term influencers and how they work online, positive and negative. Learn that the internet can be a negative place with online abuse, bullying harassment and this can have a negative impact on mental health. Talk about low mood and how some young people consider suicide – narrative Story of the 3 Walking Dads, who lost their daughter's</p> <p>Changing Adolescent body-Sex Education: Children learn about puberty and what the physical and mental changes could mean to them. They learn changes will happen to girls and boys bodies during puberty and</p>	<p>PSHE</p> <p>Wider Safety</p> <p>Children learn about gangs and county lines, domestic violence and how to keep safe. They learn the term FGM and what it means for girls in certain communities. Its harmful effects, it is illegal in the UK and what to do if they are worried for self of others.</p> <p>Digital Media</p> <p>Learn how information is shared and used; The benefits and risks; Benefits of digital media; less expensive than printed version, launch and updated faster, more immediate, rapid sharing of information, can be interactive, reach is far more at pace. Risks of sharing information and imagery; loss of author control , and can spread quickly and far before information can be stopped, rumours begin without foundation can have extreme impact, always a footprint of sharing will never go away, Internet crime , security issues and long term effects on mental health.</p>
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the importance of looking after physical and emotionally .They learn the names of the reproductive organs and the changes that will happen to their bodies and when to expect those changes. Explore Hormonal changes and how that can alter moods. Know that becoming a teenager involves various changes and also brings growing responsibility. Learn that being physically attracted to someone changes the nature of the relationship. Puberty material available for parents to view- reference RSHE and Science NA documents.

Citizenship	Development of character	British Values
<p>Recognising choices, Right and Wrong</p> <p>Linking feelings of fairness with feeling and strategies of self-regulation and managing conflicts and resolving them; talking, listening help and advice from others, not resorting to violence. Learn about fairness in relation to judgement, parliament and the judicial system. Explore this through global themes what matter to different pressure groups, voluntary groups. Learn that perception and view point influence right and wrong.</p> <p>Taking part in debate</p> <p>Learn about what a debate is and that debate as a defined structure in order for it to be considered as a debate. Work as a team, write individual speeches before you come together, brainstorm, analyse the evidence, argue for both sides, prepare speeches, be confident. Learn about debating rules and vocabulary; logical illogical, the structure of firstly secondly, in addition etc.</p> <p>Belonging to different groups</p> <p>Learn about the wider meaning of community; specific community groups; neighbourhood watch groups etc., Local community/ international Community/ global community. Learn about rules and responsibilities of being in a community, the benefits disadvantages / stereotyping.</p>	<p>Respect</p> <p>Learn about role modelling honesty to show levels of respect. Learn that being honest on how you are feeling helps your mental health and well -being. They learn about the concept of white lies; fudging the truth and personal feelings</p> <p>Team Work</p> <p>Learn about positive feedback and advice that helps you improve behaviours and relationships. They learn strategies to support self-regulation when accepting feedback. They are learning that feedback comments are an opportunity to grow. They are learning conciliatory language and vocabulary to express feelings and to use to give constructive feedback. Learn about community cohesion; being a part of a group, you need to listen to ideas and be able to express gratitude and this helps to forge relationships.</p> <p>Children learn about their wider responsibility to other's community responsibilities and global responsibilities. They are learning about physically active life styles and responsibility to be healthy and fit. They are learning about what hard working is and developing a willingness to work hard. They are learning to take responsibility to do what they have agreed to do, to be consistent and dependable.</p> <p>Resilience</p> <p>Children learn about resilience, persistence consistency. They learn strategies to maintain a positive attitude. They learn that there is no perfection and mistakes are how we all learn. They learn to celebrate their own and others achievements through deliberate recognition when others achieve more. They learn to explore feelings when faced with adversity and develop the confidence to express themselves, asking for help when they are struggling, in work and personal life</p>	<p>Democracy</p> <p>Learn about democracy and the rule of law. They discover different rules of parliament / government and the justice system. Pupils explore why we need laws and how they are made. They explore how they can participate in our democracy. Learn that democracy is not unique to Britain. Learn that democracy is precious thing and need to be valued. That having it helps with being fair and helps with equality. Children learn about voluntary groups, community groups and pressure groups that exist within a democratic society.</p> <p>Rule of law</p> <p>Learn about what happens when laws are broken. What does a sentence mean? Types of sentences Learn about aggravating and mitigating means. About fairness and justice how the Magna Carter helped shape the laws of today.</p> <p>Mutual respect</p> <p>Learn that all people are equal and should be valued as such. That difference is protected by British law. Understand that all groupings of people are protected under UK law</p> <p>Individual Liberty</p> <p>Learn about that UK allows people to live in freedom with individual liberty. They learn that some countries do not allow one or all of the British values. They learn that individual's liberty needs to be within the boundaries of rules .They are able to talk about children's rights</p>

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	They learn that they may have unwanted challenges but it is about what you do to cope with them in order to thrive and flourish and strategies to cope.	
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Spiritual Spiritual Development: Learn about self as a concept. They learn gradually to differentiate self from others to evaluate who self is, what self is like and what self ought to be in relation to given role models and expectations. They learn the importance of self-worth. They learn about what self-reflection is and its benefits; helping you consider challenges unresolved issues, and providing next steps to work through	Moral Children are learning to decide on which values that will become a part of them and which values they will discard. They will experiment to see which one's fit. They will start to develop more abstract reasoning about moral values and are interested in what is good for society. Children are now viewing adults as advisory rather than an authority figure.	Social Children learning to develop a group consciousness, of the rules of their group. Children starting to learn about other group values that may be different from their families and other adults. They are learning to explore and examine rules to make sure they are fair and identify with peer groups. They will learn to do things that they have not attempted before.	Cultural Children explore culture through the sense of place and multi grouping membership .Children born in England, may be English but they could be born in Scotland or Wales. Children learn about British parliamentary democracy and how it has shaped our historical past. They are gaining an understanding of bias and how it works and are developing strategies of how to combat it, and a deeper understanding that
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Wider Curriculum -Explored on Careers day in year 6- What is a CV and why do you have one; headlines, Personal statement, Education, Skills, Achievements, Interests. Year 6 pupils have a 'Exploring possibilities' meeting with their teacher before leaving school. Discussion; Thinking about what jobs and roles to pursue, understanding learning pathways and how to access and succeed in them, recognizing the relationship between learning, qualifications and work, building awareness about workplaces, workplace culture and expectations, analysing and preparing for recruitment and selection processes.

Year 5 – End Points (Skills)	
Autumn 1: Being me in my World	<ul style="list-style-type: none"> • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively
Autumn 2: Celebrating Difference	<ul style="list-style-type: none"> • Appreciate the value of happiness regardless of material wealth • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Develop respect for cultures different from their own

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Spring 1: Dreams & Goals	<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture
Spring 2: Healthy Me	<ul style="list-style-type: none"> • Respect and value their own bodies • Can reflect on their own body image and know how important it is that this is positive • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency
Summer 1: Relationships	<ul style="list-style-type: none"> • Can identify when an online community/social media group feels risky, uncomfortable, or unsafe • Can say how to report unsafe online/social network activity • Can identify when an online game is safe or unsafe • Can suggest strategies for managing unhelpful pressures online or in social networks
Summer 2: Changing Me	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification

Year 5 – End Points (Knowledge)

Autumn 1: Being me in my World	<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country
Autumn 2: Celebrating Difference	<ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means
Spring 1: Dreams & Goals	<ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals
Spring 2: Healthy Me	<ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure

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Summer 1: Relationships	<ul style="list-style-type: none">• Know that it is important to take care of their own mental health• Know ways that they can take care of their own mental health• Know the stages of grief and that there are different types of loss that cause people to grieve
Summer 2: Changing Me	<ul style="list-style-type: none">• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally• Know that sexual intercourse can lead to conception• Know that some people need help to conceive and might use IVF• Know that becoming a teenager involves various changes and also brings growing responsibility

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Year 6 – End Points (Skills)	
Autumn 1: Being me in my World	<ul style="list-style-type: none"> • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model
Autumn 2: Celebrating Difference	<ul style="list-style-type: none"> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
Spring 1: Dreams & Goals	<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Be able to give praise and compliments to other people when they recognise that person's achievements • Empathise with people who are suffering or living in difficult situations
Spring 2: Healthy Me	<ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure
Summer 1: Relationships	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being
Summer 2: Changing Me	<ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to

Year 6 End Points (Knowledge)	
Autumn 1: Being me in my World	<ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally
Autumn 2: Celebrating Difference	<ul style="list-style-type: none"> • Know that people can hold power over others individually or in a group • Know that power can play a part in a bullying or conflict situation • Know that there are different perceptions of 'being normal' and where these might come from • Know that difference can be a source of celebration as well as conflict
Spring 1: Dreams & Goals	<ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place
Spring 2: Healthy Me	<ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve
Summer 1: Relationships	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve
Summer 2: Changing Me	<ul style="list-style-type: none"> • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it

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