
RSHE CURRICULUM PROGRESSION

Aligned with the National Curriculum for England (2013), Department for Education Statutory Guidance (2021) and the Statutory Framework for the Early Years Foundation Stage (2021)



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Cycle A and B EYFS Digital Wellbeing / Online Safety

EYFS Objectives	Sticky / Declarative Knowledge	Vocabulary
<p><u>Areas of Learning – Understanding the World – Technology</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Know how to operate simple equipment.</p> <ul style="list-style-type: none"> - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones - Shows skill in making toys work by pressing parts or lofting flaps to achieve effects such as sound, movements or new images <p>Knows information can be retrieved from computers · Completes a simple program on a computer · Uses ICT hardware to interact with age-appropriate computer software</p>	<p>Care is needed when we use technology talk about different activities they like to do both online and offline know that a trusted adult will support them to access the internet safely</p>	<p>Online Technology</p>
Prior Learning	Future Learning	Key Role Models
<p>Pre starting school children should: 3 to 4 year olds will be familiar with technology in their home and its uses.</p>	<p>In KS1 children will: Digital Wellbeing – Children know what to do if something worries or frightens them. They will know not everything they see online is true.</p>	<p>Teachers and trusted adults at home</p>
Procedural Knowledge		
<p>Know when to ask a grown up for help Don't give out information about themselves online</p>	<p><u>BIG Question – Assessment Opportunity</u> What do you do if a stranger asks for your school name online?</p>	

Cycle A / B EYFS Consent

EYFS Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Personal, Social and Emotional Development ELG: Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - 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; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>To understand what the word consent means To know their private body parts are private To know who their trusted adults are To know that they can say no To know some everyday dangers at home and school To know how they are safe at school To know how to call 999 in an emergency</p>	<p>safety first: 999, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water</p> <p>adulthood, carers, caring, change, childhood, comfortable, consent, coping, develop, differences, difficult, emotions, female, grandparents, independence, love, male, needs, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried</p>
Prior Learning	Future Learning	Key Role Models
<p>Pre starting school children should: be aware that there are rules to follow understand what yes and no mean</p>	<p>In KS1 children will:</p> <ul style="list-style-type: none"> • identify some everyday dangers such as scissors, roads, water, electricity, trips and falls, online and staying with a trusted adult • understand some basic rules that help keep people safe including at school – fences, locked doors, online safety, rules, scissors, visitor lanyards, medicine rules • identify some dangers in the home e.g. kitchen hazards • identify some dangers outside e.g. seat belts and car seats in car, traffic lights and road safety, bike helmet • identify which information they should never share on the Internet. • know that their private body parts are private. • recall the number to call in an emergency 999 	<ul style="list-style-type: none"> • NSPCC Talk Pants mascot Pantosaurus
Procedural Knowledge		
<p>Recognise own feelings begin to regulate own behaviour Able to wait for what they want and control immediate impulses can follow instructions involving several ideas or actions To be able to say no To be able to tell a trusted adult if they are uncomfortable</p>	<p><u>BIG Question – Assessment Opportunity</u> What will you do if someone wants to do something that you don't want to do?</p>	

Cycle A and B EYFS Who can help me?/ Good to be me

EYFS Objectives	Sticky / Declarative Knowledge	Vocabulary
Personal, Social and Emotional Development ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	list people who can help them at home list adults and peers who can help them at school list some people who work in jobs that help us list why they are a wonderful person	achieve, caring, choices, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult
Prior Learning	Future Learning	Key Role Models
Pre starting school children should: be aware that there are rules to follow understand what yes and no mean know who their main caregiver/s at home is/are	In KS1 children will: Know who the special people in their lives are Know what makes someone a good friend and demonstrate these qualities Identify several ways to show others that they care and understand the importance of doing this.	EYFS staff Parents/ carers at home
Procedural Knowledge		
I can take turns when playing I can ask for help if needed I can tell a trusted adult if a friend needs help I can show kindness to others in need I can say what makes me special		<u>BIG Question – Assessment Opportunity</u> Tell a friend how they can get help if they hurt themselves.

Cycle A Year 1/ 2 Digital Wellbeing

DfE / National Curriculum Objectives	Sticky / Declarative Knowledge	Vocabulary
Digital Wellbeing (RSHE) – To use technology safely and respectfully, keeping personal information private; identify where to for help and support when they have concerns about content or contact on the Internet or other online technologies.	Digital Wellbeing – Children know what to do if something worries or frightens them. They will know not everything they see online is true.	e-safety/internet safety; communicate risk; online; private/personal information; digital wellbeing
Prior Learning	Future Learning	Key Role Models
In EYFS children should: <ul style="list-style-type: none"> · understand what technology is and that care is needed when we use it · know when to ask an adult for help · know not to give out personal information online 	In LKS2 children will: Digital wellbeing – Children will know why we shouldn't share passwords and private information online. They will be able to explain why we have rules and restrictions around the technology they use. They will know how to communicate respectfully online.	School staff Important family members
Procedural Knowledge		
Digital Wellbeing – How to keep personal information safe and use technology safely.		<u>BIG Question – Assessment Opportunity</u> record on ipad – create newsflash on what to do if you are worried about something online

Cycle A Year 1/ 2 Diverse Britain

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children will know and demonstrate British values – respect, law, democracy, tolerance and individual liberty By the end of KS1 children know about the different groups they belong to; about the different roles and responsibilities people have in their community and to recognise the ways they are the same as, and different to, other people.</p>	<p>know the groups and communities that they belong to pick out things that harm and things that help a neighbourhood know what and where Britain is know similarities and differences between British people know what rules are and what they are needed</p>	<p>Diverse Britain: accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress, environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, natural, neighbour, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United Kingdom</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should: ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>	<p>In LKS2 children will: know what democracy is know what rules and laws are know what liberty means know what British values are •</p>	<ul style="list-style-type: none"> • Prime Minister Rishi Sunak • People in my community • local MP • local religious leaders
Procedural Knowledge		
<p>explain how to be a good neighbour explain what it is like to live in Britain explain what makes them feel proud to be British</p>	<p><u>BIG Question – Assessment Opportunity</u> What makes you proud to be British?</p>	

Cycle A Year 1/ 2 Safety First

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>To be equipped with language to talk about their bodies To know how to protect and support their own health and wellbeing, self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.</p>	<ul style="list-style-type: none"> • identify some everyday dangers such as scissors, roads, water, electricity, trips and falls, online and staying with a trusted adult . • understand some basic rules that help keep people safe including at school – fences, locked doors, online safety, rules, scissors, visitor lanyards, medicine rules • identify some dangers in the home e.g. kitchen hazards like knives and kettle, medicines • identify some dangers outside e.g. seat belts and car seats in car, traffic lights and road safety, bike helmet • identify which information they should never share on the Internet. • know that their private body parts are private. • recall the number to call in an emergency 999 	<p>safety first: 999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should: To know their private body parts are private To know who their trusted adults are To know that they can say no To know some everyday dangers at home and school To know how they are safe at school To know how to call 999 in an emergency</p>	<p>In LKS2 children will: identify and discuss some school rules for staying safe and healthy. list some of the dangers we face when we are using roads, water or railways describe drugs, cigarettes and alcohol in basic terms. identify some common injuries state 999 as the number to call to seek help in an emergency. identify people who can help us in an emergency. explain how to keep themselves and others safe in an emergency situation.</p>	<ul style="list-style-type: none"> • trusted adults • RNLI workshop – water safety • Via workshop - safety
Procedural Knowledge		
<p>know what to do if in danger including calling 999 know who their trusted adults are explain how to cross the road safely explain why we shouldn't take anyone else's medicine explain what to do if they feel unsafe online explain the difference between safe secrets, unsafe secrets and surprises</p>	<p>BIG Question – Assessment Opportunity To create a poster showing a range of hazards; to create a poster showing how we stay safe in school</p>	

Cycle A Year 1/ 2 Aiming High

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know that everyone has different strengths; that jobs help people to earn money to pay for things; that different jobs that people they know or people who work in the community do; about some of the strengths and interests someone might need to do different jobs.</p>	<p>discuss their star qualities identify what a positive learning attitude is talk about jobs they can do when they grow up discuss what skills and interests are needed for different jobs talk about hopes they have for the future discuss what they are looking forward to about next year.</p>	<p>Aiming High: achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, job, learn, positive, progress, qualification, routine, skill, star qualities, strength, success, training</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should: ELG: Managing Self Children at the expected level of development will: - 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> <p>recognise people do different jobs</p>	<p>In LKS2 children will:</p> <ul style="list-style-type: none"> • identify what a positive learning attitude is / growth mind set • identify skills and interests are needed for different jobs • identify what a stereotype is 	<ul style="list-style-type: none"> • People in different careers
Procedural Knowledge		
<p>Give examples of positive learning attitude statements challenge stereotypes explain what their ambition is</p>	<p><u>BIG Question – Assessment Opportunity</u> Kneesall’s got talent – tell a friend what your star qualities or ambitions are – create star display</p>	

Cycle A Year 1/ 2 Think Positive

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Health: help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. To support thinking positively and calmly, making good decisions and developing resilience. To encourage the children to explore the positive feelings associated with being thankful, grateful and mindful.</p>	<p>recognise and describe positive thoughts and negative thoughts.</p> <p>think about and discuss the consequences of decisions they make and their actions.</p> <p>describe ways to show or give thanks for what we have.</p> <p>describe what being mindful is</p>	<p>Think positive: achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should:</p> <p>ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children : Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>In LKS2 children will:</p> <p>understand that having a positive attitude is good for our mental health.</p> <p>understand the causes of negative thoughts. understand the impact certain changes can have on people and how it can affect them emotionally.</p>	<p>Ellie Simmonds Amelia Earhart</p>
Procedural Knowledge		
<p>identify and discuss feelings and emotions, using simple terms</p> <p>set goals for themselves and think about how they might achieve them.</p> <p>recognise triggers for certain emotions</p>		<p><u>BIG Question – Assessment Opportunity</u></p> <p>How do you respond/ manage if you recognise a trigger in yourself for anger?</p>

Cycle A Year 1/ 2 VIPs		
DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children should know that families are important for children growing up because they can give love, security and stability; how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Children should recognise the important people in their lives and the ways in which they can develop positive relationships with them.</p>	<p>Know who the special people in their lives are know what makes someone a good friend and demonstrate these qualities identify several ways to show others that they care and understand the importance of doing this.</p>	<p>VIP achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should: list people who can help them at home list adults and peers who can help them at school list some people who work in jobs that help us</p>	<p>In LKS2 children will: recognise how our attitudes impact new friendships being made know that actions have consequences - reflect on the different characters in the dares story and recognise the different outcomes for each character know what bullying is know how to help someone being bullied</p>	<ul style="list-style-type: none"> • Caregivers at home • Staff in school • Club staff e.g. guides and brownies
Procedural Knowledge		
<p>to explain why certain people are important to them explain why having a family network is important put positive resolution techniques into practice demonstrate cooperate with others to complete a task</p>		<p><u>BIG Question – Assessment Opportunity</u> work in teams to complete a task (can link to another subject area e.g. PE)</p>

Cycle A Year 3/4 Digital Wellbeing		
DfE / National Curriculum Objectives	Sticky / Declarative Knowledge	Vocabulary
Digital Wellbeing (RSHE) To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways to report concerns about content and contact.	Digital wellbeing – Children will know why we shouldn't share passwords and private information online. They will be able to explain why we have rules and restrictions around the technology they use. They will know how to communicate respectfully online.	e-safety/internet safety; communicate; risk; online private/personal information; password; digital wellbeing cyberbullying; restrictions
Prior Learning	Future Learning	Key Role Models
In KS1 children should: know what to do if something worries or frightens them. They will know not everything they see online is true.	In UKS2 children will: understand why it is important to look after their digital wellbeing. They will understand why bullying is wrong and know how to make it stop. They will be able to explain not all information is true online. •	<ul style="list-style-type: none"> family members
Procedural Knowledge		
Digital wellbeing – Children will know how to respond to noticing bullying online and how to get support if they don't feel safe.		<u>BIG Question – Assessment Opportunity</u> What will you do if you feel unsafe online?

Cycle A Year 3/ 4 Diverse Britain

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>to recognise reasons for rules and laws; consequences of not adhering to rules and laws to recognise there are human rights, that are there to protect everyone about the relationship between rights and responsibilities to value the different contributions that people and groups make to the community about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>know what democracy is know what rules and laws are know what liberty means know what British values are</p>	<p>Diverse Britain: care, celebrate, challenge, citizen, common rights, concern, county, culture, customs, debate, democracy, discrimination, discuss, diverse, diversity, equality, ethnic, freedom, government, human rights, identity, liberty, multicultural, national, polite, prejudice, protect, region, regional, religious, rights, respecting, society, stereotype, tolerance, tradition, values</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should: know the groups and communities that they belong to pick out things that harm and things that help a neighbourhood know what and where Britain is know similarities and differences between British people know what rules are and what they are needed</p>	<p>In UKS2 children will: know about the range of faiths and ethnicities in Britain know what a community is discuss some roles of local government describe the basic structure of national government</p>	<ul style="list-style-type: none"> • Prime Minister Rishi Sunak • People in my community • local MP • local religious leaders
Procedural Knowledge		
<p>to describe what it is like to live in Britain reflect on what a diverse society is explain what being British means to them</p>	<p><u>BIG Question – Assessment Opportunity</u> Why are British values important?</p>	

Cycle A Year 3/ 4 Safety First

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>To be equipped with language to talk about their bodies To know how to protect and support their own health and wellbeing, self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. To know why there are age restrictions online and be equipped to manage common difficulties encountered online To know each person’s body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact.</p>	<p>identify and discuss some school rules for staying safe and healthy. list some of the dangers we face when we are using roads, water or railways describe drugs, cigarettes and alcohol in basic terms. identify some common injuries state 999 as the number to call to seek help in an emergency. identify people who can help us in an emergency. explain how to keep themselves and others safe in an emergency situation.</p>	<p>safety first: alcohol, ambulance, casualty, choices, cigarettes, comfortable, cycling, dangerous, dare, depth, drugs, e-cigarettes, electricity, first aid, first-aider, graze, impact, independent, inhaler, injection, injury, instructions, lungs, medicines, paramedic, peer pressure, physical, right, road safety, safety, scald, shock, uncomfortable, vaccine, water safety, wellbeing</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should: identify some everyday dangers such as scissors, roads, water, electricity, trips and falls, online and staying with a trusted adult . • understand some basic rules that help keep people safe including at school – fences, locked doors, online safety, rules, scissors, visitor lanyards, medicine rules • identify some dangers in the home e.g. kitchen hazards like knives and kettle, medicines • identify some dangers outside e.g. seat belts and car seats in car, traffic lights and road safety, bike helmet • identify which information they should never share on the Internet. • know that their private body parts are private. • recall the number to call in an emergency 999</p>	<p>In UKS2 children will: describe what a dare is and identify situations involving peer pressure know when to seek help in risky or dangerous situations identify and discuss some school rules for staying safe and healthy recall the number to dial in an emergency 999 list some of the hazards they might find at home list some substances at home can be dangerous list some of the dangers we face when we are around roads, railways or water know the key points of the firework code.</p>	<ul style="list-style-type: none"> • RNLI workshop – water safety • Via workshop - safety
Procedural Knowledge		
<p>know how to treat some common injuries with first aid to recognise hazards and dangers in an emergency situation know how to call 999 and what information will need to be shared with an emergency operator</p>		<p><u>BIG Question – Assessment Opportunity</u> What can you do to keep safe at Rufford?</p>

Cycle A Year 3/ 4 Aiming High

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>To recognise positive things about themselves and their achievements</p> <p>Set goals to help achieve personal outcomes that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>To identify the kind of job that they might like to do when they are older</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>identify what a positive learning attitude is / growth mind set</p> <p>identify skills and interests are needed for different jobs</p> <p>identify what a stereotype is</p>	<p>Aiming High: accomplish, action, attribute, background, behaviour, challenge, curriculum vitae/CV, determination, develop, effort, employer, equal, experience, fair, gender, growth mind set, information, learning, obstacles, opportunities, race, resilience, responsibilities, role, setbacks, stereotype, strive, target</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should:</p> <p>discuss their star qualities</p> <p>identify what a positive learning attitude is</p> <p>talk about jobs they can do when they grow up</p> <p>discuss what skills and interests are needed for different jobs</p> <p>talk about hopes they have for the future</p> <p>discuss what they are looking forward to about next year.</p>	<p>In UKS2 children will:</p> <p>identify skills and attributes that are useful in many roles</p> <p>identify what a helpful learning attitude is</p> <p>understand what a stereotype is</p> <p>identify potential barriers to success</p> <p>know different routes into further education and work</p> <p>•</p>	<p>varied careers</p>
Procedural Knowledge		
<p>discuss their personal achievements and skills</p> <p>talk about a range of jobs that people do</p> <p>challenge stereotypes</p> <p>talk about jobs they might like to do in the future discuss what skills they might need to do certain jobs.</p>		<p><u>BIG Question – Assessment Opportunity</u></p> <p>Research a career you are interested in and what skills you will need to be able to do the job.</p>

Cycle A Think Positive Year 3/4

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To recognise feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. To explore themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mind set approach to learning.</p>	<p>understand that having a positive attitude is good for our mental health.</p> <p>understand the causes of negative thoughts. understand the impact certain changes can have on people and how it can affect them emotionally.</p>	<p>anger, anxious, attitude, aware, brain, brave, breathing, challenge, changes, chemicals, consequences, control, curious, determination, different, distract, dopamine, effort, embarrassment, endorphins, exciting, experience, failure, flexible, grief, guilt, happiness, jealousy, joy, mental health, mindfulness, mistakes, oxytocin, peace, perseverance, practise, prepare, problem, relax, represent, sadness, serotonin, shame, strategies, strengths, success, techniques, uncomfortable, unpleasant, weaknesses, worry</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should:</p> <p>recognise and describe positive thoughts and negative thoughts.</p> <p>think about and discuss the consequences of decisions they make and their actions.</p> <p>describe ways to show or give thanks for what we have.</p> <p>describe what being mindful is</p>	<p>In UKS2 children will:</p> <p>describe how their thoughts, feelings and behaviours influence each other.</p> <p>explain the range and intensity of their feelings to others.</p> <p>name some strategies to deal with unhelpful thoughts.</p> <p>appreciate how making good choices can make us happy.</p> <p>understand how mindfulness techniques can be used in their everyday lives.</p> <p>describe the difference between a growth mind set and a fixed mind set.</p>	<ul style="list-style-type: none"> • Malala Yousafzai • Marcus Rashford
Procedural Knowledge		
<p>to identify ways to cope with negative thoughts.</p> <p>identify some mindfulness techniques and discuss which they like to use.</p> <p>identify strategies to cope with uncomfortable emotions</p>		<p><u>BIG Question – Assessment Opportunity</u></p> <p>Demonstrate how to use a strategy to cope when experiencing uncomfortable emotions</p>

Cycle A Year 3/ 4 VIPs

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children should know that families are important for children growing up because they can give love, security and stability; how important friendships are in making us feel happy and secure, and how people choose and make friends. Children consider disputes and bullying and address strategies to cope with each of these</p>	<p>recognise how our attitudes impact new friendships being made know that actions have consequences - reflect on the different characters in the dares story and recognise the different outcomes for each character know what bullying is know how to help someone being bullied</p>	<p>VIP acquaintances, actions, alternatives, anonymous, anti-bullying, arguments, behaviour, bully, bullying, compromise, consequences, consideration, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should: Know who the special people in their lives are know what makes someone a good friend and demonstrate these qualities identify several ways to show others that they care and understand the importance of doing this.</p>	<p>In UKS2 children will: know ways we can care for our VIPs identify which secrets are OK to keep and which need to be shared with support; identify some aspects of healthy and unhealthy relationships identify different types of relationships.</p>	<ul style="list-style-type: none"> • School staff • Important family members
Procedural Knowledge		
<p>create a plan for being an anonymous friend over the course of a week demonstrate understanding through creation of a role play about positive resolution techniques offer advice to someone being bullied</p>		<p><u>BIG Question – Assessment Opportunity</u> Karis is being bullied about her clothes. What advice will you give her?</p>

Cycle A Year 5/6 Digital Wellbeing

DfE / National Curriculum Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Children will understand why it is important to look after their digital wellbeing. They will understand why bullying is wrong and know how to make it stop. They will be able to explain not all information is true online.</p>	<p>e-safety/internet safety; communicate; risk; online private/personal information; password; digital wellbeing cyberbullying; restrictions; online relationships social media; fake news</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should: know why we shouldn't share passwords and private information online. They will be able to explain why we have rules and restrictions around the technology they use. They will know how to communicate respectfully online.</p>	<p>In KS3/4 children should know:</p> <ul style="list-style-type: none"> › their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online › about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online › not to provide material to others that they would not want shared further and not to share personal material which is sent to them › what to do and where to get support to report material or manage issues online › the impact of viewing harmful content › that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners › that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail › how information and data is generated, collected, shared and used online 	<p>school staff NSPCC</p>
Procedural Knowledge		
<p>explain how they can look after their digital wellbeing discuss how to stay safe, healthy and happy online and when they use digital technology explain how to develop safe, respectful and healthy online relationships know how to use social media responsibly identify online bullying behaviours and talk about what they can do to help themselves and others if it is seen or experienced describe strategies they can use to assess the reliability of online information and images.</p>		<p><u>BIG Question – Assessment Opportunity</u> Explain how you can be safe and respectful online, and what to do if you encounter inappropriate behaviour or information online.</p>

Cycle A Year 5/6 Diverse Britain

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>to recognise there are human rights, that are there to protect everyone about the relationship between rights and responsibilities</p> <p>to value the different contributions that people and groups make to the community</p> <p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>know about the range of faiths and ethnicities in Britain</p> <p>know what a community is</p> <p>discuss some roles of local government</p> <p>describe the basic structure of national government</p>	<p>Diverse Britain: active citizenship, charity, community spirit, compassion, consequence, contribute, enforce, equal, ethnicity, faith, impact, laws, local government, members of parliament, national government, needs, negative, parliament, police, politicians, positive, prime minister, responsibilities, roles, shared responsibility, similar, support, voluntary</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should:</p> <p>know what democracy is</p> <p>know what rules and laws are</p> <p>know what liberty means</p> <p>know what British values are</p>	<p>In KS3/4 children should know:</p> <p>the characteristics of positive and healthy friendships, in all contexts , such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</p> <p>reconciliation and ending relationships, this includes different (non-sexual) types of relationship</p> <p>practical steps they can take in a range of different contexts to support respectful relationships</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>that some types of behaviour within relationships are criminal, inc. violence and coercive control</p> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p> <p>the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>the operation of Parliament, including voting and elections, and the role of political parties</p>	<ul style="list-style-type: none"> • Prime Minister Rishi Sunak • People in my community • local MP • local religious leaders
Procedural Knowledge		
<p>explain how and why laws are made</p> <p>talk about the role of charities and voluntary groups in the community</p>	<p>BIG Question – Assessment Opportunity</p> <p>How does the government benefit you?</p>	

Cycle A Year 5/6 Safety First

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>To be equipped with language to talk about their bodies To know how to protect and support their own health and wellbeing, self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. TO know why there are age restrictions online and be equipped to manage common difficulties encountered online To know each person’s body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact.</p>	<p>describe what a dare is and identify situations involving peer pressure know when to seek help in risky or dangerous situations identify and discuss some school rules for staying safe and healthy recall the number to dial in an emergency 999 list some of the hazards they might find at home list some substances at home can be dangerous list some of the dangers we face when we are around roads, railways or water know the key points of the firework code.</p>	<p>safety first: accident, action, advice, brave, consequence, decision, environment, independence, informed, liquids, mature, media, medication, pills, responsible, sensible, situation, social media, support, unfamiliar</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should: identify and discuss some school rules for staying safe and healthy. list some of the dangers we face when we are using roads, water or railways describe drugs, cigarettes and alcohol in basic terms. identify some common injuries state 999 as the number to call to seek help in an emergency. identify people who can help us in an emergency. explain how to keep themselves and others safe in an emergency situation.</p>	<p>In KS3/4 children should know: the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online basic treatment for common injuries life-saving skills, including how to administer CPR the purpose of defibrillators and when one might be needed</p>	<ul style="list-style-type: none"> • RNLI water safety • Via road safety
Procedural Knowledge		
<p>Assess a situation for the level of risk explain how we know which substances around the home contain chemicals explain safety precautions that can be taken when using roads, railways or water</p>	<p>BIG Question – Assessment Opportunity How can we stay safe if we visit Nottingham? (focus on trains and trams, and traffic)</p>	

Cycle A Year 5/6 Aiming High

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>To recognise positive things about themselves and their achievements Set goals to help achieve personal outcomes that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life about stereotypes in the workplace and that a person’s career aspirations should not be limited by them about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) That some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation To identify the kind of job that they might like to do when they are older To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>identify skills and attributes that are useful in many roles identify what a helpful learning attitude is understand what a stereotype is identify potential barriers to success know different routes into further education and work</p>	<p>Aiming High: advertisement, apprenticeship, avoidance, barriers, behaviours, benefit, business, careers, collaborate, college, creativity, criteria, decisions, discrimination, employee, enterprise, failure, fear, feedback, focus, further education, helpful, ideas, individual, innovation, interests, law, listening, mistakes, panic, perseverance, prejudice, privilege, problem-solving, responsible, rights, self - worth, social class, stress, teamwork, unhelpful, university</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should: identify what a positive learning attitude is / growth mind set identify skills and interests are needed for different jobs identify what a stereotype is</p>	<p>In KS3 children will: know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship.</p>	<ul style="list-style-type: none"> varied careers
Procedural Knowledge		
<p>discuss different learning styles ; identify skills employers look for in employees; be able to work with others in a team; discuss the skills everyone needs to succeed; set goals they could set to work towards their ambitions</p>		<p><u>BIG Question – Assessment Opportunity</u> Research a career you are interested in and what skills you will need to be able to do the job Describe skills that are transferable to different jobs. Evaluate which skills you are wishing to further develop</p>

Cycle A Year 5/6 Think Positive

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Help children further develop their understanding about thoughts and emotions, both positive and negative. Identify the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mind set approach to life.</p>	<p>describe how their thoughts, feelings and behaviours influence each other.</p> <p>explain the range and intensity of their feelings to others.</p> <p>name some strategies to deal with unhelpful thoughts.</p> <p>appreciate how making good choices can make us happy.</p> <p>understand how mindfulness techniques can be used in their everyday lives.</p> <p>describe the difference between a growth mind set and a fixed mind set.</p>	<p>think positive: actions, affect, behaviour, blame, cognitive, comfortable, coping, difficulties, impact, independent, influence, learning, link, mind set, morals, opportunities, progress, pros and cons, reaction, responsible, strategy</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should:</p> <p>understand that having a positive attitude is good for our mental health.</p> <p>understand the causes of negative thoughts. understand the impact certain changes can have on people and how it can affect them emotionally.</p>	<p>In KS3/4 children should know:</p> <p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary</p> <p>that happiness is linked to being connected to others</p> <p>how to recognise the early signs of mental wellbeing concerns</p> <p>common types of mental ill health (e.g. anxiety and depression)</p> <p>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</p> <p>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p>	<ul style="list-style-type: none"> • Nicola Adams • Jessica Ennis Hill • Millie Bobby Brown
Procedural Knowledge		
<p>to know how to make an informed choice.</p> <p>to know how to use mindfulness techniques</p> <p>draw upon a range of strategies when facing a challenge</p>	<p><u>BIG Question – Assessment Opportunity</u> Why is a growth mind set preferable to a fixed mind set?</p>	

Cycle A Year 5/6 VIPs

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children should know that families are important for children growing up because they can give love, security and stability; how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>Children will address conflicts and resolutions in relationships and healthy and unhealthy relationships.</p>	<p>know ways we can care for our VIPs</p> <p>identify which secrets are OK to keep and which need to be shared with support;</p> <p>identify some aspects of healthy and unhealthy relationships</p> <p>identify different types of relationships.</p>	<p>VIP advice, agree, anxious, blended families, commitment, committed, confidence, confidential, dangerous, family life, family structure, influence, living apart, living together, peer, polite, pressure, relationship, resist, resolution, risky, same-sex parents, secrets, security, self-love, single parents, stability, uncomfortable, wrong</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should:</p> <p>recognise how our attitudes impact new friendships being made</p> <p>know that actions have consequences - reflect on the different characters in the dares story and recognise the different outcomes for each character</p> <p>know what bullying is</p> <p>know how to help someone being bullied</p>	<p>In KS3/4 children should know:</p> <p>that there are different types of committed, stable relationships.</p> <p>how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>the characteristics and legal status of other types of long-term relationships.</p> <p>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed</p>	<ul style="list-style-type: none"> • School staff • Important family members
Procedural Knowledge		
<p>demonstrate a calming technique to others</p> <p>explain ways to resist pressure with support</p> <p>discuss how a disagreement could be handled with support</p>	<p><u>BIG Question – Assessment Opportunity</u></p> <p>When is it ok not to keep a secret? Is it ok to ask someone to keep a secret?</p>	

Cycle B Year 1/ 2 Be Yourself		
DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
Children recognise <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	say what makes them an individual identify feelings from facial expressions and body language talk confidently about what they like that makes them happy understand the importance of sharing their thoughts and feelings respectfully	Be yourself: angry, body language, calm, change, confidence, content, cross, disagree, wellbeing, emotions, enjoy, excited, facial expressions, feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried
Prior Learning	Future Learning	Key Role Models
In EYFS children should: <ul style="list-style-type: none"> list people who can help them at home list adults and peers who can help them at school list some people who work in jobs that help us 	In LKS2 children will: <ul style="list-style-type: none"> list some achievements and say why they are proud of them identify facial expressions associated with different feelings suggest assertive solutions to scenarios know that media messages about how they look, think and behave are not always realistic 	Prince and Princess of Wales – Heads Together charity
Procedural Knowledge		
explain how to manage feelings of anger and sadness explain how change and loss make them feel describe strategies to explain how change and loss can be dealt with positively		<u>BIG Question – Assessment Opportunity</u> Emotions freeze frame – what feelings can you identify and what advice can you give?

Cycle B Year 1/ 2 One World

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>By the end of KS1 to be responsible global citizens:</p> <ol style="list-style-type: none"> 1. about what rules are, why they are needed, and why different rules are needed for different situations 2. how people and other living things have different needs; about the responsibilities of caring for them 3. about things they can do to help look after their environment 4. about the different groups they belong to 5. about the different roles and responsibilities people have in their community 	<p>identify special people in their life describe what their school is like describe what it is like to go to school in different countries know what an environment is know what natural resources are</p>	<p>One world: affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should: ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>In LKS2 children will: describe similarities and differences between people’s lives know what climate change is detail if they feel something is fair or not know there are organisations working to help people in challenging situations in other communities</p> <ul style="list-style-type: none"> • know what climate change is 	<ul style="list-style-type: none"> • Greta Thunberg • David Attenborough • Wangari Muta Maathai
Procedural Knowledge		
<p>compare different homes around the world to their own say what they love about the world in which they live in and describe how they would feel if these things disappeared identify and discuss similarities and differences of schools in different countries</p>		<p><u>BIG Question – Assessment Opportunity</u> suggestions wall – why is it important to care for the earth and how can this be done?</p>

Cycle B Year 1/ 2 TEAM

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>By the end of KS2 children know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>use key vocabulary from the Acts of Kindness poster to identify ways to show kindness to others</p> <p>identify and group thoughts into helpful and not so helpful categories</p> <p>identify ways to deal with bullying behaviour</p>	<p>TEAM active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mind set, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should:</p> <ul style="list-style-type: none"> list people who can help them at home list adults and peers who can help them at school list some people who work in jobs that help us 	<p>In LKS2 children will:</p> <ul style="list-style-type: none"> identify a feeling and how it is expressed identify a resolution to a dispute using images to support create a list of good deed ideas identify how a good deed would benefit the team 	<ul style="list-style-type: none"> • Sports players e.g. England rugby team • Apollo 11 moon landing • ancient Romans • The Black Mambas rangers at Kruger National Park protecting elephants and rhinos from poachers
Procedural Knowledge		
<p>show the teams they belong to through pictures, names the teams and explain how it feels to be part of the team</p> <p>employ good listening skills to follow instructions to create a picture</p> <p>create a chain of kindness by thinking of their own idea of a way to be kind</p>		<p><u>BIG Question – Assessment Opportunity</u></p> <p>Draw a picture to show a time they made a good choice and write what happened next</p>

Cycle B Year 1/ 2 It's My Body

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know: the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health what constitutes a healthy diet the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>Children can describe their daily bedtime routine list some foods that are good to have once a week identify hazard signs that mean something is dangerous understand they can choose what happens to their bodies</p>	<p>It's my body: bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diarrhoea, diet, disease, doctor, emergency, exercise, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise, touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should be able: To understand what the word consent means To know their private body parts are private To know who their trusted adults are To know that they can say no To know some everyday dangers at home and school To know how they are safe at school To know how to call 999 in an emergency</p>	<p>In LKS2 children will: understand the importance of sleep, exercise and healthy eating understand they can choose what happens to their body explain that too much sugar is bad for health list some of the effects of sleep deprivation explain why eating a balanced diet is important explain the importance of vaccinations and immunisations</p>	<ul style="list-style-type: none"> • NSPCC • Sports players • wellbeing ambassadors
Procedural Knowledge		
<p>explain what happens if you do not exercise properly explain that other people have rights for their own body explain what germs are and why people need to keep clean</p>	<p><u>BIG Question – Assessment Opportunity</u> Children can name 3 ways to keep their body healthy</p>	

Cycle B Year 1/ 2 Money Matters

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know about the role of the internet in everyday life that not all information seen online is true what money is forms that money comes in that money comes from different sources that people make different choices about how to save and spend money about the difference between needs and wants; that sometimes people may not always be able to have the things they want that money needs to be looked after; different ways of doing this</p>	<p>Children can discuss things they can buy in the shops talk about different sources of money identify things they want identify things they need identify some methods of payment identify why it is important to keep money safe discuss ways we can keep track of money we spend</p>	<p>Money Matters: bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet, want, work</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should: Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society</p>	<p>In LKS2 children will: discuss where money comes from talk about reasons people go to work discuss payment resources we can use to spend money consider why and how people might borrow money</p>	<ul style="list-style-type: none"> • Ellie Simmonds – raising funds and profile for water aid • Marcus Rashford - raising funds and profile re food inequality
Procedural Knowledge		
<p>explain ways we can save money explain why it is important to keep money and belongings safe discuss prioritising what we buy, thinking about things we need before things we want</p>		<p><u>BIG Question – Assessment Opportunity</u> Should Abdi buy football stickers with his lunch money?</p>

Cycle B Year 1/ 2 Growing Up

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.</p>	<p>describe how they have changed since they were a baby describe things they would like to do when they are older explain what unique means identify what makes them unique describe physical changes humans go through as they grow up understand how our responsibilities change as we grow</p>	<p>growing up: adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried</p>
Prior Learning	Future Learning	Key Role Models
<p>In EYFS children should be able: To understand what the word consent means To know their private body parts are private To know who their trusted adults are To know that they can say no To know some everyday dangers at home and school To know how they are safe at school To know how to call 999 in an emergency</p>	<p>In LKS2 children will: name the main male and female body parts needed for reproduction describe some of the changes boys go through during puberty describe some of the changes girls go through during puberty describe some feelings young people might experience as they grow up identify similarities and differences in different loving relationships</p>	<ul style="list-style-type: none"> • school adults • NSPCC • trusted adults
Procedural Knowledge		
<p>consider the best thing to do in a given scenario show respect for others’ likes and dislikes show an understanding of the need to get to know a person before making an assumption about them recognise how certain changes in people’s lives can make them feel</p>		<p><u>BIG Question – Assessment Opportunity</u> Who are your trusted adults? How can you tell them you have a concern?</p>

Cycle B Year 3/ 4 Be Yourself

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children recognise</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	<p>list some achievements and say why they are proud of them identify facial expressions associated with different feelings suggest assertive solutions to scenarios know that media messages about how they look, think and behave are not always realistic</p>	<p>Be yourself: achievements, actions, advertisements, assertive, comfortable, confident, consequences, dares, effects, emotional, forceful, gloating, hide, impact, influence, manipulated, mind, mistake, positive, pressure, pride, pushy, resist, resolution, resolve, right, rude, scared, sorry, strategies, strengths, support</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should be able to: say what makes them an individual identify feelings from facial expressions and body language talk confidently about what they like that makes them happy understand the importance of sharing their thoughts and feelings respectfully</p>	<p>In UKS2 children will: identify different situations which would make people experience flight or fight response identify resolutions to different tricky situations identify feelings involved in making a mistake and understand how to make amends</p>	<p>Prince and Princess of Wales – Heads Together charity</p>
Procedural Knowledge		
<p>identify and begin to implement strategies to help them cope with uncomfortable feelings demonstrate how they are going to make things right after mistakes have been made explain what they have learnt and how they have grown from mistakes they have made</p>		<p><u>BIG Question – Assessment Opportunity</u> How do you cope with feelings when not successful?</p>

Cycle B Year 3/ 4 One World

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>To be responsible global citizens</p> <ol style="list-style-type: none"> 1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws 2. to recognise there are human rights, that are there to protect everyone 3. about the relationship between rights and responsibilities 4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others 5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 6. about the different groups that make up their community; what living in a community means 7. to value the different contributions that people and groups make to the community 8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities 	<p>describe similarities and differences between people’s lives know what climate change is detail if they feel something is fair or not know there are organisations working to help people in challenging situations in other communities know what climate change is</p>	<p>One world: actions, challenge, charity, citizen, climate change, communities, compassion, consequence, consider, decision, difference, dilemma, discuss, diverse, diversity, effects, empathy, fair, Fairtrade, farmer, gender, global, harmful, helpful, human right, impact, inequality, local, negative, opinion, organisation, positive, reason, reduce, respect, responsibility, rural, share, shared responsibility, stereotype, support, trade, unfair, urban</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should:</p> <ul style="list-style-type: none"> identify special people in their life describe what their school is like describe what it is like to go to school in different countries know what an environment is know what natural resources are 	<p>In UKS2 children will:</p> <ul style="list-style-type: none"> know what a global citizen is know what global warming is know that human energy use can harm the environment understand the importance of not wasting water know what biodiversity is know that choices can have far reaching consequences 	<ul style="list-style-type: none"> • Greta Thunberg • David Attenborough • Wangari Muta Maathai
Procedural Knowledge		
<p>express their own opinions give reasons for similarities and differences in people’s lives recognise how their actions impact on people in different countries</p>	<p><u>BIG Question – Assessment Opportunity</u> If I could change the world to make it a fairer place for all people, I would... discussion</p>	

Cycle B Year 3/ 4 TEAM

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>By the end of KS2 children know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>identify a feeling and how it is expressed identify a resolution to a dispute using images to support create a list of good deed ideas identify how a good deed would benefit the team</p>	<p>TEAM achieve, actions, attitude, behaviours, benefit, body language, change, collaboratively, communication, compromise, conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, goals, impact, individuals, interpret, listening, negotiation, reflect, resolution, resolve, responding, responsibility, teammates, teamwork, transition, unhelpful</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should: use key vocabulary from the Acts of Kindness poster to identify ways to show kindness to others identify and group thoughts into helpful and not so helpful categories identify ways to deal with bullying behaviour</p>	<p>In UKS2 children will: understand and identify what successful team work skills are explain what collaborative working is explain what compromise is identify ways of showing care to others in their team</p> <ul style="list-style-type: none"> explain different effects of unkind behaviour 	<ul style="list-style-type: none"> Sports players e.g. England rugby team Apollo 11 moon landing ancient Romans The Black Mambas rangers at Kruger National Park protecting elephants and rhinos from poachers
Procedural Knowledge		
<p>create a role play to demonstrate a team scenario read clues and work as a team to solve a crime express and discuss why we have worries and concerns at times of change</p>		<p><u>BIG Question – Assessment Opportunity</u> evaluate the success of the team work to solve a crime and suggest improvement/s for next time</p>

Cycle B Year 3/ 4 It's My Body

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know: the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health what constitutes a healthy diet the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>Children will understand the importance of sleep, exercise and healthy eating understand they can choose what happens to their body explain that too much sugar is bad for health list some of the effects of sleep deprivation explain why eating a balanced diet is important explain the importance of vaccinations and immunisations</p>	<p>it's my body: addiction, alcohol, allergies, balanced, bedtime, caffeine, Childline, cigarettes, consent, consequence, contagious, decision, dietary, drugs, e-cigarettes, habit, harmful, health, heart rate, hormones, hydrated, hygiene, illegal, immunisation, independence, infection, legal, nicotine, prescription, relax, resilience, restricted, routine, sleep hygiene, tobacco, vaccinations, vaping, vitamins</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should: describe their daily bedtime routine list some foods that are good to have once a week identify hazard signs that mean something is dangerous understand they can choose what happens to their bodies</p>	<p>In UKS2 children will: identify positive aspects about themselves define consent and autonomy identify the implications of not getting enough sleep understand that the choices they make about their bodies have consequences</p>	<ul style="list-style-type: none"> • NSPCC
Procedural Knowledge		
<p>distinguish between medicine and harmful drugs and chemicals know how to get help for themselves or another in the case of serious problems know how to check medicine instructions know how to inhibit the spread of germs and protect their bodies from ill health</p>		<p><u>BIG Question – Assessment Opportunity</u> Group discussion on how to keep their heart healthy</p>

Cycle B Year 3/ 4 Money Matters

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know (by the end of KS2) about the different ways to pay for things and the choices people have about this to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). to recognise that people make spending decisions based on priorities, needs and wants. different ways to keep track of money about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. to identify the ways that money can impact on people’s feelings and emotions</p>	<p>Children can discuss where money comes from talk about reasons people go to work discuss payment resources we can use to spend money consider why and how people might borrow money</p>	<p>Money Matters: advertisement, advertising, balance, benefits, borrow, budget, cash, change, consumer, credit, debit, debt, employment, environment, ethical, financial gain, gambling, gift, impact, influence, interest, loan, owe, payment, priority, profit, repay, repayments, savings, spending, tax, unmanageable</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should: discuss things they can buy in the shops talk about different sources of money identify things they want identify things they need identify some methods of payment identify why it is important to keep money safe discuss ways we can keep track of money we spend</p>	<p>In UKS2 children will: talk about what financial risk is discuss the ways advertisers try to influence consumers identify what it means to be a critical consumer know what value for money means know what ethical spending is know what tax is</p>	<ul style="list-style-type: none"> • Ellie Simmonds – raising funds and profile for wateraid • Marcus Rashford - raising funds and profile re food inequality
Procedural Knowledge		
<p>recognise some consequences financial decisions can have on our emotional wellbeing acknowledge the importance of prioritising our spending explain why it is important to keep track of what we spend discuss what is meant by ethical spending</p>		<p><u>BIG Question – Assessment Opportunity</u> diamond 9 – what are the most important things to spend money on? children create top 9 and prioritise list</p>

Cycle B Year 3/ 4 Growing Up

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>• how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>Children can name the main male and female body parts needed for reproduction</p> <p>describe some of the changes boys go through during puberty</p> <p>describe some of the changes girls go through during puberty</p> <p>describe some feelings young people might experience as they grow up</p> <p>identify similarities and differences in different loving relationships</p>	<p>growing up: adopted, Adam’s apple, anger, anxious, asexual, attracted, baby, biological sex, blended family, breasts, commitment, civil partnership, confusion, crush, egg, embryo, erection, excited, feelings, foetus, fostered, gay, gender, hormones, identity, lesbian, lonely, married, menstruation, oestrogen, offspring, orphaned, ovaries, period, puberty, relatives, reproduction, sex hormones, same-sex, single-parent, sperm, tearful, testes, testosterone, umbilical cord, uterus, womb</p>
Prior Learning	Future Learning	Key Role Models
<p>In KS1 children should:</p> <p>describe how they have changed since they were a baby</p> <p>describe things they would like to do when they are older</p> <p>explain what unique means</p> <p>identify what makes them unique</p> <p>describe physical changes humans go through as they grow up</p> <p>understand how our responsibilities change as we grow</p>	<p>In UKS2 children will:</p> <p>name the physical changes young people will experience during puberty</p> <p>explain how to look after their bodies during puberty</p> <p>name some ways to cope with new or difficult emotions</p> <p>describe different types of loving relationships that exist</p> <p>explain the laws around sexual relationships</p> <p>know that some infections can be passed on during sexual intercourse but that contraception can help to prevent this</p>	<ul style="list-style-type: none"> • school adults • NSPCC • trusted adults
Procedural Knowledge		
<p>talk about their own family and the relationships within it</p> <p>discuss ways in which people can deal with or overcome emotions experienced during puberty</p> <p>describe the different types of relationships that exist without prejudice</p> <p>ask mature questions about puberty and the changes people experience</p>		<p><u>BIG Question – Assessment Opportunity</u></p> <p>What can we do to deal with changing emotions?</p>

Cycle B Year 5/6 Be Yourself

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children recognise</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	<p>identify different situations which would make people experience flight or fight response</p> <p>identify resolutions to different tricky situations</p> <p>identify feelings involved in making a mistake and understand how to make amends</p>	<p>Be yourself: acceptance, alternatives, amends, anxious, apologise, bereavement, caring, celebrate, choices, communication, conflict, danger, dangerous, death, difficulties, express, face-to-face relationships, failure, feelings, generosity, grief, guilt, individual, individuality, intensity, kindness, loyalty, manage, negative, online friendships, options, peer approval, peer influence, peer pressure, perceived failure, problems, relationships, respect, setbacks, sharing, shy, trust, truthfulness, unhealthy, unhelpful thoughts, unique, uniqueness, wrong</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should:</p> <ul style="list-style-type: none"> list some achievements and say why they are proud of them identify facial expressions associated with different feelings suggest assertive solutions to scenarios know that media messages about how they look, think and behave are not always realistic 	<p>In KS3/4 children should know:</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary that happiness is linked to being connected to others how to recognise the early signs of mental wellbeing concerns common types of mental ill health (e.g. anxiety and depression) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness 	<ul style="list-style-type: none"> • Prince and Princess of Wales – Heads Together charity
Procedural Knowledge		
<p>discuss scenarios where children are torn between fitting in and being true to themselves</p> <p>explain how to communicate their feelings in different situations</p> <p>work in a team to create a role play to show different ways to manage uncomfortable feelings</p>	<p>BIG Question – Assessment Opportunity</p> <p>create a “silent movie” role play to demonstrate how to manage feelings of anger due to a disagreement in the playground.</p>	

Cycle B Year 5/6 One World

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>To be responsible global citizens</p> <ol style="list-style-type: none"> 1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws 2. to recognise there are human rights, that are there to protect everyone 3. about the relationship between rights and responsibilities 4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others 5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 6. about the different groups that make up their community; what living in a community means 7. to value the different contributions that people and groups make to the community 8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities 	<p>know what a global citizen is know what global warming is know that human energy use can harm the environment understand the importance of not wasting water know what biodiversity is know that choices can have far reaching consequences</p>	<p>One world: appreciate, aware, biodiversity, citizenship, conserve, drought, encourage, energy, future, global citizen, global warming, human right, manifesto, persuade, pledge, prevent, renewable, responsible, responsibly, save, sustainability, sustainable, use, waste, water</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should:</p> <ul style="list-style-type: none"> describe similarities and differences between people’s lives know what climate change is detail if they feel something is fair or not know there are organisations working to help people in challenging situations in other communities know what climate change is 	<p>In KS3/4 children should know:</p> <p>the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict: reconciliation and ending relationships, this includes different (non-sexual) types of relationship; practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>	<ul style="list-style-type: none"> • Greta Thunberg • David Attenborough • Wangari Muta Maathai
Procedural Knowledge		
<p>explain how to be a responsible global citizen describe what can be done to help prevent global warming from getting worse explain how energy use can be changes to help the environment</p>	<p><u>BIG Question – Assessment Opportunity</u> How can we use less energy (electric etc.) in school?</p>	

Cycle B Year 5/6 TEAM

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>By the end of KS2 children know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>understand and identify what successful team work skills are explain what collaborative working is explain what compromise is identify ways of showing care to others in their team explain different effects of unkind behaviour</p>	<p>TEAM admire, attributes, collaborate, collaboration, communicate, contribute, decisions, disagree, discrimination, effective, emotional, excluding, harassment, health, honesty, hurtful, kindness, opinion, outcome, patience, respectful, sensitive, skills, social media, success, successful, thoughts, trolling, uncomfortable, understanding, upsetting, valued</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should: identify a feeling and how it is expressed identify a resolution to a dispute using images to support create a list of good deed ideas identify how a good deed would benefit the team</p>	<p>In KS3/4 children should know: that there are different types of committed, stable relationships. how these relationships might contribute to happiness and their importance for bringing up children. what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. why marriage is an important relationship choice for many couples and why it must be freely entered into. the characteristics and legal status of other types of long-term relationships. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed</p>	<ul style="list-style-type: none"> Sports players e.g. England rugby team Apollo 11 moon landing ancient Romans The Black Mambas rangers at Kruger National Park protecting elephants and rhinos from poachers
Procedural Knowledge		

demonstrate successful teamwork skills; disagree respectfully ; reflect on their own collaborative working skills ; make compromises; discuss the importance and consequences of carrying out shared responsibilities within the class team	BIG Question – Assessment Opportunity what skills are essential for a team to be successful?
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Cycle B Year 5/6 It's My Body		
DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know:</p> <p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this</p> <p>the risks associated with an inactive lifestyle (including obesity).</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health what constitutes a healthy diet</p> <p>the principles of planning and preparing a range of healthy meals.</p> <p>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>Children will</p> <p>identify positive aspects about themselves</p> <p>define consent and autonomy</p> <p>identify the implications of not getting enough sleep</p> <p>understand that the choices they make about their bodies have consequences</p>	<p>it's my body: addictive, advertising, age restrictions, appearance, appropriate, autonomy, balanced lifestyle, beauty, boundaries, care, cleanliness, contact, control, damage, dangerous, dental, deprivation, effects, emotional, healthy eating, impact, influence, looks, media, meditation, mental, mindfulness, negative, nicotine, oral, perfect, physical, platform, positive, pressure, protect, respect, responsibility, rest, rights, self-confidence, stereotype, substances, sun exposure, support, tell, unwanted, vape pens, vapes, wellbeing</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should:</p> <p>understand the importance of sleep, exercise and healthy eating</p> <p>understand they can choose what happens to their body</p> <p>explain that too much sugar is bad for health</p> <p>list some of the effects of sleep deprivation</p> <p>explain why eating a balanced diet is important</p> <p>explain the importance of vaccinations and immunisations</p>	<p>In KS3/4 children should know:</p> <p>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online</p>	<ul style="list-style-type: none"> • NSPCC
Procedural Knowledge		
<p>discuss the choices related to their health that they make each day</p> <p>explain the importance of vaccinations and immunisations</p> <p>recognise how to adapt their habits or routines as they get older</p> <p>identify some factors that influence the choices they make about their bodies</p> <p>challenge the stereotypical notions of the perfect body</p>		<p>BIG Question – Assessment Opportunity</p> <p>How do I stay healthy? Create a word art to demonstrate what being healthy means to you</p>

Cycle B Year 5/6 Money Matters

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know about the different ways to pay for things and the choices people have about this to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). to recognise that people make spending decisions based on priorities, needs and wants. different ways to keep track of money about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. to identify the ways that money can impact on people’s feelings and emotions</p>	<p>Children can talk about what financial risk is discuss the ways advertisers try to influence consumers identify what it means to be a critical consumer know what value for money means know what ethical spending is know what tax is</p>	<p>Money Matters: advertise, amount, availability, bankrupt, bankruptcy, charity, consequences, cost, council tax, critical consumer, ethical spending, fair trade, future, gain, gamble, income, income tax, inflation, investment, labour, lend, luxury, manufacturer, minimum wage, necessity, outgoings, payment, plastic pollution, prioritise, producer, retail, retailer, risk, scam, single-use, society, value</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should: discuss where money comes from talk about reasons people go to work discuss payment resources we can use to spend money consider why and how people might borrow money</p>	<p>In KS3 children should know: the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch the operation of Parliament, including voting and elections, and the role of political parties the precious liberties enjoyed by the citizens of the United Kingdom the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities the functions and uses of money, the importance and practice of budgeting, and managing risk</p>	<ul style="list-style-type: none"> • Ellie Simmonds – raising funds and profile for water aid • Marcus Rashford - raising funds and profile re food inequality
Procedural Knowledge		
<p>explain how money can affect people’s emotions identify how to compare the value for money of different products discuss how to make a budget respect different spending decisions</p>	<p>BIG Question – Assessment Opportunity compare product advertisements and the influence on companies on consumers</p>	

Cycle B Year 5/6 Growing Up

DfE Objectives	Sticky / Declarative Knowledge	Vocabulary
<p>Children know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>Children can</p> <p>name the physical changes young people will experience during puberty</p> <p>explain how to look after their bodies during puberty</p> <p>name some ways to cope with new or difficult emotions</p> <p>describe different types of loving relationships that exist</p> <p>explain the laws around sexual relationships</p> <p>know that some infections can be passed on during sexual intercourse but that contraception can help to prevent this</p>	<p>growing up: acne, amniotic fluid, amniotic sac, birth, bisexual, body image, body odour, caesarean section (C-section), choice, conceive, conception, condom, consent, contraception, contraceptive pill, discharge, fancy, fertilise, heterosexual, homosexual, illegal, intercourse, legal, media, mood swings, negative, placenta, positive, safe sex, self-esteem, sex, sexual, sexual intercourse, sexual orientation, sexually transmitted infection (STI), stressed, vaginal birth, weight, zygote</p>
Prior Learning	Future Learning	Key Role Models
<p>In LKS2 children should:</p> <p>name the main male and female body parts needed for reproduction</p> <p>describe some of the changes boys go through during puberty</p> <p>describe some of the changes girls go through during puberty</p> <p>describe some feelings young people might experience as they grow up</p> <p>identify similarities and differences in different loving relationships</p>	<p>In KS3/4 children should know:</p> <p>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts</p> <p>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause</p> <p>that there are a range of strategies for identifying and managing sexual pressure</p> <p>that they have a choice to delay sex or to enjoy intimacy without sex</p> <p>the facts about the full range of contraceptive choices, efficacy and options available and STIs</p> <p>the facts around pregnancy including miscarriage and choices</p>	<ul style="list-style-type: none"> • school adults • NSPCC • trusted adults
Procedural Knowledge		
<p>use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation</p> <p>know who to talk to about their changing body, should they need to</p> <p>children are able to explain and discuss what consent is</p>	<p><u>BIG Question – Assessment Opportunity</u></p> <p>What are your rights? Create a class poster for discussion.</p>	